



Staffordshire University

Principles for Responsible Management Education

Sharing Information on Progress Report (2018)

Welcome from the Dean

Welcome to our latest Sharing Information on Progress (SIP) report. As a Connected University, Staffordshire Business School, recognises the significant role we play in developing future sustainable business leaders working in a global economy. We are committed to our mission to prepare a new generation of globally responsible leaders and to preserve the freedom of research, teaching and learning in an international community.

This report contains some examples of how we are embedding the PRME six principles into our curricula, research, and engagement with external businesses and government.

We understand that our own practices should serve as example of the values and attitudes, therefore, the School continues to work with and encourage our international partners and businesses to adopt and support the PRME principles.

Professor Ieuan Ellis

Pro Vice Chancellor and Acting Dean of
Staffordshire Business School

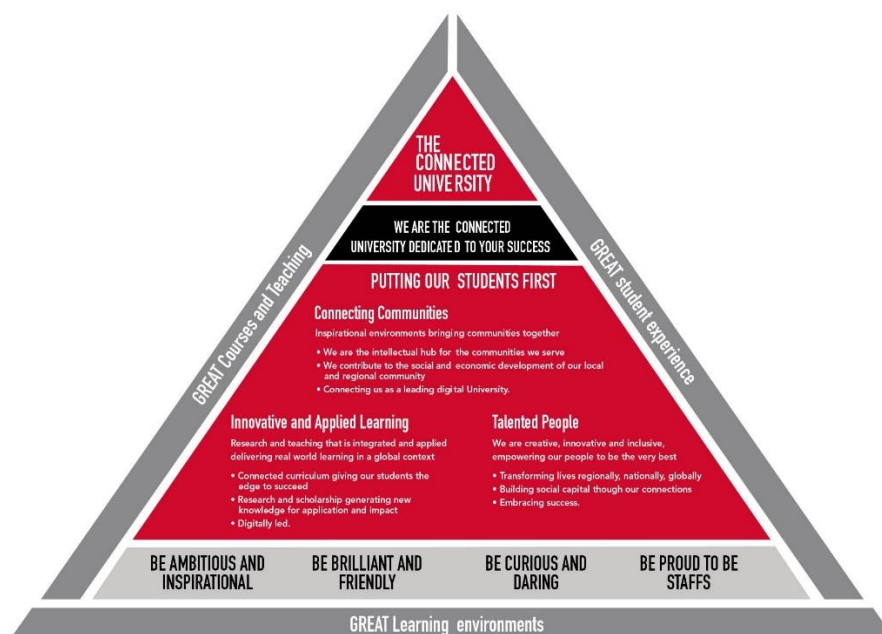
Background to the Staffordshire Business School

Our Vision

- We will be a great REGIONAL University connected to businesses and industry and to our local communities
- We will work with our Schools, Colleges and Partners to continue to RAISE ASPIRATIONS and improve progression in the region into Higher Education
- We will be connected LOCALLY contributing to local social and economic development and to improve the local education standards of our community
- We will offer flexible, inclusive and ACCESSIBLE COURSES supporting study anytime and anywhere
- We will work with PARTNERS, in education and business, to extend our provision of relevant Staffordshire University awards locally, nationally and internationally
- We will be connected to INTERNATIONAL partners, giving our students and staff an international experience and giving them access to the best knowledge from across the world
- We will be connected NATIONALLY to education providers, employers, influential stakeholders such as government, professional statutory and regulatory bodies, and alumni to generate knowledge collectively and to ensure the very best opportunities and learning for our students
- We will be connected INTERNALLY so that we work as a team across boundaries with a relentless focus on putting our STUDENTS FIRST

Strategy

Our strategic plan explains our vision of what we want to be and how we are making that vision a reality. It lists the goals we have set ourselves for 2021. It also sets out how we will measure our progress on reaching those goals.



The Connected University

As the Connected University, we are dedicated to the success of our students, staff and partners. Our values are to always be:

- ambitious and inspirational
- brilliant and friendly
- curious and daring
- proud to be Staffs

We plan to achieve our goals by working on our core strategies: connected communities, innovative and applied learning, and talented people.

Connected communities

- We unite communities in inspirational environments, as an intellectual hub for those we serve.
- We contribute to the social and economic development of our local and regional communities.
- We're connected as a leading digital university.

Innovative and applied learning

- Our research and teaching deliver real-world learning in a global context.
- Our digitally-led, connected curriculum gives our students the edge to succeed.
- Our research and scholarship generate new knowledge for application and impact.

Talented people

- We are creative, innovative and inclusive.
- We empower our people and celebrate their success.
- We transform lives regionally, nationally and globally.
- We build social capital through our diverse connections.

Awards:

TEF Silver

Our silver award in the 2017 Teaching Excellence Framework recognises excellent standards of learning and teaching, while 78 per cent of our research is world leading or of international importance ([Research Excellence Framework 2014](#)). [Our interdisciplinary network of research centres drives the publication of hundreds of papers each year.](#)



Most Improved Student Experience Award

Staffordshire University had the largest improvement in its overall score compared with the previous year - with an improvement of around 4% compared to last year.

In the survey, 20,000 full-time undergraduates evaluated their experience at university at 21 different measures, which were all named by students as an important part of the university experience.

The judges as the awards said that Staffordshire University's rapid rise up the ranks was impressive: "The University showed particular improvements on having high-quality staff and lecturers, a good Students' Union, excellent extracurricular and society activities and attractive accommodation".



Number 1 for employability

Graduates from Staffordshire University are also among the most employable in the UK according to recent data. The Destination of Leavers from Higher Education Survey (DLHE) published in July shows that 97.5 per cent of students who graduated from Staffordshire University last summer are employed or in further study.



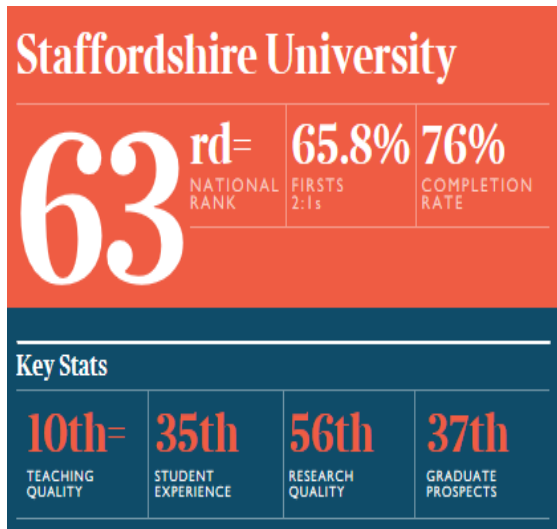
*No.1 relates to English Universities. Joint with Bishop Grosseteste.
Excluding specialist institutions. Source: DLHE 2017

Sunday Times Good University Guide 2018

The highest climber to 63rd in the Sunday Times league table.

Staffordshire University is the joint highest mover, up 29 places to joint 63rd with Goldsmiths, London.

Our highest ranked metric was NSS Teaching Quality (Joint 10th overall)



Small Business Charter



The Business School at Staffordshire University has received the Small Business Charter award in recognition of its work in supporting small businesses, start-ups and their local economy. Staffordshire University Business School is now one of 31 award winning business schools across the UK which help start-ups and small businesses.

The Small Business Charter is an award bringing together world-class business schools and small and medium enterprises (SME) communities across the UK. The awards were established by the Chartered Association of Business Schools, Lord Young and the Department for Business, Innovation and Skills in order to connect SMEs with world class business school knowledge, facilities and networks.

Accreditations:

Many of our courses are accredited or recognised by professional, statutory or regulatory bodies, for example:

- The BA (Hons) Accounting and Finance is accredited by the Chartered Institute of Management Accountants (CIMA), the Chartered Institute of Public Finance & Accountancy (CIPFA) and the Association of Chartered Certified Accountants (ACCA).
- BA (Hons) Events Management: Members of the Association for Event Management Education (AEME)

Staffordshire Graduate attributes:

- Have an understanding of the forefront of knowledge in your chosen field
- Be prepared to be work-ready and employable, and understand the importance of being enterprising and entrepreneurial
- Have an understanding of global issues – and their place in a globalised economy
- Be an effective communicator and presenter – and be able to interact appropriately and confidently with a range of colleagues
- Have developed the skills of independence of thought and, where appropriate, social interaction through teamwork
- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities
- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences – to facilitate life-long learning and life-long success.

Employability, Enterprise and Entrepreneurship

It's not enough to stand head and shoulders above other candidates in the job market.

It's just as important to know how to turn your own ideas into exciting and viable opportunities. That's why, as a Staffordshire Graduate, you will not only be highly Employable, but also Enterprising and Entrepreneurial.

We call these life skills 'The Three Es'. See what they mean:

Employable: Being Employable means having the skills, knowledge and personal attributes to catch the eye of employers. It means understanding how to be effective in the workplace and successful in your chosen career – for the benefit of yourself, your colleagues, the community and the wider economy.







Enterprising: Being Enterprising means having the attitude, initiative and ability to recognise opportunities and the confidence to make the most of them. It can mean finding new solutions to old problems, discovering a more resourceful way of tackling a challenge, organising an event, or having the vision to start a new society or service. It could also mean volunteering or getting involved in a community project. Employers value Enterprising people for the fresh thinking they bring to the workplace.

Entrepreneurial: Being Entrepreneurial involves using your skills to bring that new business idea, venture, product or service to life. It can mean being prepared to take risk in order to achieve success.

Every year we help promising new graduate businesses to get off to a great start through our various support schemes. But, it's not just about having business skills. It's also a way of thinking and behaving. From Oprah Winfrey and J. K. Rowling to Bill Gates and Richard Branson, the world is full of entrepreneurs. And, just like Steve Jobs of Apple fame, entrepreneurs 'Think Different'.

The Principles:

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

	<p>Principle 1 Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</p>
	<p>Principle 2 Values: We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</p>
	<p>Principle 3 Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Principle 6 Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.</p>

Principle 1- Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

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Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

At Staffordshire Business School we ensure that all of our students are aware of and equipped with values and skills that incorporate critical issues of sustainability and business ethics.

To facilitate this, we ensure that sustainability and critical business ethics issues are incorporated within our teaching and research.

Our curricula emphasise concepts around sustainability, corporate social responsibility and responsible management practices at all levels using business simulations and consider ethics in relation to marketing, corporate governance, social enterprises, charities and non-profit organisations.

For example, at undergraduate level: we have many modules that are designed to equip students with an in-depth understanding of Business Ethics, ethical behaviour, responsible management, Corporate Social Responsibility and Sustainability. Some examples from our BA (Hons) Accounting and finance course are: **Auditing Fraud and Risk Management**, in this module students learn about the measures that organisations can take to prevent and detect frauds such as computer crime, identity theft and money laundering. The module also explores the principles and techniques of auditing including risk assessment and collecting audit evidence. **Ethical and Governance**, in this module, students learn the impact of ethics and corporate governance on corporation. The module presents the theoretical and practical implications of using ethics and effective governance methods for better monitoring which can in turn enhance firm performance. **Contemporary Issues in Accounting**; delivered by Dr. Souad Moufty, covers key contemporary aspects of accounting in the 21st century including Environmental Accounting; Sustainability Reporting; Integrated Reporting, updates to the conceptual framework for financial reporting and other emerging key technical or accounting issues. This module also features a series of guest speakers from different organizations focusing on specific sustainability issues; for example, Ann-Marie Cornall (Lucideon) gave a lecture on Environmental assurance and certification with some examples and case studies; Andrew Fletcher (directors at ESP Ltd) gave a lecture about sustainable environmental management and health and safety systems to manage the significant risks of companies.

Other modules in our Business, marketing and Tourism includes: Business Ethics; Contemporary Issues in Tourism and Events; Tourism Management Project; Business Creation and Innovation; Global Business Environment; Global Cultures and Destinations; Sustainable and Ethical Tourism and Measuring Success.

At post graduate level, many taught modules at postgraduate level focus on sustainability and business ethics. For example, in our Accounting Master, Management Control and Internal Audit module commences with an introduction to control systems within an organisational context with reference to motivation, contingency planning and ethics. students will become competent in the use of key performance indicators to understand how they can be used to provide management controls including those of quality and the associated quality assurance

systems. Also, it explores how the role of the auditor and audit systems impact an organisation's success.

We encourage our students to explore and research issues around sustainability and ethical practices and we have a growing number of both UG and PG dissertations in areas around sustainability and ethical practice.

Various initiatives have been undertaken across the School to engage staff, students and the wider community to be more sustainable.



Sustain Staffs objective is to build a more sustainable University and reduce the University's environmental impact. This means giving advice and guidance to enable all to make the most effective use of natural resources.

Greenpad and Studentpad project: Greenpad is an enterprise ran by Staffordshire University's Student Union, which has been set up in order to help improve the sustainability of Staffordshire University students and the world around them. By working with local landlords around Staffordshire University campuses such as Stoke and Stafford, they have helped increase the amount of cheaper, sustainable housing which is available to students living outside of University accommodation. By helping landlords improve the energy efficiency and sustainability of their housing, this helps reduce carbon emissions and also improves student habits concerning sustainability. Greenpad is also responsible for Studentpad, which is an online information centre where students can search for good quality, cheaper sustainable housing.

Our students gain **work experience** through **volunteering** at numerous local events such as the stone food and drink festival.

Good practice:

Global Business Direction Annual Conference (hosted 1st Feb 2018): An annual event open to all in BLE. Six industry speakers (from - Strategi Solutions, Parker Software, Wedgewood, Digital Marketing Institution, Stone Junction, Synectics Solutions).

Graduate internships/ placements

At Staffordshire University we have an established tradition of using our strong links with industry to secure placements for our students. A placement is usually a 12-month, full time role that is related to the subject a student is currently studying.

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.

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.

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We are embedding the Principles for Responsible Management Education within all aspects of the Business School's provision. A particular focus for this is within all Postgraduate and Doctoral provisions. We are promoting Sustainability within our Doctoral Programmes. Many of our PhD, MPhil and DBA students are taking sustainability principles on board in their research. For example;

“The role of Ethical Leadership in promoting CSR in the Lebanese higher education sector”

A Corporate Governance and Corporate Social Responsibility research group is formed and led by Professor David Williamson. Members meet once every month to discuss current issues and trends in corporate governance and corporate social responsibility and potential research ideas, projects and collaboration.

Corporate Governance and CSR group Members:

Professor David Williamson- Professor of Regulation and Governance: research active in corporate responsibility. Professor Williamson has recently developed expertise in regulation, small and medium enterprises, and corporate governance. He has experience in knowledge transfer, policy evaluation, and consultancy for government type agencies. He also has expertise in securing and managing national and European research projects. He has been involved in EU funded projects to develop environmental support packages for SMEs, and in industry funded projects to provide online environmental law support.

Professor Iraj Hashi- Professor of Economics and he is the Director of the Centre for Research on Emerging Economies (CREE). He has coordinated the School's Erasmus, Socrates and Tempus programmes and its activities in Central and Eastern Europe. He is research active since 1992 and has worked with universities and research and consultancy institutions in Albania, Bosnia-Herzegovina, Croatia, Czech Republic, Kosovo, Macedonia, Poland and Russia on a range of projects dealing with challenges of transition in these countries. These

projects have been funded by the European Commission, World Bank and other national and international agencies.

Professor Jon Fairburn: is a Professor of Sustainable Development. He is currently leading an EU Strategic Partnership Project Sustainable Managers in the Tourism Sector - SMARTOUR which will result in a curriculum and online tool to provide training in sustainable management. He is the faculty coordinator for the ERASMUS programme. Professor Fairburn has expertise in working with public and private sector clients on a wide range of research and consultancy projects.

Dr. Souad Moufty- Lecturer in Accounting and Finance. Souad holds a PhD in Accounting (Sustainability Practices and their Effect on Performance in the Banking Sector) and MRes (Distinction) in Economics and Finance from Brunel University London. She is currently leading an EU Strategic Partnership Project: Adoption of Sustainable Accounting Practices for Reporting (Report-ASAP). Souad's current research interest lies within Corporate Social Responsibility; Sustainability reporting & performance management; Stakeholders' theory applications into management accounting; and Balanced Scorecard.

Dr. Aisha Abuelmaatti- Lecturer in Operational Performance. She holds a BSc and MSc in Computing and Information Systems and a PhD in Operations and Supply Chain Management from the University of Salford. Aisha current research takes her into the remit of the trichotomy of people-process-technology in the areas of project management, sustainability, CSR, information sharing in supply chains, and IT management. She has published two book chapters and more than 10 articles in international academic journals and conferences.

Dr Ahmad Mlouk- MSc Accounting and Finance Course Leader. His research interests include; 'Data Envelopment Analysis' as a quantitative technique that is used to evaluate performance in a wide range of organisations; Business finance, corporate finance and business valuation methods; Islamic finance as an alternative system to the conventional 'Western-based' philosophy of banking and finance.

Dr. Syed Zaidi- Lecturer in Accounting and Finance. His area of research includes topics in corporate governance, corporate finance, financial accounting, and behavioural finance.

CSR Projects:

The School is engaging with businesses, community and wider society to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. For example, the following projects are currently under investigation:

Adoption of Sustainable Accounting Practices for Reporting (Report-ASAP) <https://report-asaproject.eu/> Souad Moufty.

EU Strategic Partnership (Lead) Sustainable Managers in the Tourism Sector (SMARTOUR) <http://www.smartourproject.eu/> Jon Fairburn.

EU Strategic Partnership Silver Workers supporting older workers to get back into the labour market- <http://www.silverworkers.net/> Jon Fairburn.

Publications:

At Staffordshire University, we are engaged 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. For example:

Burnes, B. Hughes, M. and By, R.T. (2016) *Reimagining organizational change leadership. Leadership*. DOI: 10.1177/1742715016662188

Fairburn, J., Maier, W. and Braubach, M. (2016) Incorporating Environmental Justice into Second Generation Indices of Multiple Deprivation: Lessons from the UK and Progress Internationally. *International Journal of Environmental Research and Public Health*, 13 (8).

Radacic, D. and Pugh, G. and Hollanders, H. and Wintjes, R. and Fairburn, J. (2015) The impact of innovation support programs on small and medium enterprises innovation in traditional manufacturing industries: An evaluation for seven European Union regions. *Environment and Planning C: Government and Policy*. pp. 1-28. ISSN 0263-774X

Lynch-Wood, G., and Williamson, D. (2015). Unexplored Aspects of the Social Licence for SMEs, Corporate Governance. *The International Journal of Business in Society*, 15(5), 577-589

Lynch-Wood, G., and Williamson, D. (2014). Civil Regulation, the Environment and the Compliance Orientations of SMEs, *Journal of Business Ethics*, 125(3), 467-480

Moufty, S., and Abdel-Kader, M. (2016) The effect of banks' stakeholders on sustainability: a study of EU and USA Banking Sectors, *the Annual Conference of the British Accounting and Finance Association (BAFA)*, University of Bath.

Moufty, S., and Clark, E., (2017) The Different Dimensions of Sustainability and Bank Performance: Evidence from the EU and the US, *accepted for the Annual Congress of the European Accounting Association (EAA)*, Valencia, Spain.

Nikoloski, D. and Adnett, N. (2014) The Determinants of Gender Differences in Response to Unemployment in Post-Transition Countries: the case of Macedonia, in P. Cveticanin (ed.) *A Life for Tomorrow: Social Transformations in South-East Europe*, Centre for Empirical Cultural Studies of South-East Europe.

Further information:

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