

Nottingham Business School

Principles of Responsible Management Education:

Sharing Information on Progress Report 2017



**NOTTINGHAM
BUSINESS SCHOOL**

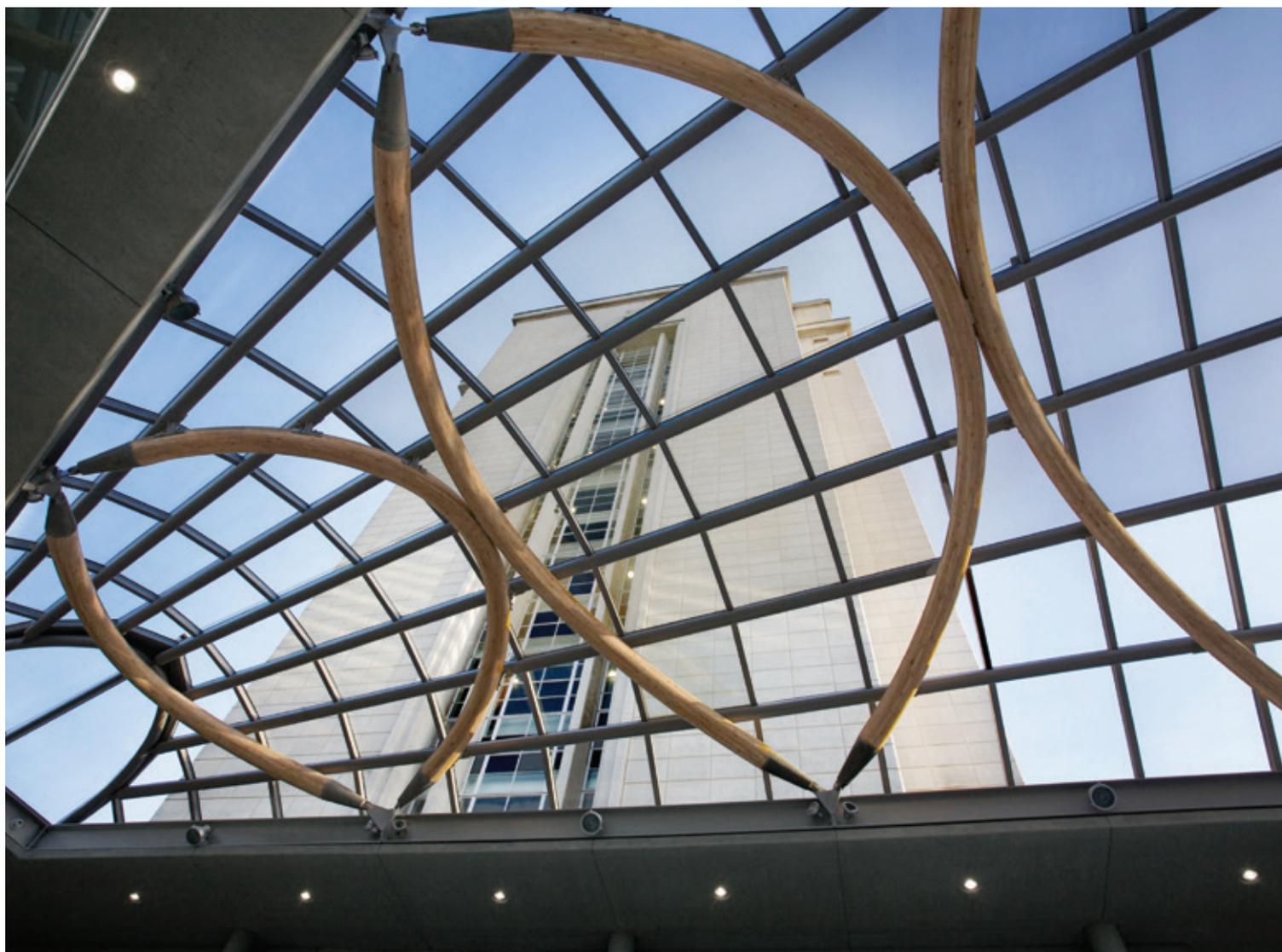
NOTTINGHAM TRENT UNIVERSITY 



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Message from the Dean

Realising the sustainable development goals through responsible management education

I am pleased to present Nottingham Business School's first Sharing Information on Progress report, which details the journey we have taken since 2015 in the implementation of the Principles for Responsible Management Education. The six principles are central to our values and long-term strategy and have been adopted as a transformative framework in the delivery of our mission 'to deliver education and research that combines academic excellence with impact upon business and society'.



NBS is an international business school with staff and students from over 100 different countries and partnerships with 110 institutions across all continents

Nottingham Business School (NBS) is an international business school with staff and students from over 100 different countries and partnerships with 110 institutions across all continents.

We have a longstanding commitment to ethics, sustainability and responsible management and I am proud to affirm Nottingham Business School's continuing commitment to the Principles for Responsible Management Education. Our values, as articulated in our ambition to 'Create the University of the Future'¹ have enhanced our reputation for teaching innovation, research excellence, industrial collaboration and community engagement. They also strengthen our commitment to corporate social responsibility and sector leading campus transformation.

We welcome the support of the PRME learning community, in particular the opportunities for collaboration and

partnership in realising the United Nations Sustainable Development Goals² through management education.

There have been many initiatives in our teaching, research, outreach and business engagement related to global social responsibility and sustainability. One of the most exciting of these initiatives is our university-wide Curriculum Refresh project which further develops the knowledge, skills, and resilience of our students to create sustainable value for business and society at large through explicit engagement with the Sustainable Development Goals.

We are particularly proud of the progress made in terms of our research on topics related to Responsible and Sustainable Business. The Responsible and Sustainable Business (RSB) research group was established in 2013. It conducted research in four focus areas: Teaching Ethics and Sustainability; Sustainable Design and

The quality of our conceptual and empirical research in this area has gained international recognition as demonstrated by our Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation in 2016

Consumption; Managing and Measuring Sustainability; Critical Perspectives on Responsible and Sustainable Business. Over the first 3 years of its existence, RSB group members have published multiple papers and books in these areas. In 2016, the research group developed into a more comprehensive research centre, called the Responsible and Sustainable Business Lab. The RSB Lab's key aim is to enhance responsible and sustainable business practices through dedicated academic research. To do so, the focus is on developing and disseminating research that promotes responsible and sustainable practice through innovation, management, and training. For more detail see the RSB Lab website: www.rsblab.org.uk

Building on our strength in effective pedagogy for responsible leadership, we have contributed to the PRME / Greenleaf Inspirational Guide Series and look forward to the publication of the second edition of the 'Business Student's Guide to Sustainable Management'.

Working at the intersection of research, education, sustainability and collaborative business engagement, we actively participate in the UK and Ireland Chapter and the wider PRME community to facilitate and support dialogue on critical issues related to global social responsibility and sustainability. In 2016 we had the pleasure of co-hosting the UK and Ireland Annual Conference with our PRME colleagues at

Nottingham University, together with the European Business Ethics Network (EBEN) Annual Conference. At a global level we facilitated a meeting of the PRME Working Group on Climate Change and the Environment and are working in partnership with the Academy of Business in Society (ABIS), in using the Giving Voice to Values pedagogy in Leadership Development programmes in Africa, hosting workshops in Kenya and South Africa.

The quality of our conceptual and empirical research in this area has gained international recognition as demonstrated by our Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation in 2016. In the past two years Nottingham Business School programmes were accredited by the European Foundation for Management Development (EFMD) 'EPAS' international quality accreditation system and have achieved four (4*) QS Stars from Quacquarelli Symonds, with five of nine categories receiving five (5*) QS Stars. The Chartered Association of Business Schools has also recognised the breadth of our engagement opportunities with business through the award of the Small Business Charter in 2014.

We strongly support the global agenda for a strong, healthy and just society living within environmental limits honoured by the many examples of student engagement with global citizenship across the formal and informal curriculum. For example, the NTU ENACTUS team has been working in partnership with Nottingham & Nottinghamshire Refugee Forum in the pioneering SEED (Sustainable, Empowerment, Education, Development) project³ that seeks to support refugees within our local community.

Through our activities we contribute to the social, cultural, economic and environmental good⁴ and align our own policies and practice with social responsibility. We continue to lead the sector in campus operations, and are delighted that we received the first Gold Award from the British Environmental Association for Universities and Colleges (EAUC) in the LiFE index.

These and the many other examples in this report illustrate how Nottingham Business School is exemplifying the fundamental purposes of PRME.

Professor Baback Yazdani,
Dean of Nottingham Business School



Principle 1: Introducing Nottingham Business School

NBS is one of the UK's most progressive and ambitious internationally-recognised Schools, with membership of leading professional bodies and accreditation of many of our courses. We are an AACSB accredited School focused on innovating business education, providing a personalised, experiential learning experience full of opportunities. The NBS philosophy is to work at the intersection of research, education and collaborative business engagement. Our mission is to provide education and research that combines academic excellence with impact on business and society.

As an integral part of Nottingham Trent University (NTU), NBS is known as an innovator and market leader for the integration of work-based and experiential learning.

**TOP
5%**

NBS has gained AACSB accreditation, joining the top 5% of business schools worldwide



Creating opportunity

All our students excel in developing the knowledge, skills, and resilience to play the positive role in society they envisage for themselves.

Valuing ideas

We possess strong relationships and robust processes that enable discovery, drive innovation, and change the world, our students, and ourselves.

Enriching society

We play a leading role in the social, cultural, economic and environmental development of the city, East Midlands and United Kingdom.

Connecting globally

As an international university, we nurture global citizenship, engage with the international research community, and attract talented students and staff from around the world.

Empowering people

We champion an environment of collective pride in the university in which the contribution of our colleagues is recognised and respected.



NBS' participation in PRME reflects our business-focused position, which since its inception in 1979 has had a reputation for comprehensive engagement with local and international businesses and civil society organisations



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.

Our approach to responsible management education continues to evolve, and as we strengthen our foundations, so too do we create new ambitions. For all that we have achieved through our commitment to responsible management education, there remains more that we want to accomplish.

Across all of our activities we have continued to build momentum in meeting our objectives for sustainable improvement, consolidating progress made and identifying key areas for emphasis going forwards. At the heart of this mission is our commitment to incorporate ethics and sustainability across the entire curriculum at undergraduate, postgraduate and doctoral levels. This will support our students' development of the appropriate skills, knowledge, behaviours and values needed for them to contribute in meaningful ways towards current and future challenges in the area of sustainable development.

We have worked with our faculty and staff in reviewing our values to ensure that they remain relevant and consistently understood. Of the university-wide ambition of 'Creating the University of the Future' the following actions resonate with the principles for responsible management education and support progress towards SDG 4, target 7:

We will continue to address differences in attainment between, and obstacles to, equal access to opportunities across all student groups.

New pathways into and through our taught courses and research programmes will expand the diversity of our student community.

We will invest to sustain outstanding scholarship across all of our provision and continue to expand demonstrable ways in which research, scholarship, and innovation underpin our curricula.

We play a leading role in the social, cultural, economic and environmental development of the city, East Midlands and United Kingdom. We deploy our resources and expertise in close alignment with strategic partners and engage with a wide range of organisations in order to enhance their prospects and those of our students.

Through purposeful engagement, we will play a significant leadership role in shaping the national policy and practice of education and relevant professional initiatives.

We will continue to be recognised as a leading exemplar of an environmentally responsible and sustainable organisation.

As an international university, we nurture global citizenship, engage with the international research community, and attract talented students and staff from around the world.

We will further promote internationalisation in the curriculum and enhance opportunities for our students to acquire the international perspective needed to succeed in the global community.

We will focus on building a strategic network of international partnerships with peer universities, businesses and civic authorities in selected territories.

We will ensure an environment of dignity, inclusivity, and equality of opportunity where colleagues are respected and valued for who they are and the contributions they make.



These values demonstrate our ongoing commitment to 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.

We currently have 1,250 international students from 100 different countries; this represents approximately 25% of our student population. NBS is committed to the further development of the international experience for all our learners; our staff ratio is made up of 52% of national and 48% non-national members, who are encouraged and supported to further increase their own international networks and experience. Through our 57 collaborative partners, we offer and facilitate exchange programmes and research opportunities for both our staff and students.

Since 2015 we have refreshed our strategy and clarified our mission “to combine academic excellence with impact upon business and society, such that it has a transformational impact on the students that it educates and the organisations with which it engages”

NBS has been a strong, business-focused institution since its inception in 1979 and has had a reputation for comprehensive engagement with local and international businesses ever since. As a leading part of NTU’s approach to delivering skills for employment, NBS is innovative in its approaches to integrating work-based and experiential learning into our courses, leading the market. Further, NBS is ranked in the top ten for its employability schemes and student satisfaction in the UK.

Sustainable Development Goal 4	Supporting Policy Actions
<p>Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p>	<p>NBS consistently seeks innovative ways of engaging with all its stakeholders. In 1992, we created a dedicated corporate business unit, to offer sponsored degrees and professional programmes to our local communities. To further enable access to a wider community through an inclusive digital policy, NBS will launch its new online MBA later this year.</p>
<p>Target 4.4 By 2030, substantially increase the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>	<p>As the destination of choice for an increasingly diverse group of students and professionals, we collaborate with employers to challenge, surprise and inspire all those who study with us. We support widening participation to Higher Education as a strategic priority and our Success for All programme promotes the progression and attainment of all our students whatever their gender, background or prior educational history.</p> <p>As a testament to our commitment to this area, we will be participating in a university-wide mentoring scheme (CERT) from September 2017. The NBS student mentors will help make the transition to university easier for our new students by delivering community building activities, course induction events and help us form an inclusive community within our School and University.</p> <p>We also encourage and support our staff to develop a strong sense of social and ethical responsibility underpinned by the values of global citizenship, sustainability, and responsibility. Hence our staff are involved in the University's practice and network groups, such as the Race Ethnicity and Cultural Heritage (REACH) Staff Network, LGBT+ Staff Network, Disabled Employees Network and the Women's Staff Network.</p>
<p>Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.</p>	<p>We will continue to address differences in attainment between, and obstacles to equal access to opportunities across, all student groups. As such, NBS will consistently review its students' entire life cycle to identify where and which types of support are needed to maximise all of our students' potential. This year we have set a series of ambitious targets in order to close progression and achievement for all student groups.</p> <p>NBS positively recruits students from disadvantaged backgrounds though without compromising academic standards. This approach reflects our values of enriching society, ensuring that the student community is highly diverse in terms of socio-economic and cultural backgrounds.</p> <p>To provide positive role models, we currently have a core faculty of 197 members, of which 48 % are female. Our currently planned recruitment drive will yield a 25: 1 student staff ratio.</p>
<p>Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.</p>	<p>Nottingham Trent University works with the Helena Kennedy Foundation to overcome social injustice and provides financial bursaries, mentoring and support to disadvantaged students from the further and adult education sectors, enabling them to complete their studies in higher education. We have made a commitment to provide ten Article 26 scholarships during 2015 to 2020. We also currently have two undergraduate scholarships open for September 2017.</p> <p>We respect and uphold academic freedoms at institutional level and are a member of CARA (the Council for At-Risk Academics), a network of universities whose aim is to facilitate cooperation and collaboration between UK higher education institutions in support of persecuted and at-risk academics, and in the defence and promotion of academic and university freedoms worldwide. In June 2015 we joined the 'Scholars at Risk UK Universities Network' and are supporting two CARA fellows from Syria through scholarships and bursaries funded by the University.</p> <p>Our approach acknowledges the Higher Education Funding Council for England (HEFCE) policy guidance on tackling inequality and the "multi-faceted and individualistic nature of the factors underpinning differential outcomes"⁵. We recognise that all curricula, pedagogies, and assessment strategies are historically, socially and culturally situated and support faculty development in the creation of inclusive learning environments through on-going professional development of Faculty and Staff, for example through Fellowship of the Higher Education Academy (HEA).</p>



NBS is recognised as one of the leading business schools in mainstreaming sustainability in the curriculum. In the next two years we will build on our mission 'to combine academic excellence with impact upon business and society, such that it has a transformational impact on the students that it educates and the organisations with which it engages' by developing transformational leaders in all our programmes underpinned by research that contributes to the big questions of our time in dialogue with all our stakeholders.

Principle 2: Values

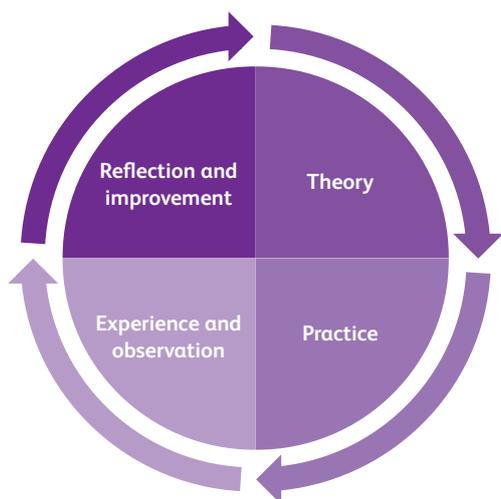


We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Curriculum integration and programme design

Following the 2013/14 sustainability audit of the School's programmes and curricula, a comprehensive assessment of the extent to which ethics, sustainability and responsible management education has been successfully embedded within our programmes of study was undertaken in January 2017.

Following this review we are confident that all full time and part time undergraduate and Masters level programmes provide the opportunity for our students to consider the issues raised by sustainability within the context of their own discipline. The NBS Graduate Attributes Framework defines the skills and attributes of an NBS graduate as internationally aware and globally responsible.



Theory – Students develop their knowledge of the core theoretical concepts relevant to the subject.

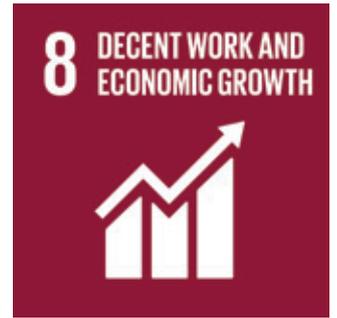
Practice – Students apply theory to practice in organisational settings and relate practice to theory, learning relevant disciplinary methods and skills.

Experience and observation – Students 'experience' the professional world and gain insight into business practices and behaviours.

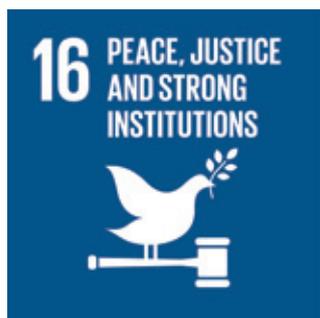
Reflection and improvement – Students will reflect upon and further develop their knowledge, skills and attributes.

Graduates of the School will be able to:

- Demonstrate knowledge and understanding of the primary theories and concepts relevant to their field of study
- Apply theory to practice in organisational settings and relate practice to theory
- Demonstrate aptitude for critical thought and creativity
- Effectively utilise relevant information and communication skills
- Critically evaluate ethical and sustainability-based issues within their field of study
- Evidence the capacity to act as global citizens
- Demonstrate the capacity to make an impact in organisations.



NBS has chosen to adopt the SDGs as part of the formal curriculum for all courses. The advantages of using the goals as a framework for sustainability, rather than just focusing on the concept itself, has proven to be an effective way to engage the unengaged and bring the whole School together under a common theme.



The 17 goals were developed after the final outcome of the Rio+20 Conference in 2012 and were adopted by more than 150 world leaders at the UN Sustainable Development Summit in 2015

The United Nations Sustainable Development Goals

The Sustainable Development Goals (SDGs), came into action in January 2016 as part of the 2030 Agenda for Sustainable Development and took over from the Millennium Development Goals as the UN working framework for sustainable development. The 17 goals were developed after the final outcome of the Rio+20 Conference in 2012 and were adopted by more than 150 world leaders at the UN Sustainable Development Summit in 2015. The goals and targets aim to create change in five critical areas: **People, Planet, Prosperity, Peace and Partnership**.

The multidimensional characteristics of the goals bring attention to the broadness of the themes encompassed by the sustainable development concept, from poverty reduction and responsible consumption to gender equality and climate action. The focus on partnership for implementation of the goals is also a significant factor in achieving the goals and over the next 15 years, the SDGs will bring together stakeholders from all sectors in society to create change and transform the world. Businesses have a key role to play and part of the mission of the UN Global Compact is to promote the SDGs and work towards their achievement in a collaborative and innovative way⁶. It is therefore of paramount importance that NBS provides students with the knowledge and skills to tackle these issues now and in the future.



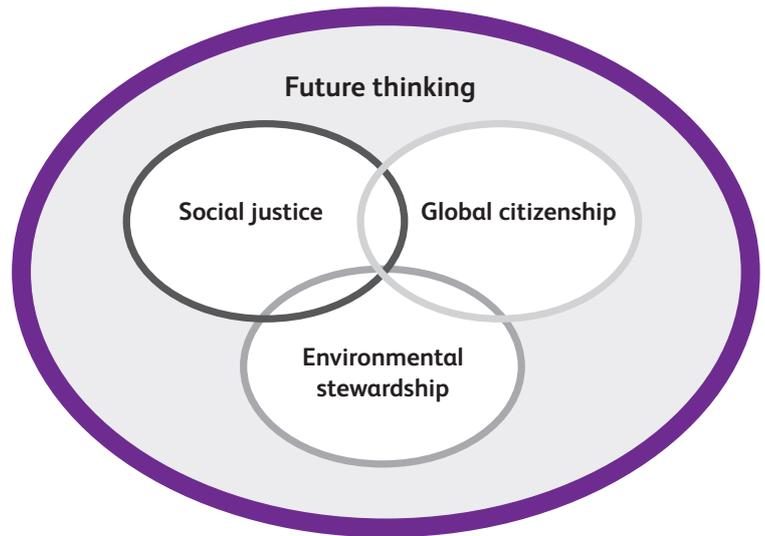
The Green Academy

ESD takes a central role at NTU through the work of the NTU Green Academy, a team dedicated to embedding sustainable development in the formal and informal curriculum at the University. With its roots in the Higher Education Academy (HEA) initiative with the same name, the Green Academy has developed from a temporary project to a permanent team, which has led to an increased capability to take on long-term projects and objectives. The Green Academy works to reach out with the ESD agenda to all departments at NBS, through staff development, individual consultancy for academics and lecturers, and via the development of innovative teaching materials.

Curriculum Refresh

As part of the 'Creating the University of the Future' Strategic Plan, a university-wide Curriculum Refresh project explicitly links the 2030 Agenda for Sustainable Development and Education for Sustainable Development. The framework consists of nine mandatory actions, of which sustainability is one, and three optional targets, which articulate the expectations for curriculum change across all undergraduate and postgraduate taught courses. Attainment of the threshold criteria and identification of developmental direction will be assessed through the existing quality management and governance structures at NBS, for example through the Periodic Course Review cycle and monitoring of the School Improvement plan.

Designed to promote students' abilities to contribute in meaningful ways towards current and future global challenges, the part of the framework dedicated to ESD has been informed by the UK's Quality Assurance Agency for Higher Education (QAA) Quality Code for Higher Education (2016), the UK's Learning in Future Environments (LiFE) Index for learning, teaching and research (2016) and the United Nations Global Compact. The re-visioning of Responsible Management Education and Sustainability underpins our aspiration to continue to be recognised as a leading exemplar of an environmentally responsible and sustainable organisation. The framework is based upon the Future Thinking model shown above.



'F1: Students explore how aspects of the discipline contribute to one or more of the Sustainable Development Goals. The course provides opportunities for students to explore the potential of their discipline to interconnect with other disciplines or areas of expertise and make creative leaps forward'



Seven 'future thinking' principles (F1 - F7) recognise the integrated and indivisible nature of the SDGs in understanding the inter-linkages across the goals and targets, which is essential in ensuring that our graduates acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles. Key Performance Indicators will be developed as a means to manage progress against strategic alignment.

Curriculum Refresh will have far-reaching impacts and will ensure that all students leave NBS with the right set of skills to tackle future challenges. The F1 principle is making the inclusion of the issues raised by the SDGs mandatory for all courses, for the first time, and is hence a major success in terms of embedding sustainability in the curriculum. The focus of The Green Academy Team is currently on providing support for course leaders on the sustainability element of the Curriculum Refresh process. The team utilises university-wide events such as the annual Course Leader Conference to raise awareness of the types of support available to staff when it comes to integrating these issues in their teaching.

Curriculum Refresh workshops

The Green Academy offers monthly workshops for course leaders or those looking to integrate ESD across a whole course. The sessions explore aligning discipline-specific information that can be easily embedded into courses, in line with the ESD Curriculum Refresh framework. The workshops are run in SCALE-UP (Student Centred Active Learning with Upside Down Pedagogies) learning style and cross-reference ESD with other areas of the Curriculum Refresh such as student research, internationalisation and employability to ensure a more holistic approach going forward. This problem based learning approach lends itself well to ESD and gives academics a taster of this approach to teaching. The workshops highlight that the institutional Curriculum Refresh is an opportunity to embed sustainability into 'business as usual' across all courses at NBS. Feedback from these sessions has been overwhelmingly positive, with staff often commenting...



“I didn't realise how much I was already doing with regards to sustainability in my teaching.”



Estate and community case studies

In collaboration with departments across the institution the Green Academy has also created 24 case studies relating to NTU based projects that have been designed for teaching purposes. The case studies focus on both community volunteering projects as well as innovative environmental work happening on the NTU estate. Each of the case studies contains a short summary, contact details of how to find out more about the project and how the project relates to the different schools and the Sustainable Development Goals. The resources are multi-disciplinary and are intended for use across all courses at NBS.

One such example is a case study of , 'ClickSilver', a program co-ordinated by the volunteering team aiming to address the social isolation and digital division for the older generation in Nottingham's local community.

This can be used in a business context to highlight the important role that NBS has to play in society, which students can take forward into their future careers. Moving forward, challenges in relation to the estate, for example how food is packaged in the canteen, will continue to be identified and transformed into student projects as part of the core curriculum. This will give business students a taster of how to address problems associated with operations and supply chain in an experiential way.



We have been inspired by the United Nation's Sustainable Development Goals and included them into our Curriculum Refresh. These values will guide our assessment and further development of all activities.

Principle 3: Method

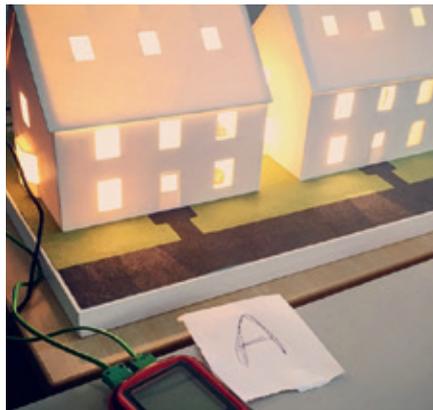
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



In considering how we embed responsible management education into our educational frameworks we remain committed to ensuring that our students are exposed to and can engage with the ideas of sustainable development.

One of the School's seven learning goals is that upon successful completion of their programme students should be able to: "critically evaluate ethical and sustainability-based issues within their field of study".

Our ambition to prepare forward-thinking and responsible graduates is delivered through both the formal curricula and the provision of numerous opportunities for the informal curricula such as volunteering and public engagement to embrace the Sustainable Development Goals. By focusing on the identification of graduate outcomes (what students will be able to know, understand and do after an appropriate period of learning) and an inclusive and innovative teaching, learning and assessment environment, each of the Business School's 60 programmes contextualises ethics, responsibility and sustainability (ERS) within the discipline the student is studying, making us one of the leading business schools in Europe by mainstreaming responsible management education.



The Sustainability in Practice (SiP) Certificate

A thought initiative of Nottingham Business School, the Sustainability in Practice (SiP) certificate⁷ was launched in 2013 as part of Nottingham Trent University's Green Academy. This innovative online course, delivered through the online learning platform NOW, seeks to foster personal, disciplinary and inter-disciplinary understandings of sustainability, through the themes of food, clothing or energy. NBS is demonstrating exceptional commitment to this innovative certificate. By embedding the teaching content of the certificate within both Masters and undergraduate modules as a compulsory element students are required to take an online assessment and to reflect on sustainability in an assessment as part of a core module.

For Master students the online course formed part of a blended learning approach in one module which ran for two years. This has now been improved further to take care of the personalisation agenda at NBS as well.

It is also hoped that students will voluntarily undertake the requisite assessment (video, poster or mood board) to get the certificate in addition to their degree and go on to win a prize for NBS. Over 400 different videos and posters linking business and sustainability have been submitted to date providing a vital bank of knowledge on this subject nexus. Students can also take part in the SiP Challenge Day, which gives them the opportunity to complete the certificate in one day, whilst gaining practical, hands on experience.

Figure 1



Audits

These developments follow from previous practice and a 'Sustainability Audit' of the School's programmes and activities in 2012/13. The results of the audit provided a number of insights which were used to inform curriculum and teaching resource development across all provision. A review process in January 2017 sought to assess the extent these issues were embedded in programmes, with positive results.

Further, all Programme Leaders are invited to comment on the on-going implementation of the PRME Principles within their programme in annual programme leader reports. In particular, a special focus is given to how programme teams are addressing the Sustainable Development Goals.

Figure 1 gives a snapshot of some of the results of the 2017 review in terms of how the SDGs are integrated in the teaching of various modules in NBS. Overall, 97 responses were collected in total. A more detailed mapping exercise is planned for the future along with the development of the ideas from staff that were captured in this initial stage.

Spotlight on the award winning Leadership and Employability (L & E) Module

In the final year of undergraduate study, knowledge, understanding, skills and attributes fostered through learning for and about sustainability are assessed in all programmes through critical reflection on students' own perspectives of personal values, ethics and moral behaviour together with best practice within their sphere of professional influence.

Participatory learning approaches, peer learning and collaboration with industry are encouraged, allowing students to gain multiple perspectives of responsible management. An example is the award-winning Greenhouse Gas Consultancy Project, which features on the BA Business, where students work with organisations to develop a live environmental management project (for more information please see principle 5).

Spotlight on Postgraduate and Doctoral Programmes

MSc and MBA curricula are mapped comprehensively to the learning goal relating to ethics and sustainability, and additionally a 'Global Responsibility Week' links to a core module in each programme and is undertaken by all full-time MSc students (see table below). The MBA commences with a 'Responsible and Sustainable Leadership' (RSL) module, which puts ERS at the heart of the programme.

The principles of responsible and sustainable management are embedded within the ethos of our MBA, and the programme develops the insights, capacities and skills required to create and maintain responsible and sustainable business practices. The inclusion of a capstone module in the MBA of Responsible and Sustainable Leadership emphasises the strategic importance placed on this area by the School, and its focus in the context of the overall programme.

The aim of the module is to develop sustainable mind-sets, promote responsible leadership, and support students in developing the abilities to influence organisational culture, habits and discourses. In doing so, it will encompass the first element of a recurring thread throughout the programme in strategic management, as well as developing an appreciation of the value chain. The assessment for this module is split between an end of module assessment and an end of stage cross cutting assessment that looks at traditional core MBA modules (Finance, People, Operations and Marketing) from a responsible and sustainable perspective.

Nottingham Business School, Global Responsibility Week 2017, indicative agenda

Course	Speaker one	Speaker two	Speaker three	Speaker four
MSc Management and MSc Entrepreneurship	Vincent Blok and Lisa Ploum; Wageningen University <i>Sustainable entrepreneurship: hunting for opportunities</i>	Mathias Schuz; ZHAW <i>Ethically Responsible Leadership</i>	Varkey George; Stellenbosch Business School <i>The Social Entrepreneur</i>	Tommy Jensen; Stockholm Business School <i>Business and Globalisation</i>
MSc Marketing	Balazs Siklos; ESC-Clermont <i>Me Right: Advertising and Psychology in a Tinderized World</i>	Bistra Vassileva; University of Economics, Varna <i>Responsible marketing initiatives: myth or reality?</i>	Lukina Anastasiya; Plekhanov Russian University of Economics <i>Marketing for Sustainable Development</i>	Vladimir Zhechev; University of Economics, Varna <i>Ethical advertising</i>
MSc Finance and MSc Economics	Aleksandra Nocon; University of Economics, Katowice <i>Global Monetary Policy and Central Banks' Responsibility</i>	Umed Temurshoev; Loyola Universidad Andalucia <i>Input-output analysis and environmental responsibility.</i>	Monika Foltyn-Zarychta; University of Economics, Katowice <i>Investment project appraisal for sustainability</i>	Tomasz Zielinski; University of Economics, Katowice <i>Credit risk modelling – regulations and practice to ensure bank solvency</i>
MSc International Business	Marina Dabic; University of Zagreb <i>Sustainable and Responsible Management in International Business</i>	Jeaneth Johansson; Lulea University of Technology <i>Business Model Development for the Greater Good</i>	Elias Hadziliadis; Solvay Business School <i>International Green Logistics</i>	Loukas Glyptis; UCLan Cyprus <i>Sustainability and the role of CSR</i>
MSc HRM	Serge da Motta Veiga; American University, Washington <i>Career and Talent Management for Today and Tomorrow</i>		Jeremy Celse; Burgundy Business School <i>School Behavioural Business Ethics</i>	Emmanuel Zenou Burgundy School of Business <i>Corporate Governance: Who is Responsible for What?</i>

NBS doctoral programmes comply with NTU's Postgraduate Research Environment Statement, which is aligned to the national Research Integrity Concordat. This provides a framework for research conduct and its governance. All doctoral students attend research ethics workshops and are required to submit an ethical approval protocol and apply to the University Ethics Committees for ethical approval prior to undertaking any primary research. The doctoral programme team has strong connections with the UN Global Compact Office and the PRME initiative via a current DBA student, who is Head of PRME. This student's research is focused on anti-corruption measures for global institutions. In terms of sustainability, students are invited to attend seminars on sustainability-related topics offered within the School and by the NBS RSB Research Group. Several doctoral students are currently undertaking projects in areas such as ethics and sustainability in Higher Education; sustainable design and consumption; managing and measuring sustainability, and responsible and sustainable businesses.

Mainstreaming sustainability

Beyond specific projects and activities, many colleagues at NBS have integrated sustainability into the core subjects, for example Accounting or Human Resources. Some of these teaching resources feature in the textbook 'The Business Student's Guide to Sustainable Management', published by Greenleaf in 2014, and edited by NBS's Sustainability Coordinator Dr Petra Molthan-Hill. The book has received international recognition such as a review in Forbes and a review in Choice (publication of the Association of College and Research Libraries, a division of the American Library Association). The second edition has been chosen to form part of the Greenleaf / Principles for Responsible Management Education book series; in addition to several new chapters e.g. 'crowdsourcing sustainable solutions', the new textbook now contains teaching ideas on how to integrate the Sustainable Development Goals into every subject such as Marketing or Economics. Fifteen Academics from NBS have contributed to the second edition; many of the ideas in the book have been tried and tested with our students. More information about this book and its second edition can be found under Principle 6.

The ideas for the chapters of this book have formed part of two staff development days. Recently, a Curriculum Refresh workshop was tailored to NBS showcasing how the SDGs can be embedded in all programmes.

The Green Academy has also developed learning resources for all faculties, including NBS. The 'Education for Sustainable Development: Future Thinking Learning Room', was developed as a support for staff and aims to increase the sustainability content in the curriculum at NBS. The sustainability related resources in the learning room are categorised by which area of business they relate to as well as by the Sustainable Development Goals. The resources include such items as journal articles, websites, suggested books and films, ideas for tutorials, YouTube playlists, and information on how to access physical learning resources such as games and other activity based resources. The learning room helps to create a platform for dialogue with academic staff about how to best embed sustainability in the curriculum. This is not a one-way communication channel and the idea is that faculty can improve the content of the learning room.

The learning room helps to create a platform for dialogue with academic staff about how to best embed sustainability in the curriculum.

The following figure highlights how many resources are offered for each SDG in the learning room.



We have started to map content of our programmes / courses / modules against the Sustainable Development Goals. We will complete this mapping process in the next two years and identify the gaps to develop further initiatives.

Responsible and Sustainable Business Lab

Our key aim is to enhance responsible and sustainable business practices through dedicated academic research.



The purpose of the RSB Lab is to pull together transdisciplinary teams of experts across NBS as well as across the University to address complex research questions in the ERS area and to develop interdisciplinary grant proposals and research papers

Principle 4: Research



We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

RSB Lab research teams

The purpose of the RSB Lab is to pull together transdisciplinary teams of experts across NBS as well as across the University to address complex research questions in the ERS area and to develop interdisciplinary grant proposals and research papers.

The RSB Lab shares research that promotes responsible and sustainable business practice through Innovation, Management and Training. Staff aligned to the centre fall within one or more of these three branches. We briefly outline staff activity in these areas:

Team Leader

Professor Mollie Painter-Morland is Professor of Ethics and Organisation at Nottingham Business School, and part-time Coca-Cola Chair of Sustainability at the IEDC-Bled Business School in Slovenia. She serves as co-editor of Springer's Issues in Business Ethics series, and as the Africa Director of ABIS (The Academy of Business in Society). In this capacity she leads a large project on Leadership Development for Sustainability in Africa in cooperation with IBM, GSK and Unilever. She has authored a number of books, and publishes her research in top journals such as Organization Studies, Journal of Business Ethics, Business Ethics Quarterly, Leadership, and Organization. Her current research interests include: European philosophy and ethics, relational leadership, ethics in the media and communication industries, and integrated reporting.

Mollie Painter Morland's role as part-time Coca-Cola Chair of Sustainability at IEDC-Bled Business School in Slovenia, involves leading the PRME champions project on "Sharing Vocabularies", in which NTU is also intimately involved. She is often involved in IEDC-Bled's conferences on women's leadership, ethics and compliance as well as sustainability integration. In 2016, she was the conference chair for IEDC-Bled's Women's Leadership Conference entitled "Women Leaders: Agents of Change in Europe", and planned and led the school's HR Forum "Are Ethics and Sustainability also HR's jobs?", also doing a keynote on the topic: "Working with Passion: Developing Values-driven Organizational Cultures". She also engages in ongoing research on 'Leading towards Sustainability' for a forthcoming book project.

Mollie also serves on PwC South Africa's Ethics Oversight Board, which reviews the firm's ethics and compliance program bi-annually. As external board member, Mollie offers advice to the firm regarding the ongoing strengthening and expansion of their program across the whole of Sub-Saharan Africa. She is currently the Africa Director of the Academy of Business in Society (ABIS), leading a project on Leadership Development for Responsible and Sustainable Business in Africa, spearheaded by IBM, Unilever and GSK.

Anna Ozolina joined Nottingham Business School in 2016 to facilitate grant capture and development of three newly established research centres, among them the RSB Lab. Previously she worked at The Academy of Business in Society (ABIS) with strong expertise in managing and coordinating large EU projects (FP7). In her role as Research Centres Coordinator, she brings the European Commission Calls to the colleagues, coordinates and manages international cross-sectoral, multi-disciplinary research projects and guides colleagues through the writing process. As part of the Responsible and Sustainable Business (RSB) Lab, Anna seeks beyond academia engagement for impactful, forward-facing agenda. Anna is also a PhD candidate in the field of Sustainable Mobility, working with stakeholders in evaluating the effectiveness of Ultra Low Emission Vehicle policies and technologies.

Ashley Purcell joined Nottingham Business School in 2015 as a Research Development Officer to support the establishment and development of three new research centres. Ashley is now the Research Project Manager for the three centres: the Responsible and Sustainable Business Lab (RSB Lab); the National Retail Research Knowledge Exchange Centre; and The Centre for Performance, Innovation and People, focusing primarily on the UK funding landscape. Ashley gained experience in Research Development in his previous role, particularly in developing tenders for business and local authority contracts, and is currently studying for his Executive MBA.



The RSB Lab shares research that promotes responsible and sustainable business practice through Innovation, Management and Training

Manage

Two key management themes we focus on is 1) sustainability management and accounting, which includes social and environmental strategy, accountability and enterprise risk management and responsible investment; and 2) energy and environment, which we pursue in cooperation with Professor Rob Ackrill's Applied Economics and Policy Analysis (AEPA) research group to ensure that interdisciplinary perspectives are fully integrated. For example, important work in this area is done by Doctors Michael Zhang and Michael Ehret, who are editing *The Journal of Sustainable Mobility*.

Sub-theme 1: Sustainability Management and Accounting

Professor Marius van Dijke is a 0.2 Professor at NBS and full-time professor of behavioural ethics at Rotterdam School of Management (RSM), Erasmus University and Scientific Director of the Erasmus Centre of Behavioural Ethics (ECBE). He is currently also ERIM Director of Doctoral Education. His research is concerned with behavioural ethics and leadership of high integrity.

Professor Christian Herzig is a 0.2 professor at NBS and fulltime professor at the University of Kassel. His research focuses on managing for sustainability and green supply chain management. Christian's long-standing research interest is in the nature and impact of environmental and sustainability accounting practices.

Dr Phil Considine – Phil's research interest is in Corporate Social Responsibility. He is also director of Hill Holt Wood, a sustainably managed ancient woodland situated on the Lincolnshire and Nottinghamshire border. It offers alternative education for children excluded from school and training for the unemployed.

Dr Lynn Oxborrow – Lynn is a Principal Lecturer in Small Business and Supply Chain Management. Her research interests focus on clothing industry supply chains and sustainable products and processes in SMEs. She is also project manager and lead co-investigator on a Defra funded project Strategies to Improve Design and Testing for Clothing Longevity.

Dr Usha Ramanathan – Usha's research interests include supply chain collaboration for sustainability. She has recently won a grant from the British Council's Newton Fund for a workshop titled: 'A pathway to global sustainability – Role of local food supply logistics in global sustainability'.

Sub-theme 2: Energy and the Environment

Professor Rob Ackrill's research is in applied economics and public policy analysis. His link to the RSB Lab is through his work on renewable energy and low carbon. Rob leads the Energy and Environment strand of our Responsible and Sustainable Management branch.

Dr Michael Zhang is an editor for the *Journal for Sustainable Mobility*. His research interests have been focused on three inter-related areas: International management, Entrepreneurship (with a focus on processes of opportunity discovery and creation) and Economic development (with a focus on transition economies).

Professor Sander De Leeuw – An industrial engineer by background, Sander's specialist subject is Supply Chain Management, with a specific focus on humanitarian aid supply chains, web-shop logistics and behavioural operations management.

Recent research outputs in FT-ranked journals or ABS 4* journals include (indicative):

- De Leeuw, S., Minguela Rata, B., Sabet, E., Boter, J., Sigurardottir, R. (2016), "Trade-offs in managing commercial consumer returns for online apparel retail", *International Journal of Operations and Production Management* [12]
- Zheng, X., Van Dijke, M., Leunissen, J.M., Giurge, L.M. and De Cremer, D., 2016. When saying sorry may not help: transgressor power moderates the effect of an apology on forgiveness in the workplace. *Human Relations*, 69 (6), pp. 1387-1418. ISSN 0018-7267 4* FT45 [8]
- Van Houwelingen, G., Van Dijke, M.H. and De Cremer, D., 2017. Trust maintenance as a function of construal level and attributions: the case of apologies. *European Journal of Social Psychology*. ISSN 0046-2772 ABS 3*
- Van dijke, M., WIldschut, T., Leunissen, J.M. and Sedikides, C. 2015. Nostalgia buffers the negative impact of low procedural justice on cooperation. *Organizational Behavior and Human Decision Processes*, 127, pp. 15-29. ISSN 0749-5978 4* FT45
- Van dijke, M., De cremer, D., Brebels, L. and Van Quaquebeke, N. 2015. Willing and able: action-state orientation and the relation between procedural justice and employee cooperation. *Journal of Management*, 41 (7), pp. 1982-2003. ISSN 0149-2063 4* FT45

Important work in this area is done by Doctors Michael Zhang and Michael Ehret, who are editing *The Journal of Sustainable Mobility*

Innovate

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

Professor Painter-Morland leads this focus area within the Lab (CV above)

Professor Tim Cooper is responsible for leading research in the fields of sustainable design and sustainable consumption. He is Head of the Sustainable Consumption research group in the School of Architecture, Design and Built Environment, Co-Director of the Centre for Industrial Energy, Materials and Products and a member of the Product Design academic team.

Professor Daniel Hjorth is a 0.2 professor at NBS, and fulltime at Copenhagen Business School where he is Professor of Entrepreneurship and Organisation at the Department of Management, Politics and Philosophy. He is Academic Director for the across CBS Entrepreneurship Business in Society Platform. Hjorth's research is focused on the organizational conditions for entrepreneurship, creativity and innovation, and on social entrepreneurship.

Professor Robin Holt is a 0.2 professor at NBS, and fulltime at Copenhagen Business School at the Department of Management, Politics and Philosophy. His research focuses on the condition of value and evaluation, latterly from the perspective of making and trading goods and services. Specific current projects include a book on Judgment, as well as a polemical essay: The poverty of strategy, as well as papers on the fashion business and craft work; historical cases of entrepreneurship; using art-work in business education; process philosophy; and ethics and technology. Professor Holt is currently co-editor of the 4* journal *Organization Studies*.

Professor David Smith is professor of Innovation Management. An Economist by background, David's specialist subject is Innovation. His bestselling textbook 'Exploring Innovation' contains a chapter on Green Innovation.

Dr Tabani Ndlovu – Tabani's key research interests centre on sustainable development, entrepreneurship, internationalisation and corporate governance. Specifically, he is currently investigating the meaning and practicality of sustainability jargon in the

face of contemporary global challenges such as developmental issues, poverty, terrorism etc., questioning whether the construct and framing of sustainable development needs revisiting and reframing in light of the issues highlighted above. He is also interested in the intersection of the business agenda and sustainability, in particular sustainable marketing practices.

Dr Daniel King examines alternative forms of organizing, particularly those inspired by New Social Movements (see the paper in *Organization Studies*) and is now working on projects around deliberative democracy. This interest has underpinned his Economic and Social Research Council (ESRC) Seminar on Democracy within Civil Society and the British Academy/ Leverhulme Trust sponsored project on unconfencing.

Dr. Jo-Anna Russon joined the Responsible and Sustainable Business Lab (RSB Lab) as a Research Associate in February 2017. She conducted her Ph.D research at Queens University Belfast, where she explored the UK Government's increasing emphasis within the Department for International Development (DFID) on working with the private sector to deliver overseas aid. Jo-Anna works with the team to develop funding streams and research outputs in the area of Responsibility and Sustainability including: (1) "Sharing Vocabularies for Values-Driven Business": a PRME project addressing the diverse vocabularies used to label business functions related to values-driven business, such as Ethics; CSR; Compliance and Sustainability.

The project aims to build understanding and inform future decision making on how the functions are defined and managed. (2) "CSR in China": Jo-Anna is working with two colleagues to develop research and understanding of emerging CSR practices within localised Chinese firms. (3) "Values-driven-leadership in Africa Network": contributing to the expansion of the Values-driven Leadership programme in partner institutions in Africa, through research development and grant capture.

Recent research outputs in FT-ranked journals or ABS 4* journals include (indicative):

- Hjorth, D and Dawson, A. 2016. The Burden of History in the Family Business Organization In: *Organization Studies*, Vol. 37, No. 8, 1089-1111
- Clarke, J. & Robin Holt, R 2016. Vivienne Westwood and the Ethics of Consuming Fashion In: *Journal of Management Inquiry*, Vol. 25, No. 2, 199-213
- Daskalaki, M; Hjorth, D, & Mair, J. 2015. Are Entrepreneurship, Communities, and Social Transformation Related? In: *Journal of Management Inquiry*, Vol. 24, No. 4, 419-423
- King, D. and Learmonth, M., 2015. Can critical management studies ever be 'practical'? A case study in engaged scholarship. *Human Relations*, 68 (3) 353-375
- Painter-Morland, M.J. and Deslandes, G. 2016, "Reconceptualizing CSR in the media industry as relational accountability". *Journal of Business Ethics*, DOI 10.1007/s10551-016-3083-0
- Painter-Morland, M. J. and ten Bos, R., 2015. "Should environmental concern 'pay off'? A Heideggerian perspective". *Organization Studies*, DOI 10.1177/0170840615604502
- Reedy, P, King, D, and Coupland, C., 2016. Organizing for individuation: alternative organizing, politics and new identities, *Organization Studies* 37 (11) 1553 - 1573.

Train

Our aim is to disseminate the best practices developed by the Business School's award-winning teaching staff to an external audience of trainers and teachers. We do so by publishing textbooks, advising on module design, and sharing case studies and reflective exercises. We support faculty and corporate trainers in highlighting relevant research. Trainers, in turn, use this research to underpin their teaching practice in the areas of sustainability and business ethics. Our pedagogies are founded upon research on how to understand moral behaviour, influence decision-making, and give voice to values in everyday business practice.

Dr Petra Molthan-Hill is the Lead for Pedagogical Research within the RSB Lab. She is also leading the HEA Green Academy for Nottingham Trent University. The project is focused on developing teaching methods that can embed sustainability into various disciplines, from Business Studies through Medieval History to Astrophysics, including the Sustainability in Practice Certificate that was shortlisted for the Green Gown Awards 2014. She is Academic Lead of PRME at NBS, and as NBS Sustainability Coordinator responsible for embedding sustainability and business ethics into the curriculum of the business school. Her main research interest has been how and why managers engage with sustainability differently, taking the international perspective into account and more recently ESD. In 2016 Petra won the Sustainability Professional Award in the Green Gown Awards of the EAUC for her work.



Dr Alex Hiller – Alex's research interests centre around the role of morality and its contribution to value in consumer behaviour, particularly in the purchase of clothing. He was a member of the team that conducted research for the Department for the Environment, Food and Rural Affairs (DEFRA) into Public Understanding of

Sustainable Clothing. He is also interested in student engagement and experiential pedagogy, and social marketing and its role in bringing about behaviour change.

Aldilla Dharmasmita – Aldilla has been teaching undergraduates and postgraduates in various modules where sustainability has been fully embedded. She is also supervising students in greenhouse gas management consultancy projects. Her research interests and also her PhD research are focused on ESD in relation to management education, assessing the extent and methods of teaching ESD on various courses within Nottingham Business School.

Susan Hill is the United Nations Principles for Responsible Management Education Co-ordinator and Senior Lecturer in Marketing at Nottingham Business School. She is also a member of the School's Sustainability Action Forum and a Practising Fellow of the Centre for Responsible Management Education. Based in the Responsible and Sustainable Business Lab, her research and teaching interests include Education for Sustainable Development, new pedagogies for Sustainability and ethical decision making: Corporate Responsibility, Business Ethics, Base of Pyramid, and Sustainable Business Design.



Recent research outputs in FT-ranked journals or ABS 4* journals include (indicative):

- Painter-Morland, M.J., Sabet, E., Molthan-Hill, P., Goworek, H and De Leeuw, S. 2016, "Beyond the Curriculum: Integrating Sustainability into Business Schools", *Journal of Business Ethics*, DOI: 10.1007/s10551-015-2896-6
- Painter-Morland, M. J & Slegers, R. (2017, forthcoming) "Rethinking the approach to 'Giving Voice to Values' in business schools by reconsidering capitalist metaphors", *Journal of Business Ethics*.

Another major output has been an internationally recognised textbook '**The Business Student's Guide to Sustainable Management**', published by Greenleaf in 2014, edited by the NBS Sustainability Co-ordinator with contributions from NBS faculty. The book has received excellent reviews for example in *Forbes* and in *Choice* (publication of the Association of College and Research Libraries, a division of the American Library Association). The second edition will form part of the PRME book series (to be published in Spring 2017).

Another output of the 'Teaching Ethics and Sustainability' subgroup within the RSB research group are commercial products; some are commercial products: Some of the existing teaching material is turned into commercial products for example the Sustainability in Practice Certificate.

The RSB Lab is responsible for coordinating a **Special Issue of *Journal of Business Ethics***, flowing from the recently hosted EBEN Conference in June 2016. The theme of the Special Issue is "The Development of Responsible & Sustainable Business Practice: Habits, mind-sets, business-models", to be published early 2018.



The RSB Lab has pulled together transdisciplinary teams of experts across NBS as well as across the University to address complex research questions in the ERS area and to develop interdisciplinary grant proposals and research papers. We will promote responsible and sustainable business practice through maintaining and developing our core focus areas Innovation, Management and Training in the RSB Lab.

Principle 5: Partnership



We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

NBS is actively collaborating with the Academy of Business in Society (ABIS), in using the Giving Voice to Values pedagogy in Leadership Development programmes in Africa, hosting workshops in Kenya and South Africa in 2016. We also received a Newton Trilateral Research grant from the British Council and the NRF, to bring together 26 researchers from Egypt, South Africa and the UK. This allowed 3 staff researchers within NBS to join their peers from Egypt and South Africa for a 5 day research workshop in Cape Town. Professor Mollie Painter-Morland was the Principal Investigator and facilitator of the workshop.

Dr Petra Molthan-Hill and Dr Michael Hewitt work with the NHS England and NHS Scotland on improving their Good Corporate Citizenship (GCC) Tool and integrating the Sustainable Development Goals. The tool is currently used by NHS Boards in Scotland to assess their sustainability performance against current legislation and policy requirements and to capture best practice. In NHS England, the users of the tool range from Acute Trusts to Clinical Commissioning Groups and further topics are included such as model of care. Petra and Michael have been tasked to do some research with the users of the GCC tool in NHS Scotland and NHS England and to design an improved tool to be ready in April 2017.



HEIST award for Innovation and Creative Thinking 2015:

The ground-breaking Thinkubator Challenge® was recognised for its innovative engagement with business. This year, the challenge was taken to the Houses of Parliament as part of 'Nottingham in Parliament Week'.

1,500 students and members of staff have taken part so far far in the Thinkubator challenge.

Nottingham Business School wins prestigious Small Business Charter Award

Nottingham Business School, at Nottingham Trent University, is celebrating after attaining the Small Business Charter Silver Award in recognition of the extensive role it has played in helping to create and develop British enterprise.

Small Business Charter business schools have directly helped over 8,000 small businesses – working with them through workshops, mentoring and other business support. Over 800 new businesses have already been started as a result of working with Small Business Charter schools.

By receiving the award, Nottingham Business School has demonstrated exceptional dedication to helping improve links with and support the small business community. The award brings significant benefits. Nottingham Business School will have the ability to play an active role in schemes such as Growth Vouchers, Growth Accelerators and Start-Up Loans provided by the Government, meaning they can directly invest in new start-ups and entrepreneurs.



Professor Baback Yazdani receiving the Small Business Charter Award from Lord Young and Sir Peter Bonfield CBE FREng at 10 Downing Street.

Small Business Charter business schools have directly helped over 8,000 small businesses

SDG 13 Climate Action – Take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy



In a unique partnership Nottingham Business School has teamed up with Nottingham based social enterprise NetPositive to help businesses combat climate change. As part of their core curriculum final year Undergraduate students act as consultants to local businesses helping them to reduce Greenhouse Gas Emissions and achieve Investor in the Environment (iIE) Accreditation.

The Greenhouse Gas Consultancy Project has had a very significant reach into the external stakeholder environment, involving 25 organisations in 2016/2017 and approximately 150 private and public organisations overall between 2011 and 2016 and more than 500 students. Businesses have commented positively on the professional work of the students, applauding in particular their evidence-based, innovative ideas on how to reduce carbon emissions. Ideas have ranged from plans for a carbon-free Christmas in a shopping centre to unusual ways to reduce lift usage and change behaviour of employees. NBS was awarded the Guardian University Award 2015 in Business Partnership for this project.

This year an Alumni of NTU wrote about the final showcase event in our blog:

From our blog 'NTU & The Sustainable Development Goals' (ntu-sdgs.blog/blog)



The Greenhouse Gas Management Project – Everyone's a Winner

On the evening of 7 February, I was lucky enough to be invited to the student presentation evening of the Greenhouse Gas Management Project, a great initiative and a perfect example of enabling innovation at NTU.

The night was a success to say the least and I found it particularly inspiring to hear the many achievements of the students at NTU, as well as the success stories of local businesses who took part in the project. In my eyes, the Greenhouse Gas Management Project is nothing short of a huge success, as everyone involved is a winner.

Success firstly coming from the students who receive training in Environmental Management and gain first hand experience working within a company. This provides them with the opportunity to put their acquired knowledge and skills into practise, offering students a chance to gain commercial awareness as well as work experience in the market before they have even graduated.

Secondly, (without forgetting the benefits to the local environment), this initiative helps to boost the local economy. Many students are placed within small businesses, who may not yet have had the skills, time or money to look into lessening their environmental impact until now. Listening to the success of previous projects, such as the 'Vegetable Garden' – where students helped design balcony container that catches run-off, which is directed straight to plants so you don't have to remember to water them, was one of my favourite parts of the night! Along with the "Sustainable Sofa" that is made out of 100% sustainable fabric!

Upon engaging with students during the event, it was interesting to learn how the term 'sustainability' can be interpreted differently across various disciplines. Within a business mind, the term is often considered in the context 'is this business sustainable? i.e. 'is this business going to be successful and long lasting in the market?' It was therefore interesting to find, that after being involved with the Greenhouse Gas Management Project this perspective had often changed, and many students now consider environmental and social aspects of sustainability as well as the economic.

It was inspiring to hear that many students who had not previously given a second thought to sustainability, were now, (thanks to the Greenhouse Gas Management Project), actively changing their behaviour in order to live a more sustainable lifestyle. One student expressed how her behaviour had changed since taking part in the project, as she saw the attitude of many people and didn't want to identify as the type of person who knew about the environmental implications of an increasingly globalised world and chose to do nothing about it.

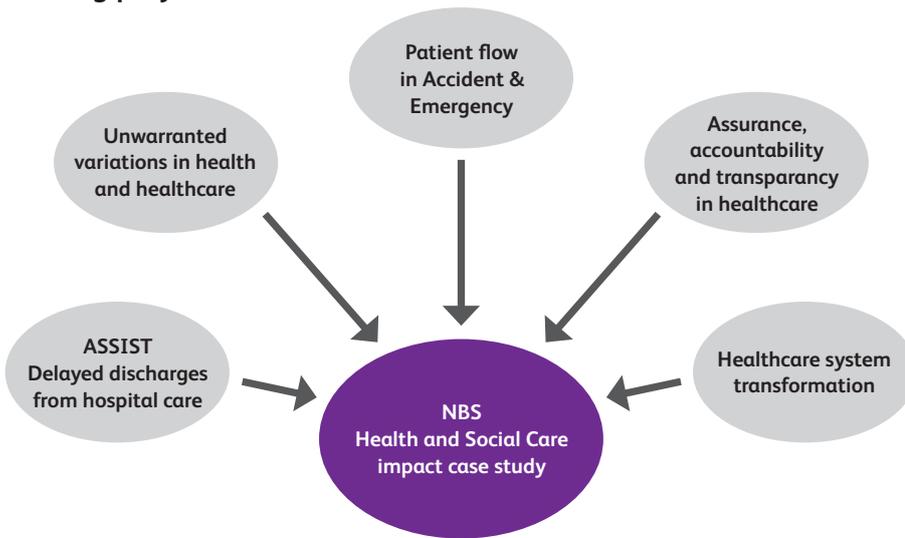
The rewarding nature of the project was also clear to see. One student shared her experience of working with a building that had previously been too expensive for the council to own, with the new modifications, it was now not only more environmentally friendly but cheaper to run meaning it could be brought back into action.

Overall, I thoroughly enjoyed the evening and feel that the Greenhouse Gas Management Project is a credit to all involved, not only staff and students at NTU but also across the wider community. It demonstrates a perfect example of how sharing knowledge and working together can enable us to envisage a more sustainable future.

Current work of the Public Management Research Group

There are 5 main areas of current active research in relation to **Health, Social Care and Wellbeing** and these are shown on the diagram below. They equate and are chosen because they represent some of the biggest systemic management challenges within Health and Social Care. In addition to these areas NBS is looking to develop initiatives into two other major management challenges within the NHS namely the delivery of mental health services and the increasing cost of medicines and medicine management within the sector.

Existing projects



Membership

NBS itself is a member of PRME, Drucker Society and a partner in ABIS. Colleagues in NBS are active members in various networks, a selection is given below:

Dr. Angelo Bisignano is the co-chair for the Special Interest Group in Social and Sustainable Entrepreneurship within the International Small Business and Entrepreneurship world conference (ISBE). The group regularly coordinates funding calls for projects on social responsibility and on sustainability that link academic researchers with governments, civil society organisations, and wider communities. The group also promotes social responsibility and sustainability issues within the ISBE 4,000 people-strong network with dedicated events bridging academics, policy makers, and practitioners.

Angelo is currently working with NGOs and local councils across Europe to develop projects for promoting enterprising skills amongst asylum seekers and refugees so to facilitate their integration in local communities. He has also involved a group of undergraduate students in a research project on the topic. The team presented the results at the British Parliament in March 2017 and won the 1st prize for best undergraduate research project in the UK.

Over the years, Angelo supported a number of enterprising project to fight poverty in both Asia and Africa. Many of these projects stemmed from undergraduate projects and created employment opportunities for graduate students.

Business in the Community

We have worked closely with **Business in the Community** (BiTC) during the past two years. Highlights include hosting a seminar with the local BiTC chapter exploring a Competency-Based approach to Responsible Management and acting as a panel member for the Annual Responsible Business Awards, in the Experian Building Stronger Communities category, where we had the privilege of assessing diverse initiatives investing time, money, skills and resources to deliver long term social and economic benefits to their communities.

Enactus

Enactus is a student-led, not for profit organisation, which operates globally in 36 countries and 1600 universities. Enactus teams develop projects to help vulnerable groups of people in society, both locally and further afield. The framework for the Enactus projects is based on the SDGs. The NTU team is based in, and supported by, the Hive (NTU's Centre for Entrepreneurship and Enterprise). Many of the members are from NBS and one of the University Business Advisers is NBS's Employability Coordinator, Fiona Winfield. The two current projects are CORE and SEED.

- CORE (COffee REcycling) has been set up for the benefit of disadvantaged women, who have experienced trauma and have consequently taken a step back from society. CORE aims to provide a solution to two of the nation's problems by reducing coffee waste and also empowering women by providing tools for them to produce coffee body scrubs, which can be marketed commercially.
- SEED (Sustainable, Empowerment, Education, Development) is partnered with the Nottingham & Nottinghamshire Refugee Forum to tackle four problems: the lack of nutritious food, money, education and segregation in the community. The team is creating vertical farms and urban green spaces within Nottingham city centre. With 56 different languages within the Refugee Forum, the aim is for this social space to become a melting pot for interaction, as well as to create a pleasant environment to increase the footfall from the local community.



Most of the projects described under this principle are ongoing and we will strive to have impact on societal and environmental challenges by continuing to work closely with the public and private sector.

Principle 6: Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

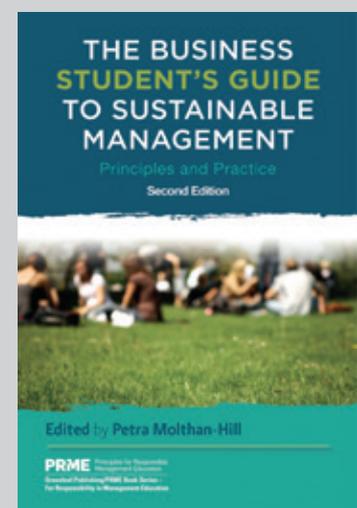


SDG 17 Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development



In addition to the embedding of ethics, sustainability and responsible management education into day-to-day teaching, the School also contributes to the wider discourse and professionalization for the implementation of PRME and its related pedagogy.

For example, the second edition of 'The Business Student's Guide to Sustainable Management' edited by Petra Molthan-Hill, has been chosen to form part of the Greenleaf / Principles for Responsible Management Education book series and will be the first to feature the Sustainable Development Goals. The book is recommended in a forthcoming review in the Academy of Management Learning & Education (4-star Journal).



The third edition of the 'Inspirational Guide for the Implementation of PRME: Redefining Success' will be launched at PRME's 10th Anniversary at the PRME Assembly in New York City in July 2017. The latest in this Greenleaf / Principles for Responsible Management Education book series includes a Chapter on 'Work-Based Learning: Students Solving Sustainability Challenges through Strategic Business Partnerships' authored by Petra Molthan-Hill, Fiona Winfield, Susan Hill and Jerome Baddley.

Leadership in Education for Sustainable Development

The Sharing Vocabularies for Values-Driven Business project addresses the problem that diverse vocabularies are used to label business functions responsible for values-driven business (e.g.: ethics, integrity, responsibility, sustainability), resulting in confusion over their meaning and scope. The project seeks to examine how and why differing vocabularies are being used across contexts, and to provide insight into how different functions and roles are implemented and integrated within organisations. The research will help build understanding and inform future decision making on defining and managing values-driven functions. The project is led by Professor Mollie Painter-Morland and the RSB Lab (Responsible and Sustainable Business Lab) at NTU, on behalf of PRME (Principles for Responsible Management Education) affiliated Business Schools.

The aim of this PRME group is to help business schools but also other organisations to embed climate change and environmental education into their teaching and training

PRME Working Groups

Dr Petra Molthan-Hill is the Co-Chair of the PRME working group on climate change and environment. This PRME working group was newly configured at the Global Forum 2015 in New York. The focus is on SDG 13 'Climate Action' but several other SDGs are also addressed, such as SDG 6 'Clean Water and Sanitation'. The aim of this PRME group is to help business schools but also other organisations to embed climate change and environmental education into their teaching and training. The PRME group on Climate Change and Environment has three main objectives:

1. Policy / Strategies: This section provides business schools and universities with policy templates on how climate change and other environmental issues can be integrated into operational policies/strategies but also into learning and teaching policies/strategies.

2. Teaching: Sharing of good ideas, best practice and innovative training methods relating to how to integrate climate change and other sustainability issues into management education and training within universities and beyond. A special focus is on how to encourage student to work towards sustainable solutions.

3. Cooperation: Seeks the dialogue between business schools and private/public sector organisations especially through Global Compact in order to work together on solutions to climate change and other environmental challenges. Vision is that companies put up 'wicked' problems and the best brains across the world will contribute to solving them.

Conferences

The prestigious EBEN Annual Conference themed "The Development of Responsible and Sustainable Business Practice: Habits, Mind-sets and Business models" ran jointly with the 3rd Annual PRME UK & Ireland conference hosted in June, 2017, as a collaboration between Nottingham Trent University Business School and University of Nottingham. The conference was preceded by the Early Career Workshop for emerging scholars. This collaboration offered the opportunity to attract a significant number of delegates (160), renowned keynote speakers (e.g. R. Edward Freeman, Pat Werhane and Henk Oosterling), and a considerable international presence (21 nationalities from across the globe). The innovative presentations under the two sub-themes "Changing habits, rethinking business models" and "Pedagogy: beyond the business school" included curriculum design, student engagement, leadership development, take away tools and offers of collaboration across the participants. The best full papers will be included in the Journal of Business Ethics and Journal of Business Ethics Education.



Student Engagement / Activism

Our blog 'NTU & The Sustainable Development Goals' (ntu-sdgs.blog/blog) was launched during a 'SDG Awareness Day' in February 2017. Students and staff were encouraged to choose their favoured SDG and pose for a selfie.

Since the launch students have been very involved in writing blogs and the blog has been viewed by over 2000 participants across the world.

Oath Project (Extra-curricular activity informing business ethics)

The global Oath Project emerged from Harvard Business School's response to PRME. These aims also reflect the NBS mission. The Oath Project was established at NBS in 2014 following observation of the high levels of student engagement in corporate social responsibility at a partner University in Germany, which had adopted the United Nation's (UN) Global OATH initiative. NBS's OATH is led by a student committee and utilises discussions and workshops on business ethics and corporate social responsibility to facilitate an understanding of students' own personal values. This critical reflection enables transformational learning providing a platform to enlighten the learner's attitudes, values and future actions through a pledge regarding their behaviour as responsible business leaders. The Oath Project has been embedded within the BA (Hons) International Business programme and serves to support NTU's strategic direction of nurturing global citizenship.



The NBS OATH student committee, a self-managed group mentored by the academic team, selects the theme for the year. The topics so far have included fashion retail and accounting ethics. The committee develops a programme of lectures and workshops around the theme, facilitated by NBS staff. The 2015 academic year culminated in the re-wording of the UN OATH, based upon experiences over the course of the project, and approximately 35 student participants made both collective and individual pledges in relation to their future global corporate social responsibility behaviours within business. The number of students participating in the BA (Hons) International Business Oath project has increased year on year and we plan to increase the number of programmes participating during the next academic year.

A focus group was conducted with students who engaged with the NBS Oath Project reviewing how their perceptions changed. The results from the research show that reflective learning can be transformational and provide a platform to change and inform the learner's attitudes, values and future actions. Student perceptions of the NBS Oath Project were overwhelmingly positive. Several of the group attributed their engagement with the project as a highlight of their final year. All the students felt empowered as they were instrumental in setting an agenda with experts in the given field. There was recognition that businesses had not confronted some difficult ethical issues: "Someone needs to make a start, why not us?" also "We became first movers at NBS and we will in our careers".



In our dialogue with stakeholders we seek to exchange best practice and learn from each other. In the next two years we will share more widely our projects with an internal audience via PRME and our blog 'NTU & The Sustainable Development Goals' (ntu-sdgs.blog/blog).

Leading by example: Responsible futures

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students

Nottingham Business School (NBS) demonstrates its commitment to sustainable development practices through good governance, community relations and the management of its environmental footprint. The School is supported by Nottingham Trent University's (NTU) award winning whole-institution approach to greening campus operations and enriching society. The University plays a very active role in the city of Nottingham and the wider region and has gained recognition nationally for its leadership and advocacy in sustainability.



The University's Environmental Policy⁸ sets out the institutional responsibility to promote environmental and sustainability awareness and education, in accordance with our strategic ambitions.

The policy is organised into four broad categories, Ethical Decision-making, Empowering Staff and Students, Education for Sustainable Development and Estate Management. These are further sub divided into sixteen themes containing high-level aims, key performance indicators and ambitious targets that are used to measure the University's sustainability performance.

To ensure transparency and enable the sharing of best practice, the University has successfully implemented environmental management systems and we're proud to be one of the first universities to achieve both Eco-Campus Platinum and the internationally recognised ISO 14001 certification since 2012.

In working towards meeting the aims of each theme the University is continuing to implement sustainable solutions at local and community levels supporting the global effort to meet the SDGs by 2030.

The following awards and achievements reflect our vision and capability in leading change for sustainable development.



Responsible Futures

The University, in partnership with its student union, Nottingham Trent Student Union (NTSU) received the Responsible Futures accreditation in December 2016 from the National Union of Students (NUS), the national voice for students in the UK.

The accreditation recognises the development of the curriculum to embed sustainability and social responsibility; volunteering and public engagement opportunities in the informal curriculum and the adoption of ethical and sustainable practice in the management of our day-to-day operations.



Professor Edward Peck, Vice-Chancellor of NTU said:

“Nottingham Trent University continues to be one of the most sustainable universities in the world. As part of our curriculum refresh, every taught course at the University will include sustainability. We are therefore delighted with this accreditation which demonstrates the partnership between the University and the SU in ensuring sustainability is embedded across the institution.”





Learning in Future Environments (LiFE)

The University is the first in the UK to receive a Gold Award in the LiFE index, which is organised by the Environmental Association for Universities and Colleges (EAUC). Independent auditors carried out a thorough inspection across all aspects of university life, including teaching, research, waste management, and sustainable transport solutions. They were particularly impressed with the progress made to embed sustainability within the curriculum and the work of more than 1,000 volunteers on 700 community projects across Nottinghamshire. Grant Anderson, environment manager at Nottingham Trent University, said:

“ We continue to be one of the most sustainable universities in the world – our target was to hit gold by 2018/19, so we are delighted to do this two years early. We now hope other leading sustainable universities will take up the challenge of the LiFE index. ”

Dr Petra Molthan-Hill won the prestigious Sustainability Professional award for her work leading the HEA Green Academy change programme



Green Gown Awards

In 2016, the Green Gown Awards, presented by the Environmental Association of Universities and Colleges (EAUC) recognised our pioneering teaching, leadership, research and student sustainability excellence across four categories. Dr Petra Molthan-Hill won the prestigious Sustainability Professional award⁹ for her work leading the HEA Green Academy change programme.

We were finalists in the Built Environment category for the carbon neutral Pavilion building at Clifton. We were highly commended for our Sustainable Food strategy, led by Executive Chef Ivan Hopkins for actively engaging with local suppliers, reducing food miles, working with staff and students to grow fresh organic produce on-site, and donating or recycling food waste wherever possible. The Greening the City project, which creates green spaces for students and staff on campus, was praised under the Facilities and Services category.



People & Planet Awards

NTU has been awarded a first class award for the fifth year running and retained its top ten position in the **People & Planet Green League**¹⁰ – the only comprehensive and independent green ranking of all UK universities. People & Planet is the largest student network in the UK, campaigning to end world poverty, defend human rights, and protect the environment. This award recognises the University's commitment to and management of sustainability.



Guardian University Awards

The carbon-neutral Pavilion building at Nottingham Trent University's Clifton campus has recently won the Guardian University Award for 'Buildings that Inspire'. The award recognises the 'outstanding initiative' that creates and champions a more sustainable living and working environment in the university and beyond, with a demonstrable and lasting legacy. The campus building, which opened in 2015, has already achieved a list of accolades including the Royal Institute of British Architects (RIBA) East Midlands Awards (Client of the Year Award), Royal Institution of Chartered Surveyors (RICS) East Midlands (Regeneration Award), the East Midlands Celebrating Construction Awards (Integration and Collaborative Working Award), and the Considerate Constructors Scheme National Award.

In 2015, Nottingham Business School won the Guardian University Award in the 'Business Partnership' category in collaboration with NetPositive Limited for its Greenhouse Gas Consultancy Project (featured under Principle 5)

Green Apple Awards

In 2016 NTU received two Green Apple awards for its Greening the City project, which has brought improvements to green spaces on the City Campus, and the carbon-negative Pavilion on the Clifton Campus.

The NTU Environment Team ensures that the University operates as sustainably as possible, with an annual budget to implement sustainability projects across its estate and raise awareness amongst students and staff. The core team manage a huge variety of projects, a sample of which is presented below:



Green Impact

The Green Impact scheme challenges university departments to implement a number of easy practical actions to help the environment. The scheme is about empowering individuals to reduce their environmental impact by encouraging, rewarding and celebrating practical environmental improvements.

Green Impact provides the opportunity for staff and students to be part of something on a large scale, which helps the environment! They can receive recognition for the environmental actions they are already performing, encourage colleagues to think about the environment, and save resources and money – all while having fun.



Carbon Elephant

Comprising three very different campuses and a variety of buildings, Nottingham Trent University has a lot to consider when managing its carbon footprint. However, we are committed to keeping our environmental impact to a minimum.

Our carbon targets help us to manage impacts and maintain our green credentials. Carbon Elephant is an NTU initiative which aims to get staff and students involved in the University's plans to reduce our carbon emissions. The University has committed to reducing its carbon footprint by 29% on CO₂e per FTE staff and student by 2020/21. This is a huge task – hence the name of the initiative!



Fairtrade Fortnight & Green Week

Nottingham Trent University has been awarded Fairtrade status. Fairtrade products are available in all campus shops, catering outlets and the Students' Union. Fairtrade Fortnight is celebrated annually, raising awareness of fair and ethical trading values.

NTU holds its Green Week every November. Packed with events and activities Green Week engages students, staff and the local community in thinking about and acting upon sustainability.



Eco Campus

EcoCampus is an Environmental Management System and award scheme that has been specifically designed for Universities. The scheme aims to assist institutions in moving towards environmental sustainability through good operational and management practices.

Initially funded by ENCAMS and the Higher Education Funding Council for England (HEFCE) the project was led by Dr Peter Redfern and his team at Nottingham Trent University in collaboration with institutions such as Forum for the Future.

Since 2005 EcoCampus has worked with over 60 universities and colleges in the UK and eighteen participants have currently achieved the highest phase of EcoCampus (Platinum) award and certification to the international EMS standard ISO14001. There are currently 40 universities, 1 research institute and 3 colleges enrolled on the various phases of the EcoCampus programme, with five universities from the Russell Group including Cambridge University, Imperial College London, Nottingham University, Newcastle University and University College London.

The EcoCampus programme has been highly successful in the UK and there is now growing interest from international universities wishing to join the programme. We have recently established a franchise for the delivery of EcoCampus in Nigeria and are currently conducting a pilot with a leading University in China (Zhejiang) with a view to rolling out the scheme across the Asian-Pacific region.

Nottingham Trent University's Environment Team has been given the Platinum Award for all three campuses demonstrating the significant progress with its environmental management system across the University estate.

The platinum award conforms with the requirements of the International Environmental Management Standard ISO 14001.



Green Leaders

Green Leaders is an annual competition for students to present sustainability related ideas to Nottingham Trent Student Union, the University Environmental Team and UPP to bid for funding. This year several projects were awarded funding including a project called 'Lamina Flow'. This is a sustainably made bench, which is cut to look like the river bed of the River Trent whilst housing planting. It uses a recycled plastic sheet called stokboard which has an indefinite lifespan and can be used as a replacement to metal sheeting



Bike Factory

Bike Factory is part of a thriving cycling movement in Nottingham. Together with Nottingham City Council, The Big Wheel, and Sustrans, we're aiming to ensure that the University and Nottingham as a whole become more cycle friendly, as part of our sustainable transport plan.

Looking forwards we will extend the value and impact of our actions to catalyze and challenge community change through continued leadership and advocacy in sustainability.



We have achieved all our targets in advance and achieved the first place of all British universities in the People and Planet Green League 2016. Our aim is to keep this position through continuous improvement.

Abbreviations

NBS:	Nottingham Business School
SDGs:	Sustainable Development Goals
UN PRME:	United Nations Principles of Responsible Management
AACSB:	Association for the Advancement of Collegiate Schools of Business
RSB Lab:	Responsible and Sustainable Business Lab
EBEN:	European Business Ethics Network
ABIS:	Academy of Business in Society
EFMD:	European Foundation for Management Development
SEED:	Sustainable, Empowerment, Education, Development
EAUC:	Environmental Association for Universities and Colleges
NTU:	Nottingham Trent University
REACH:	Race, Ethnicity and Cultural Heritage
CARA:	Council for At-Risk Academics
HEFCE:	Higher Education Funding Council for England
HEA:	Higher Education Academy
ESD:	Education for Sustainable Development
QAA:	Quality Assurance Agency
LiFE:	Learning in Future Environments
SCALE-UP:	Student Centred Active Learning with Upside Down Pedagogies
ERS:	Ethics, Responsibility and Sustainability
MBA:	Master of Business Administration
AEPA:	Applied Economics and Policy Analysis
ISBE:	International Small Business and Entrepreneurship
CORE:	COffee REcycling
ENCAMS:	Environmental Campaigns
RICS:	Royal Institution of Chartered Surveyors
RIBA:	Royal Institute of British Architects
NTSU:	Nottingham Trent Students' Union
UN GC:	United Nations Global Compact
SiP:	Sustainability in Practice
RSL:	Responsible and Sustainable Leadership
GCC:	Good Corporate Citizenship tool
BiTC:	Business in the Community
NGO:	Non-governmental Organisation
EMS:	Environmental Management System

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Contact us

nbs.enquiries@ntu.ac.uk

+44 (0)115 848 4460

Connect with us



Find us

Nottingham Business School,
Nottingham Trent University,
50 Shakespeare Street,
Nottingham,
NG1 4FQ

www.ntu.ac.uk/nbs



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