The Sino-British College, USST

Principles for Responsible Management Education

Sharing Information on Progress

First Report:
Period covered March 2016-February 2018

March 2018
March 2018

PRME Steering Committee
c/o Jonas Haertle, PRME Secretariat
United National Global Compact Office
685 3rd Avenue
New York, NY 10017

**Letter of Renewed Commitment**

The Sino-British College (SBC), a secondary college of the University of Shanghai for Science and Technology (USST), became a signatory to PRME in March 2016 and we are now very pleased to be noted as an Advanced Signatory.

Our involvement in PRME was a key part of a larger strategy on which the College was embarking, its **Vision 2025**. Two years on, this Sharing Information on Progress report is the first to be submitted by the College and reflects certain achievements and a level of ‘work in progress’. However, the College is proud to confirm its continued support for PRME and looks forward to an even greater level of engagement with the PRME network, particularly in the context of exploring how it might contribute to China’s implementation of the UN Sustainable Development Goals.

**Professor John Wilson**
**Principal & CEO**
**Sino-British College, USST**
Introduction

The Sino-British College (SBC) is a secondary college of the University of Shanghai for Science and Technology (USST) and is also an international university college established as a joint institute by USST and nine university members of the Northern Consortium UK (NCUK), i.e. University of Bradford; University of Huddersfield; University of Leeds; Leeds Beckett University; Liverpool John Moores University; Manchester Metropolitan University; University of Salford; The University of Sheffield; Sheffield Hallam University. Being at the centre of a network of ten universities, one Chinese and nine in the UK, the College is in an unrivalled position to provide opportunities for all the students, staff and associated stakeholders in the network.

SBC was established in September 2006 following approval by the Chinese Ministry of Education (MoE). As a higher education institution and joint institute, it is unique in two respects. First, it is the only such joint institute involving British universities approved to operate in Shanghai. Second, because it is arranged on a consortium basis it can operate a ‘1 + n’ model and offer approved pathways to the nine partner universities, allowing considerable choice, in terms of programmes and number and type of university, for students to continue their studies.

SBC celebrated its 10\textsuperscript{th} anniversary in September 2016 and, to build on its success, formulated a new strategic plan, \textit{Vision 2025}, covering the second 10 year period since it was established. \textit{Vision 2025} covers the ten academic years 2016-17 to 2025-26 inclusive and sets out what the College will look like at the end of the 2025-26 academic year (note: by using 2025 as a reference point, this brings it into line with the China national Government’s five year planning). Its implementation will take place alongside, and will help underpin, USST’s own Five Year Plans (as part of the Chinese Government’s Thirteenth and Fourteenth Five Year Plans and based on the calendar years 2016-2020 and 2021-2025 respectively) and is intended to contribute significantly to the fulfilment of USST’s own strategic objectives. The College believes that this long-term thinking and planning fits well with the long-term approaches of the UN Sustainable Development Goals (SDGs) 2016-2030.

SBC became a signatory to the Principles for Responsible Management Education (PRME) in March 2016 and is now an Advanced Signatory and this SIP is the first to be submitted by the College. In being involved in PRME, SBC (at the time of writing) is one of only 17 institutions in China and one of only 12 in mainland China, of which only 4, including SBC, are Advanced Signatories.

\textit{Vision 2025} was approved in July 2016 by the College governing body, i.e. the Management Council, demonstrating the full commitment of all senior colleagues to the content including involvement in PRME. Becoming a signatory to PRME reflected the College’s intended activity and the emphasis to be placed on the development of its students, staff and general business practices. However, although it was a significant decision to become part of the PRME network, it should be noted that, in doing so, the decision very much reflected ongoing activities within the College rather than herald a significant departure from them.

Full details of the College can be found here:

- \url{http://www.sbc-usst.edu.cn/en} [note: the web address is to change to \url{www.sbc.usst.edu.cn} from 1 May]
Profile of SBC

SBC has approximately 1,400 students and 130 staff, divided evenly between faculty and support staff. The students are all undergraduates and approximately 90% are domestic and 10% international.

Academically, the College has three Schools:
- School of Business and Management
- School of Engineering and Computing
- School of Languages, Education and Cultures.

Through the Schools, the College offers full degree programmes taught entirely in English in central Shanghai. The first two years of all programmes are those of NCUK (as designed and approved by the partner universities). Following two successful years of study, the students may proceed to the UK to complete their studies (i.e. follow a 2+2 pathway) or choose to remain at SBC to complete their degree (i.e. follow a 4+0 pathway).

The College offers the following programmes:

- NCUK International Foundation Year (IFY) - Business, Engineering
- NCUK International Year One (Business Management, Events Management, Electrical and Electronic Engineering, Mechanical and Manufacturing Engineering)
- BA (Hons) Business Management (Sheffield Hallam University) [4+0] [note: 4+0 are dual registered students i.e. students also register for a degree from USST]
- BA (Hons) Events Management (University of Huddersfield) [4+0]
- BEng (Hons) Manufacturing Systems Engineering [+ with Management] (LJMU) [4+0]
- BEng (Hons) Industrial Electronics and Control Engineering [+ with Management] (LJMU) [4+0]
- NCUK Pre-Masters Programme – commencing June 2018 subject to student recruitment.
It needs to be noted for the purposes of this report that SBC does not design the curriculum for any of the above programmes but, rather, teaches the curriculum of its partners. This obviously imposes certain limits in terms of the College’s own approach to applying PRME. However, it should also be noted that, of the 9 UK partner universities, all except one is a signatory to PRME and, therefore, this report should in part be considered in the context of the SIPs submitted by the partners.

Mission

To act as an international hub specialising in higher education pathways to and from China and the UK for students, faculty and organisations worldwide.

Vision

To be renowned as an international hub and centre of excellence, attracting students and faculty from all over the world, with a reputation for developing socially responsible and innovative leaders capable of operating in different cultures.

What We Value

SBC seeks to create and sustain an environment for all students, staff and stakeholders that is characterised by our commitment to three overarching themes representing attributes that SBC values and seeks to develop in all students and staff:

- responsible leadership
- enterprise and innovation
- cultural empathy.

The above and the College’s commitment to PRME are prominent on the homepage of the College website, which states:

Becoming a signatory to the Principles for Responsible Management Education (PRME) is consistent with our Vision 2025, in that we will engage with networks, internationally, nationally and locally, in a way that reinforces our strategic positioning and links to the overarching themes for which we wish to be known, i.e. responsible leadership, enterprise and innovation and cultural empathy.

The commitment is also actually stated explicitly on a notice on the perimeter of the College, as shown and highlighted below:
Principles and SBC Response

Principle 1 - Purpose

The future capability of students to be generators of sustainable value for business and society and to work for an inclusive and sustainable global economy is developed in the following modules, with some examples given as to the approach adopted towards the curriculum and also assessment. Please see the Table below. In addition, core activity as illustrated in the Table is supplemented by guest lectures. For instance, in March 2017 Dr Adrian Monaghan, Senior Lecturer, Salford Business School, University of Salford, gave a lecture entitled: ‘Global Responsible Leaders – what does it mean in practice and how can you be supported to become one’ and gave a particular focus to how this can be applied to China.
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<tr>
<th>Programme</th>
<th>Module(s)</th>
<th>Example</th>
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<tr>
<td>NCUK IFY Business</td>
<td>Economics</td>
<td>Students complete research assignments as part of their assessed coursework which are geared towards applying economic theory to social issues. 2016/17 – the arguments over taxing foods/beverages with high sugar content 2017/18 – income inequality and the role of the state in reducing inequity. Within the topic of ‘market failure’, students are required to consider the fact that there are external social costs (and benefits) linked to the production and consumption of goods and services that impact on the sustainability of our economic systems. Lecture and tutorial material emphasises many current examples such as air pollution, over-fishing, deforestation, in addition to the positive role of education, affordable healthcare and accessible housing. Although this naturally emphasises the role of the government in terms of legislation, taxation and state provision, consideration is also given to the implications for, and responsibilities of, consumers and private institutions. The syllabus contains substantial coverage of the topic of business ethics which includes consideration of equal opportunities, labour relations and consumer protection.</td>
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<td>NCUK IY1 Engineering</td>
<td>Financial Accounting</td>
<td>Accounting principles and regulatory framework including the need for honesty when producing accounting statements.</td>
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<td>Management Themes</td>
<td>Introduction of ethics and ethical behaviour in business. The module also considers the meaning and nature of CSR and its advantages, challenges and methods.</td>
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<td>Marketing</td>
<td>The aim is to introduce CSR and marketing ethics and to review ethical marketing issues such as product safety, price discrimination and misleading advertising.</td>
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<td>Economics</td>
<td>Under the topic of ‘market failure’ there is coverage of moral codes of conduct and arguments of the role of the state to legislate. These topics cover sustainability in the events industry, green events, CSR and identify innovative products and technological advances aiding event sustainability.</td>
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<td>NCUK IY1 Engineering</td>
<td>Engineering Applications, Practice and Design</td>
<td>Students engage with introductory information on business ethics, intellectual property, regulation &amp; safety standards as set out by different institutions such as British Standards Institution, International Organisation for Standardization (ISO), European Standards Organization (ETSI), etc. Students are asked to demonstrate their understanding of the above in a simulated case study. Students are also presented with case studies of unethical</td>
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<td>Module</td>
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<td>BA (Hons) Business Management Note: Sheffield Hallam University is working to a standard format for all Module Handbooks which asks the question: How does this module embed Principles of Responsible Management Education?</td>
<td>Behaviour and impact in the industry, e.g. the Enron scandal and the Volkswagen NOx scandal. One of the ‘Course Level Outcomes for the Main Award’ states: ‘Make and justify independent and ethically based judgements and decisions, and employ skills of critical self-awareness.’ Module Handbook states: ‘Ethics, sustainability and social responsibility are key issues in business and throughout this module these themes will be apparent in our delivery, through the case study examples we will use, and the seminar discussions. It is important that you understand the role of ethical behaviour for organisations and yourself as employees and, potentially, leaders of others. One seminar within the programme, Topic 8: Ethics, will specifically address the issues of ethics and corporate social responsibility.’ Module Handbook states: ‘Ethical issues, sustainability and social responsibility are important issues, which form a regular part of our discussions.’ Module Handbook states: ‘In this module there is a whole seminar dedicated to ethical issues and socially responsible management. This is one full two hour seminar and preparation and follow up work focusing on ethical issues in marketing communications.’ Learning Outcomes of the module: 1. Assess the need for responsible business and develop knowledge of the principles of responsible business practice, including triple bottom line reporting, sustainable development, corporate social responsibility and ethics. 2. Evaluate the ethical, social, and environmental impacts of business decision making and organisational performance. 3. Consider alternative business structures and practices, and plan and identify ways to evaluate the corporate social responsibility strategy of an organisation at the operational level. 4. Critically evaluate the role of stakeholder engagement and innovation in securing ethical and sustainable business practice and develop the ability to identify, evaluate and develop innovative practices to support sustainable and responsible business operations. Module Handbook states: ‘The module embeds responsible management in the various topics discussed along the way, indeed, along with internationalisation, this is a second &quot;strand&quot; that is present in many session discussions and analyses. The extensive use of information systems in organisations means that there are opportunities for unethical and criminal activities to take place on a wide scale. The social impact and the future impact of information systems are also discussed and explored.’ Coursework topics for 2017 included responsible adoption/usage of social media platforms.</td>
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<td>Strategy Practice: Shaping the Future (Level 5)</td>
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<td>Academic and Professional Development (Level 5)</td>
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<td>Managing International Business (Level 5)</td>
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<td>Responsible and Ethical Business Practice (Level 5)</td>
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<td>Managing the Digital Enterprise (Level 6)</td>
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<td>Course Title</td>
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<td>Leadership in Contemporary Organisations (Level 6)</td>
<td>Includes consideration of the role of leadership in meeting ethical, sustainability and CSR challenges and also consideration of leading change, e.g. the role of trust, models and strategies for leading people through change, transformational leadership.</td>
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<td>Financial Performance Management (Level 6)</td>
<td>Module Handbook states: ‘The Principles of Responsible Management Education (PRME) include ethics, sustainability and social responsibility. The (un)ethical behaviour of organisations is being frequently scrutinised and the importance of social responsibility has increased significantly in the last two decades. This module considers the implications of actions taken to manage performance, not just on the business itself but also the wider business environment.’</td>
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<td>Implementing Strategy and Change (Level 6)</td>
<td>Module Handbook states: ‘The module will consider different models of strategy and change. The module will encourage students to consider the ethical responsibility strategists have as agents for change within our society. In seeking to identify the purpose of a business, as part of the strategic position the ethical stance of organisations is considered in the light of stakeholder expectations, governance and organisational culture. It is important that you understand the role of ethical behaviour for organisations and yourself as employees and, potentially, leaders of others.’</td>
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<td>International Business Consultancy (Level 6)</td>
<td>Module Handbook states: ‘Having signed non-disclosure agreements, you will behave in a professional and ethical manner. You will respect all members of the group, and will always consider the ethical implications of your actions. The solutions you recommend to the clients will be ethical and encompass the principles of responsible management practice.’</td>
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<td>BA (Hons) Events Management MICE (Meetings, Incentives, Conferences and Exhibitions Management) (Level 5)</td>
<td>Course content includes teaching the core value of ethical behaviour (EMBOK model) for event professionals; focus is on transparent financial accounting practices, ethical stakeholder management/relations, and health and safety obligations towards staff and attendees. Given the importance of sustainability to events management, the topic will often be covered as part of assessment, either by coursework and/or final examination.</td>
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<td>Managing the Live Event (Level 5)</td>
<td>In 2017-18 students work on developing a campaign which focuses on overall social responsibility including enhancing knowledge and understanding of themes such as mental health awareness.</td>
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<td>International Business of Sport (Level 6)</td>
<td>Coursework topic is on Governance and Ethics in Sports</td>
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<td>Creativity and Innovation in Context (Level 6)</td>
<td>The module focuses on the development and application of the knowledge and skills inherent in successful innovation. Entrepreneurship and responsible leadership are evaluated and explored as a concept and paradigm that is available to anyone who wishes to engage in the process.</td>
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<td>Managing the Client Event (Level 6)</td>
<td>Module directly places student groups with local business clients planning, organizing and implementing events that promote sustainability and a greener future such as HotelEx Shanghai. As part of their literature review they include elements of EMBOK and sustainability of events.</td>
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<td>Human Resources for Events (Level 5)</td>
<td>Assessment often contain elements of responsible business decision making in today’s society and students are encouraged to consider the likelihood of long-term success for those businesses that do not consider, as part of their decision-making, the environment within which they operate. Students create portfolios in which they generate hiring decisions and employee promotions based on citizenship and leadership potential. Screening of applicants include ethical considerations. Final year students research topics that include sustainability for events, destination management, staffing and rewarding for proper governance of resources allocated.</td>
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<td>BEng (Hons) Industrial Electronics and Control Engineering [with Management] Electrical Engineering Practice 2 (Level 5)</td>
<td>Students are provided with a questionnaire to reflect on their understanding of ethical practices in engineering. Their responses are then mapped to the ethical standards set out by, for instance, The Institution of Engineering and Technology and the Institution of Mechanical Engineers. Students also consider case studies showing examples of poor engineering ethics, e.g. the Challenger Shuttle disaster and Three Mile Island accident.</td>
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| BEng (Hons) Manufacturing Systems Engineering [with Management] Industrial and Project Management (Level 6) Engineering Project (Level 6) | Students are introduced to ethics and the law as part of a larger introduction to business law. Students are also presented with case studies of legal but unethical behaviour in industry, e.g. the Volkswagen NOx scandal. Examples of Project titles related to PRME and/or SDGs:  
- Investigation study of a rehabilitation bicycle design for children with cerebral palsy  
- Design and fabricate a low cost and efficient air purifier  
- Design and fabrication of a smart home system controlled by Wi-Fi  
- Design, fabricate and test a wind turbine suitable for use as a classroom teaching model  
- Development of a Remote Air Quality Sensor  
- Investigate, design and test a solar powered automatic irrigation system  
- Design, construct and test a water purification system suitable for use in the third world  
- Design, construct and test a fridge alarm, aimed at saving the most possible electricity  
- Design and fabricate a low cost wind turbine to charge a mobile phone |
| Design and fabrication of a smart plant watering system |
| To investigate the impact of 'green supplier' integration and operations performance |
| Development of a hearing aided speaker |
| Simulation of a programmable logic controlled (PLC) hybrid power system |
| Study of a green energy controller system |
| Scanning detector to measure radiation |
| Design and prototyping: Robot to clean floating garbage on water. |

**Principle 2 – Values**

As stated above, **What We Value**, the College has explicitly committed to developing three overarching themes, all of which are inter-related and mutually reinforcing, one of which is responsible leadership. This commitment is made clear to new students from the outset, as evidenced in September 2016 and 2017 when all new students were invited to participate offsite in a **Responsible Leadership Training Camp** as part of their induction. At both events, and as one of the keynote opening presentations, the Principal, Professor John Wilson, gave a presentation on PRME, its meaning, rationale, why the College became a signatory and what it means for the College community, including its students. Details are given below:

**Student Responsible Leadership Training Camp**
Time: beginning of academic year for two weeks
Venue: Oriental Park
Attendees: Year 1 New Intakes
Centred on “Responsibility”, “Capability” and “Quality”, Student Responsible Leadership Training Camp cultivates all round talents with capability, quality, international horizon, teamwork spirit and leadership ability through various practical courses in way of habit development, physical training, art taste, teamwork and military skills.
The activities within the Training Camp and the College’s commitment to the three overarching themes are then reinforced, and further evidenced, by the students’ involvement in a variety of voluntary activities including:

**Heart and Hope Volunteer Teaching Programme**

Time: Every Summer Vacation for two weeks

Venue: Jiangxi, Yunnan Province

Founded in May 2012, SBC Heart and Hope Volunteering Teaching Programme is a voluntary group under the Department of Social Practices, Student Union. The teaching group, comprised of volunteers from the SBC student body and led by a member of faculty, visits remote mountain areas in Yunnan Province to teach and aid young pupils. Its purpose is to aid less privileged children in those areas in terms of subsistence and education.
Summer Social Practice under the One Road, One Belt Initiatives

From 2015, SBC Student Ambassador Team carry out a series of activities in relation to the One Road, One Belt Initiative, demonstrating the cultural awareness and understanding of the advantages and guidance of the Road and Belt initiative. Over the past three years, cultural events were held making full use of SBC’s advantages as an international college to showcase, broadcast and promote the One Road, One Belt initiative. Achievements included: Excellent Social Practices Programme in Shanghai in 2015; Excellent Documentation Award; Third Prize of Zhuxing Cup in Shanghai in 2016; First Prize for Student Original Video from Youth League central committee.
Fuxing Talent Incubator

Time: November 2017 to August 2018

Purpose:

As student leaders in the present day, good leadership ability, teamwork spirit, new media knowledge and communication skills are crucial. The incubator was created to strengthen the construction of student leader teams in terms of developing capabilities and skills, understanding their responsibilities, duties and requirements, to foster a team comprised of students who are excellent academically and practically, so that they can serve fellow students and the College.

Target:

1. Members of Youth League or Student Union (Key members)
2. Cadres of Student Societies and clubs
3. Class Cadres
International Student Volunteers

International students have the opportunity to demonstrate their commitment to the College and the community by participating in voluntary works. These activities are undertaken following training in cross-cultural development.
Fuxing Huiyin Volunteering Team
Fuxing Huiyin Volunteering Team was established in December, 2015, it forms a part of Fuxing Huiyin Art Studio. It helps students’ appreciation of fine arts by enhancing their understanding. Since its establishment, many activities have been arranged by way of art education, charity performance, attending events re fine arts and undertaking summer social practices to serve the community.

See also Case Studies 1, 2 and 3 at the end of the SIP.
Commencing in the 2017-18 academic year, all students, whether on a 2+2 or 4+0 pathway, will be expected to produce a Personal Development Portfolio (PDP) which will include their contribution to the College’s three overarching themes including Responsible Leadership. It is anticipated that such an approach will not only facilitate capturing their activities but will also encourage their involvement and, through the production of the PDP, will enhance their own employability and self-employability.

The above examples relating to Values are supplemented and further evidenced by the College’s own business practices, including its commitment to providing the best possible terms and benefits to staff (subject to resources, Chinese regulations etc) and to ensuring full transparency in all aspects of its financial affairs including procurement, evidenced in the establishment of a Procurement Committee, part of a comprehensive set of arrangements codified in the College’s Scheme of Management. In addition, the College is pursuing initiatives to further its aim to become a safer and greener campus including:

**Health, Safety and Security Committee** – the main purpose in establishing the Committee is to make the study, living and working environment healthier and safer for students and all members of staff.

**Fire safety training** aims to enhance the awareness of fire hazard and cultivate basic fire-fighting knowledge of students and staff when encountering fire risks.

**Energy and waste management** is set to reduce the use of all types of energy and to promote the re-use, re-cycle and sustainability of resources.

**Low-carbon environment** is promoted, for instance by encouraging staff and students to use public transport.

**Non-smoking** – the College is committed to moving to being a completely non-smoking campus.

**Emergency treatment** - aims to help students on campus to take first aid when facing medical emergency or accidental injury.

**Principle 3 – Method**

The College is obliged to follow the curricula of its partners but, in doing so, it has established a particular approach to encourage the development of responsible leadership. This includes:

- An annual Learning and Teaching Forum at which approaches are discussed
- A Learning, Teaching and Quality Committee where best practice is identified and shared
- A PRME Leadership Team, with membership drawn from across the College and comprising academic and support staff
- Programme and module team meetings to co-ordinate approaches.

All the above is further reinforced by discussions at the College Executive where necessary.

**Principle 4 – Research**

There is some excellent but currently limited research activity being undertaken in SBC. This largely reflects the College’s evolution since 2006 and the exclusive emphasis on UG programmes. However, the College is now developing a postgraduate portfolio, illustrated by its Vision 2025, evidenced by the scheduled introduction of a Pre-Masters Programme in June 2018, and corresponding emphasis on research. As part of our commitment to PRME and the SDGs, students will be encouraged to address
issues of responsibility and sustainability in their research (see also the above Table, for instance relating to the Level 6 Engineering Project).

To signal this intention, and as part of its 10th anniversary celebrations, demonstrating its commitment to PRME and its wish to raise the profile of PRME in China, the College established an inaugural annual conference, at which considerable prominence was given to PRME. The 2016 and 2017 Conferences were both promoted as being in association with the British Council and Greenleaf Publishing. The Conference details stipulated the following in the opening paragraph and Aims:

The Conference is designed to provide a forum for discussion on the key themes of responsible leadership and global citizenship and the role of education institutions, particularly universities, in developing students who will behave responsibly throughout their careers and be capable of operating in different cultural contexts. The key themes are directly linked to SBC becoming, in March 2016, a signatory to the Principles for Responsible Management Education, an initiative of the United Nations (UN) Global Compact.

Aims
1. To explore critically the concepts of responsible leadership and global citizenship and, in doing so, to consider developments in the last ten years and lessons for the next ten years.
2. To consider the different international, sectoral and discipline experiences in relation to responsible leadership and global citizenship.
3. To share the approaches adopted by different educational institutions, for instance with regards to pedagogy and the curriculum, in developing and measuring particular graduate characteristics relating to responsible leadership and global citizenship.
4. To share ideas as to likely future developments, in particular countries, sectors or professions, to develop the themes of responsible leadership and global citizenship.
5. To develop collaborations and networking between participants.

Full details of the 2016 Conference can be found here:

http://www.sbc.usst.edu.cn/10years/en/event.html

The second Annual Conference was held in October 2017 and the details state that the Conference was

.....designed to provide a platform for discussion of key contemporary issues in higher education, particularly those relating to engineering, business, pedagogy, cross-cultural education and transnational education (TNE). Within this broad context, and linked to SBC's involvement in PRME, papers on discipline-specific approaches to developing characteristics, in students and also staff, in relation to ethical behaviour are particularly welcome.

Full details of the 2017 Conference can be found here:

http://www.sbc.usst.edu.cn/en/AboutSBC/AnnualConferences/2017Conference
Examples of papers related, directly or indirectly, to PRME and SDGs include the following. Note they are presented in the order in which they appeared in the Conference schedule and full details of presentations can be found at the Conference website address given above:

2016
- ‘An Investigation into the Ethical, Social and Legal Issues Regarding Semi-Autonomous Aerial Drones’, Dr Gareth Lewis, Senior Lecturer, The Sino-British College, USST
- ‘Challenging Market Forces in order to Tackle Poverty, The Case of Small Farmers in the Philippines Sugar and Rice Industries’, Dr Ken Adams, Senior Lecturer, and John Bracken, Lecturer, The Sino-British College, USST
- ‘Technology Education for Socially Exclusion Groups in China’, Dr Adrian Chong, Senior Lecturer, The Sino-British College, USST
- ‘A Study on the Cross-cultural Management in Higher Education based on Macau College and University Students’, Xiaoshuang Guo, Associate Lecturer, The Sino-British College, USST
- ‘Chinese Higher Education in an International Setting: Progress and Challenges’, Prof Fan Hong, Deputy Dean of Bangor College China, CSUFT, Prof Peter Hermann, Visiting Professor Bangor College China, CSUFT, Remi Rzebka, Lecturer, Bangor College China, CSUFT
- ‘Envisioning Successful Sino-Foreign Universities in 2030: Considerations for Prospective and Current Partnerships’, Dr Lee Henderson, Senior Lecturer, The Sino-British College, USST
- ‘United Nations Global Compact - with Chinese Characteristics?’ Li Xiang, China in Country Coordinator, University of the West Scotland
- ‘How ideas on sustainability and responsibility are changing our world’, John Peters, Chief Executive, GSE Research and Greenleaf Publishing
- ‘Student Development – Examining Critical Understanding from the Students’ Point-of-view’, Dr Seng Kiat Kok, Senior Lecturer, Liverpool John Moores University
- ‘Dual Nationality with Dual Obligations: A Review of Quality Assurance in Transnational Education Provision’, Dr Mary Leung, Principal Lecturer, Leeds Beckett University
- ‘Corporate Social Responsibility in the Postnatal Constellation: Three Essays’, Dr Ulf Richter, Tongji University
- ‘Grub First, Ethics Later - Post Materialism and Prevailing Management Practices’, Andy Ritchie, Senior Lecturer, The Sino-British College, USST
- ‘Redesigning the curriculum around PRME: Working together’, Dr Christine Gilligan, Senior Lecturer, Department of Management; Post Graduate Course Leader MRes (Bus)/PhD Academic Support Tutor, Sheffield Business School, Sheffield Hallam University
- ‘The Role of Business Schools in Producing Tomorrow’s Responsible Global Leaders’, Dr Vernon Sommerfeldt, Head of the School of Business and Management, The Sino-British College, USST
- Challenges in Embedding Responsible Leadership & Global Citizenship in the Taught Postgraduate Curriculum: The Case of ‘Block Delivery’ Teaching’, Dr Adrian Monaghan, Senior Lecturer, Salford Business School, University of Salford
- ‘Victorian Workhouses, the Dark Side of Capitalism and Circular Firing Squads: Some Observations from the UK in 2016’, Professor John Wilson, Principal and CEO, The Sino-British College, USST

2017
- “Imagining Future Society and Education”, Professor Xi Youmin, Executive President of Xi’an Jiaotong-Liverpool University
- “How to make Shared Values Tangible – a must for Sustainable Development” Professor Marie Harder, China National Thousand Talents Professor, Department of Environmental Science and Engineering at Fudan University
- ‘Bringing the real world into the classroom’, Professor Kevin Kerrigan, Pro Vice-Chancellor and Executive Dean, Sheffield Hallam University
- ‘Managing the Risk of Part-Time Work on Patterns of Student Engagement’, Professor Mike Mannion, Assistant Vice-Principal and Professor of Computing, Glasgow Caledonian University
- “Chinese Engineering Students’ Perceptions of the Relative Right- and Wrong-ness of Acts”, Dr Joanna Sessford, Lecturer, School of Engineering and Computing, The Sino-British College, USST
- “International Student Mobility – Factors Influencing Motivation to Study Abroad”, Xiang Li, Director of Business Development, Telford Education Group, Dr Grazyna Rembielak, Associate Professor, Warsaw University of Technology, Professor John Wilson, Principal & CEO, The Sino-British College, USST
- ‘Facilitation of Sustainable Development Processes Through Emphasis on Shared Global Environmental Values’, Elijah C Odii, Researcher, Fudan University
- “Lessons Learned When Using the Delphi Technique: Methodological Guidelines for Transnational Education Research in Mainland China”, Dr Lee Henderson, Senior Lecturer, The Sino-British College, USST
- “The Intelligent use of Artificial Intelligence”, Dr Peter Claiden, Senior Lecturer, The Sino-British College, USST
- “Teaching Students about the Importance of Ethics When Translating, Adding Subtitles, Voiceovers, and Overdubbing Audiovisual Material by Brenton Mark Rossow, Interdisciplinary Artist and Educator, Edith Cowan University, Perth, Australia
- ‘Political support and infrastructure resource allocation in growing democracies – the carrot and stick mechanics’, Kagimu Ivan, Graduate Teaching Assistant, Fudan University
In addition, research is being undertaken by colleagues on student perceptions of ethical behaviour, e.g.:


**Principle 5 – Partnership**

The College where possible seeks to support the activities of relevant partners, e.g. the British Chamber of Commerce Shanghai Sustainable Business Focus Group. It is also of course keen to support the initiatives and activities of its UK partners and relevant organisations in China, linked to the point made below relating to Dialogue. See also Case Study 4 as an example of partnership working.

**Principle 6 - Dialogue**

The College has been represented at the ASEAN+ PRME Chapter meeting, i.e. the 7th PRME Asia Forum held at Hong Kong Polytechnic University in July 2016. It will seek to engage more fully with the Chapter and support future events. The College has also established an International Advisory Group (IAG) of distinguished academics and practitioners and the IAG is supplemented by a group of Visiting Professors (full details of IAG members and Visiting Professors can be seen on the website) and these groups will be used to stimulate discussions on, and inform, future activities at SBC.

**Assessment of Outcomes**

Considerable progress has been made in raising awareness of, and underpinning commitment to, PRME in the two years since the College became a signatory. This is particularly evidenced by the two Annual Conferences. However, there is clear recognition that this does need to be more formally measured and sustained, reflected in the **Key Objectives 2018** below.

**Key Objectives 2018**

1. Undertake survey of PRME awareness amongst staff and students and agree actions to embed further and develop all aspects of College activities in relation to PRME, including the Personal Development Portfolio initiative.

2. Become more involved in the work of the ASEAN+ PRME Chapter.
3. Obtain feedback, advice and, where possible, direct input from the IAG and Visiting Professors as to practices in other organisations and future developments at SBC.

4. Develop specific research initiatives, independently and in collaboration where possible with partner universities. These initiatives could also usefully be placed in the context of a specific focus on aspects of China’s National Plan for implementing SDGs.

5. Measure progress and agree objectives relating to the College’s ‘green campus’ aspirations.

6. Ensure explicit and specific reference to PRME is included in all relevant documentation, e.g. Job Descriptions, Employee Handbook, Student Handbooks etc.

7. Align the College activities to contribute to China’s participation in the UN SDGs, i.e. China’s National Plan on Implementation of the 2030 Agenda for Sustainable Development as announced in September 2016.
Case Study One

SBC student team XINGMO entered the final of 15th Challenge Cup National College Students’ Extracurricular Academic Science and Technology Works Contest

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6/15/2017

The 15th Challenge Cup National College Students’ Extracurricular Academic Science and Technology Works Contest, hosted by The Central Committee of the Communist Young League, China Association for Science and Technology, Ministry of Education of the People’s Republic of China, Chinese Academy of Social Sciences, the China Academy of Science and the National Association of Students and Shanghai Municipal Peoples Government was successfully held on June 10 at Shanghai University of Engineering Science.

There were 349 winning entries from school competitions and 127 pieces enter the finals. The XINGMO team from SBC showed their work with the guidance of Dr Liu Bin, Secretary of Joint Party Branch and Deputy Director of Campus Management Committee, Fuxing Campus, and teacher Chenxuan. They won the first prize in the contest. ‘XINGMO’ is a High quality stationery brand created by SBC year2 student Yu Haoyuan in May 2016. He and his team created the environmental colour ink. The XINGMO team uses the very latest internet marketing and enjoyed 2.5 million in sales in only one year. Now the team has two innovation patents, one utility-model patent and one registered company with two registered trademarks. In addition, team XINGMO devoted themselves to help children with autism by using their specific color ink treatment. They hope the public will pay more attention to vulnerable groups. They also want to continue spreading the Chinese writing culture.
To celebrate the annual Tree-planting Day and promote the notions of social responsibility and environmental protection, a Tree Planting Day event was organised by SBC students on 11th March.

The event attracted a number of Chinese and international students for participation, with a fun quiz in relation to knowledge on the environment and environmental protection and tree planting activities. A demonstration on how to grow different kinds of green plants was also given.

The students who came first in the quiz had the opportunity to choose their favorite plant and to make a new home for it.

The event was considered interesting and meaningful and helped students to learn more about the environment. As an international university college with three over-arching themes, i.e. responsible leadership, enterprise and innovation and cultural empathy, SBC is committed to developing an environment-friendly green campus. Events that promote the concepts of environmental awareness, ecological knowledge and sustainable development will continue to be held on campus as part of our campus development strategy.
On the 25th October, Fuxing Yayun Art Troupe invited four artists, Brenton Rossow, Harrison See, Darren Tynan and Lianxi Zhang, to display their environmental theme art exhibition of “Paradise’s Parasite” to students at SBC. Paradise’s Parasite is a collaborative exhibition by four mixed media artists who created their work with the same intention: to meditate upon parasitic relationships humans have with the natural world. Paradise’s Parasite also aims to build relationships with international artists, assisting them to raise awareness of environmental problems.
On 29th October 2016, as USST celebrated its 110th anniversary, SBC welcomed our alumni to join in our Responsible Leadership and International Talent Development Alumni Salon. Professor John Wilson, Principal and CEO of SBC, Liu Bin, Secretary of the Joint General Party Branch, Fuxing Campus, Gordon Callan, Head of the School of Languages, Education and Cultures, and alumni as well as representatives of teachers and students joined in the event.

Professor John Wilson opened the event by making a speech to congratulate the achievements of USST during the past 110 years. Responsible leadership is one of the overarching themes of SBC, and SBC has achieved great success along with USST over the past 10 years. According to Vision 2025, SBC and USST will keep sharing the achievements of sustainable development in the future. Liu Bin, Secretary of Joint General Party Branch, Fuxing Campus, put forward the concept of the campus family. The university should be like a big family, alumni are our family members, and therefore we could support each other to build an international campus.

The Responsible Leadership and International Talent Development Alumni Salon was officially opened following a showing of USST’s 110th anniversary video and SBC’s celebration video. Afterwards, two excellent alumni, Yi Zhang and Jinfeng Tang, gave presentations on their careers to date and the impact their education at SBC has had, including the benefits of the Responsible Leadership Training Camp.