

# UNIVERSITY OF WINCHESTER BUSINESS SCHOOL

## AN EARLY ADOPTER OF THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME) AND PRME CHAMPION SCHOOL

This is our Sharing Information on Progress (SIP) report on the implementation  
of the Principles for Responsible Management Education 2021



UNIVERSITY OF  
**WINCHESTER**

**PRME**  
an initiative of the  
United Nations Global Compact









## Message from Dean of the Faculty of Business, Law and Digital Technologies and Director of the University of Winchester Business School Professor Martin Broad.

In our last report we reflected on the 10th Anniversary of PRME and the University of Winchester Business School. Over the past few years there has been further maturing of our approach and how we embed the principles of PRME and the UN Sustainable Development Goals (SDGs) into everything we do. Our Faculty now incorporates digital technologies as a major discipline and we continue to use the Principles as a guiding framework for new programmes at undergraduate and postgraduate. Thus, as we said previously, from the outset PRME has played a central role in informing our strategies relating to curriculum design, pedagogy, research and knowledge exchange and this report will show how that is maturing. Our University has also aligned its own strategy, framing and time line to 2030 – with the UN SDGs and we are proud of the championing work we do and talk about within this report.

In January 2016, we were proud to become a PRME Champion School. Since that time, we have worked collaboratively with the broader international PRME community on Champion projects and continued to play a leading role in the UK & Ireland PRME chapter and other PRME Networks. The six PRME Principles provide the framing for the nature of our engagement in Responsible Management and the 17 SDGs set out the agenda for our work towards 2030.

This PRME Sharing Information on Progress (SIP) report presents in more detail our focus on this agenda. Highlights of our significant achievements with the many and diverse ways in which PRME and Sustainable Development is delivered throughout our formal, informal and subliminal curriculum include:

- the University's decision to include the UN SDGs in the learning outcomes of every programme delivered across the University from 2019/20 – to ensure that all students, regardless of discipline, have education for sustainable development before they graduate.
- the establishment of a Sustainability and Social Justice Committee that reports directly to the University Senior Management Team and has representation across all disciplines (and key stakeholders).
- the validation of a new Masters in Sustainability and Social Justice and an Executive MBA that aligns organisational leadership with the UN SDGs.
- publication of a second special issue of the International Journal of Management Education on implementing the SDGs and a major Sage Handbook on Responsible Management Education and Learning, both co-edited by Emeritus Professor Carole Parkes (a PRME Pioneer Award winner and Special Advisor to UN Global Compact initiative for Chapters).
- the introduction of Carbon Literacy Training – short online courses that aim to enable academics, students and others to be actively involved in embedding climate solutions in their own life and work. This course was undertaken by the Vice Chancellor in 2020.
- the University's continued leading role in the UK HE sector's engagement in integrated reporting that demonstrates how it creates value through addressing global challenges. We look forward to continuing this work and particularly to helping to realise the interdisciplinary nature of the SDGs.

**Professor Martin Broad**



<b>WINCHESTER AND ITS VALUES</b>	<b>4</b>
PRME Chapter – UK and Ireland	6
<b>PRME CHAMPION SCHOOL</b>	<b>8</b>
PRME FOCUS: Carole Parkes - Professor of Responsible Management and Leadership	9
2007 Challenges and Actions	9
2021 Challenges and Actions	10
Sustainable Development Goals	10
The Framework for PRME	11
<b>THE UNIVERSITY STATEMENT ON SUSTAINABILITY</b>	<b>12</b>
<b>TEACHING AND LEARNING</b>	<b>13</b>
Formal Curriculum	13
Education for Sustainable Development (ESD)	13
Postgraduate programmes	13
The Sulitest	15
Fashion: A Cultural & Knowledge Exchange	15
Teacher Training	15
Doctor of Business Administration	15
Student Dissertations	15
Social Mobility through Degree Apprenticeships	16
Women in Digital Enterprise	16
Introductory Short Courses on Climate Change & Carbon Literacy	16
<b>CURRICULUM, AUDIT AND RESPONSIBLE FUTURES</b>	<b>18</b>
Background	18
Methodology	19
Faculty Of Business Law and Digital Technologies Programmes with SDGS	19
<b>INFORMAL CURRICULUM</b>	<b>20</b>
On Campus and Community Activities	20
Climate Emergency	20
Climate Commissioner UK	20
Staff and Student Engagement	20
Student and Staff Inductions	20
Go Green Week	20
Bag it up	21
Campus Blackout	21
International Women's Day	21
Saving Energy in Halls	21
Volunteering	21
Whole Earth Exhibition	22
Town and Gown events	22
<b>SUBLIMINAL CURRICULUM</b>	<b>23</b>
Organisational Policies and Practices	23
Green Gown Awards Finalists 2019	24
Green gown awards short list 2020	25



<b>INTEGRATED REPORTING</b>	<b>26</b>
AdvanceHE	26
The Integrated Report 2020	26
How we Create Value	27
Human Resources	27
<b>ENVIRONMENTAL STRATEGIES</b>	<b>28</b>
Biodiversity	28
Hedgehog Friendly Campus Bronze Status	28
Green Transport	28
Energy And Environmental Waste	28
West Downs Building	28
<b>RESEARCH &amp; PUBLICATIONS</b>	<b>30</b>
Peoplescapes Research Group	30
Community Hunger Response-Ability: Learning Partnerships with Others (2020/21)	30
Judgment, responsibility, and expectations of the onlife reality (2020/21)	30
Generation Tagged	30
Creating learner awareness of the right to opt out	30
Narratives of Vulnerability: Disrupted and Unequal Consumption Lives of Ex-offenders	30
Overtourism and Tourismphobia	31
Selected Books & Book Chapters	31
<b>PUBLICATIONS</b>	<b>32</b>
Selected Journal Articles	32
Doctoral Research	33
<b>PRINCIPLES 5 &amp; 6 PARTNERSHIPS AND DIALOGUE</b>	<b>34</b>
Environmental Association for Universities and Colleges (EAUC)	36
Flourishing Communities	36
<b>PLANS FOR THE NEXT 2 YEARS</b>	<b>37</b>
Taking a Whole University Approach to Embedding the SDGs	38
2020/21 and Covid-19	37
Sustainability and Social Justice Committee	37
Institute for Environmental and Social Justice	37
<b>EXAMPLES OF SDG RELATED CENTRES ACROSS THE UNIVERSITY</b>	<b>38</b>
Winchester Centre for Religion, Reconciliation and Peace	38
Centre for Information Rights	38
Centre for Animal Welfare	38
Hoare Centre for Responsible Management	38
Institute for Value Studies	38
Examples of Other University Wide Events and Activities	39
<b>VICE-CHANCELLOR'S COMMITMENT</b>	<b>42</b>



# WINCHESTER AND ITS VALUES

Winchester is in the south of England, one hour from London and the original ancient capital.

**THE UNIVERSITY OF WINCHESTER IS A THRIVING UNIVERSITY WITH A DEEP COMMITMENT TO TEACHING AND RESEARCH EXCELLENCE. ESTABLISHED IN 1840 BY THE CHURCH OF ENGLAND, EVERYTHING WE DO IS UNDERPINNED BY AN UNRELENTING COMMITMENT TO OUR VALUES. WE ARE A COMMUNITY COMMITTED TO MAKING A DIFFERENCE, PASSIONATE ABOUT SEEING INDIVIDUALS AND COMMUNITIES FLOURISH.**

## PRINCIPLE 1: PURPOSE



The University of Winchester Business School offers a full range of undergraduate (890 students), postgraduate (109 students) and doctoral (41 students) programmes with 53 academics and 11 administrative colleagues. PRME is the framing for our programmes and our research agenda embraces many aspects of 'responsible management', including poverty, food, green spaces, climate change education, ethics, responsible leadership, sustainability and social responsibility.

See website:

[www.winchester.ac.uk/business-school](http://www.winchester.ac.uk/business-school)

## PRINCIPLE 2: VALUES



We are a community committed to making a difference, passionate about seeing individuals and communities flourish.

Our values of Compassion, Individuals Matter and Spirituality shape how we do this and why – we believe academic freedom leads to big ideas which in turn lead to social justice and creativity for a better world.

## COMPASSION

Conscious of the kinship that exists between all life, by embedding the Sustainable Development Goals across our curriculum and business functions we seek to nurture compassion and embody social justice for people, animals and the planet. This is a supportive, caring and safe place to work and study. Staff and students will be supported to flourish, encouraged to help others and empowered to make a difference in the world. We seek to challenge and nurture in all staff and students a love and value for all life and the planet. Our staff and students are empowered to change the world for the better, challenge convention with compassion and stand up for what they believe to be true.

## INDIVIDUALS MATTER

We are passionate about seeing individuals flourish here. The dignity and wellbeing of individuals is important as are their opinions and views. We are committed to working globally to ensure equality and justice for all. Everyone is welcome here. Staff and students will learn to value and appreciate others, whoever they are and whatever their background. You will be listened to; your opinions count. Together, staff and students will be supported and challenged to reach their full potential. Our staff and students are nurtured to embrace equality, diversity and inclusivity to the full. Staff and students are supported to fight for integrity and justice in a world of compromises and prejudice.

## SPIRITUALITY

We celebrate our Anglican Christian foundation and welcome people of all faiths and none. In a world in which religion is often associated with exclusivity and anti-intellectualism, we seek to model ways of being religious which are inclusive and intellectually robust.

We believe that everyone expresses their spirituality through a unique collage of values, disciplines and practices. Working and studying here will give you a chance to experience and reflect on the creativity, beauty and compassion in life – together, we aim to explore the mystery of life and grow in wisdom and love. Our passion is to see staff and students grow as a whole person. It is safe to try new things here, to stand up for what you believe in. You will be supported to engage with the big and deep questions of life, to bring about change and really make a difference. We seek to challenge and

develop staff and students' thinking, enabling them to develop in wisdom for a fulfilling life as well as the knowledge they need for a successful career. Our staff and students will have the resilience and resourcefulness to seize the opportunities and face the challenges of life.

PRME is a higher education initiative of the UN Global Compact with a mission to inspire and champion responsible management education, research and thought leadership globally. Whilst business and management had been part of the University curriculum for some time, Winchester Business School was established around the time that PRME was launched and is proud to have been amongst the early signatories to the Principles in 2007/8. Thus, from the formation of the Business School, PRME has played a central role in informing our strategies relating to teaching, research and external engagement.





Winchester has worked closely with the UN Global Compact UK Network and the UK-based Business in the Community. In 2012, Winchester Business School established The Hoare Centre for Responsible Management, which aims to bring together the private, public and civil society sectors, in order to develop a community of practice, dedicated to the creation of a more equitable and sustainable economy and society through the following activities: developing responsible leaders, conducting practical research, building a responsible management community. 2017 saw the launch of the Centre for Climate Change Education and Communication that builds on the University's strategy to embed climate change education for all students, regardless of discipline.

The fact that the PRME Principles (and the SDGs) align so closely to the values and mission of the University makes our commitment to PRME a central part of the vision of the Business School and helps to shape our future in being part of the continuing development of PRME.

## PRME CHAPTER - UK AND IRELAND

Locally, this includes playing a leading role in the development of the PRME Regional Chapter - UK & Ireland, in assuming the Secretariat for the Chapter, playing host to the Chapter's first Conference in 2014 and hosting PRME Faculty Development Events in 2018. Winchester is also home to the Founding and recent Chapter Chairs Professor Alan Murray (2013 – 14) and Professor Carole Parkes (2014 –17). Globally, this includes being very involved in PRME Working Groups, most notable Anti-Poverty and Climate Change and the previous PRME Advisory Board and joining the PRME Champions group in 2016 continuing until 2021.

**PRME** Principles for Responsible  
Management Education  
CHAPTER  
UK & IRELAND



This PRME Sharing Information on Progress (SIP) Report presents in more detail our focus on the six PRME Principles as follows;

1



## PURPOSE

in relation to developing the capabilities of our students;

2



## VALUES

how we incorporate values of global social responsibility and sustainability into our academic activities, organisational policies and practices

3



## METHOD

how we create educational frameworks and materials that enable effective learning experiences for responsible management and leadership

4



## RESEARCH

our research agenda includes all aspects of 'responsible management', for example: poverty, food, green spaces, climate change education, ethics, responsible leadership, sustainability and social responsibility

5



## PARTNERSHIP

we work collaboratively with a wide range of partners in this space. This includes local, national and international organisations in academia, and all sectors within business, government and civil society

6



## DIALOGUE

we support and facilitate dialogue between different voices on critical issues related to ethics, social responsibility and sustainability



## PRME CHAMPION SCHOOL

### PRME CHAMPIONS

The mission of the PRME Champions group is to contribute to thought and action leadership on responsible management education in the context of the United Nations' sustainable development agenda.

Winchester is proud to be a PRME Champion School (since 2016), previously leading Champion projects on the Sustainability Literacy Test (Chairing the UK Regional Steering Committee) and Editing the 10th Anniversary PRME Special Issue of the International Journal of Management Education

(IJME) launched at the 2017 Global Forum and co-leading on a Champions project to encourage global collaboration for early-career researchers. The Special Issue was launched at the 2017 PRME Global Forum and reflected on a decade of the PRME initiative. The COVID-19 pandemic in the past year has changed the nature of the Champions projects with meetings going on line and demands on colleagues time and resources changing. However, as we approach 15 years of PRME next year, advancing the SDGs remains the focus of the work of the Champions.

This short film summarises Winchester as a PRME Champion School.

[www.winchester.ac.uk/PRMEWinchester](http://www.winchester.ac.uk/PRMEWinchester)



## PRME FOCUS: CAROLE PARKES - PROFESSOR OF RESPONSIBLE MANAGEMENT AND LEADERSHIP

**Professor Parkes has been pivotal in the School and University's engagement with PRME and Winchester's work on integrating the UN Sustainable Development Goals (SDGs).**



Carole has been a member (and Acting Chair) of the previous PRME Advisory Committee and a former Chair of the PRME Chapter UK & Ireland. In the closing session of the 2017 Global Forum, Professor Carole Parkes was presented with a 'PRME Pioneer Award' for her leadership and commitment in the development of PRME over its first decade and was

formally recognised as a Special Advisor to the UN Global Compact PRME initiative for Chapters. This confirmed and recognises the work that Carole has done and is continuing to do, with the Global PRME community.

As an International Journal of Management Education (IJME) Associate Editor, Carole edited the PRME 10th Anniversary Special Issue in 2017 which is one of IJME's most downloaded Issues. In 2020 she edited a Second PRME IJME Special Issue on the Implementing the SDGs and Co Edited the Sage Handbook of Responsible Management Learning and Education (2020). Carole is an editor of Fighting Poverty as a Challenge for Management Education PRME Working Group publications and on the editorial board of Society and Business Review (SBR) She is also a keynote speaker at PRME and Responsible Management Education events and conferences, a Princes Trust - Business in the Community (BITC) South East Board member and an Inaugural Fellow of the Environmental Association of Universities and Colleges (EAUC).

## 2007 CHALLENGES AND ACTIONS

As an early signatory to PRME, there were no 'blueprints' in the form of guidelines for integrating the Principles. Sharing Information on Progress (SIP) reports had yet to be written and there was very little from accrediting bodies. However, the Principles provided a broad framework and progress came partly through collaboration and the sharing of ideas with like-minded colleagues within the institution and within the emerging PRME community.



## 2021 CHALLENGES AND ACTIONS

The Sustainable Developments Goals (SDGs), provide an aspirational but complex framework for the next decade and beyond. At Winchester, the integration of the SDGs is the driving imperative in our continuum of further embedding responsible management education. COVID-19 has impacted all Universities and their communities in the last year.

However, the collaborative approach to developing responsible management education continues and this includes SDGs working with other organisations in this space.

One example of this is the Students Organising for Sustainability (SOS) - the sustainability charity of the UK National Union of Students (NUS) and it's 'Responsible Futures' programme.

This takes a whole institution approach and uses the framework of the Formal Curriculum (courses/ programmes), Informal Curriculum (campus/ community activities) and Subliminal Curriculum (organisational policy/ practices) and encompasses both the SDGs and the University values. Using this process, progress has been made on embedding the SDGs across all Faculties of the University.

See PRiMETIME article on 'Taking a whole University approach to integrating the SDGs for details:

[primetime.unprme.org/2021/02/09/taking-a-whole-university-approach-to-integrating-the-sdgs-the-university-of-winchester](https://primetime.unprme.org/2021/02/09/taking-a-whole-university-approach-to-integrating-the-sdgs-the-university-of-winchester)

# SUSTAINABLE DEVELOPMENT GOALS



The icons for the SDGs and the PRME Principles are used individually and collectively throughout this SIP Report to highlight our engagement with the Global Goals and PRME.

## THE FRAMEWORK FOR PRME

The framework for PRME is the six Principles on which the initiative is based and this report will address each of the principles as follows:



### 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.



### PRINCIPLE 2 - VALUES

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



### PRINCIPLE 3 - METHOD

We will create educational frameworks, materials, processes and **ENVIRONMENTS** that enable effective learning experiences for responsible **LEADERSHIP**.



### 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 dialogue 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.



# THE UNIVERSITY STATEMENT ON SUSTAINABILITY

## PRINCIPLE 1: PURPOSE, PRINCIPLE 2: VALUES



The Principles have also influenced and helped shape the University-wide strategy and agenda with regard to sustainability with the Business School playing a leading role in the 'Responsible Futures' initiative. Responsible Futures is a collaborative change management programme with the National Union of Students (NUS) Sustainability Charity – Students Organising for Sustainability (SOS) that aims to embed the SDGs in both the formal and informal curriculum as well as the subliminal curriculum (involving colleagues in campus and professional services).

Responsible Futures is a NUS change programme. One of the early actions as part of Responsible Futures was to develop a shared understanding of sustainability (and related matters).

The statement below was developed collaboratively with input from 100 staff, students, and community members. Their responses were collected online and in person from January to April 2018. It articulates a shared vision for sustainability and deepens our joint ownership across all parts of the university and student union community.

It is signed by Professor Joy Carter, VC University of Winchester, and Tali Atvars, the then President of Winchester Student Union, in recognition of the shared commitment of all students and staff.

To us, sustainability means living in harmony, acting with kindness, and caring for all living things, now and for future generations.

This means we act responsibly, consider the wider implications of our actions, and strive to see our lives having a positive impact on the world.

We equip our graduates with the skills to make a difference in their future careers and enable staff and students to consider their individual and collective environmental and social impacts.

We take the challenges that the world faces seriously. We engage in meaningful and critical dialogue and ensure that social justice is at our core.

**SUSTAINABILITY IS A WAY OF LIFE AT WINCHESTER AND WE INCORPORATE IT IN EVERYTHING WE DO.**

We see sustainability as fundamental to our culture and practice and is our 'business as usual'. We are progressive and pioneering, ahead of our time. Our staff and students are engaged in the importance of sustainability and feel confident to engage with finding solutions to our world's greatest challenges.

See details at:

[www.winchester.ac.uk/SustainabilityStatement](http://www.winchester.ac.uk/SustainabilityStatement)

# TEACHING AND LEARNING

## PRINCIPLE 3: METHOD, PRINCIPLE 5: PARTNERSHIP



## FORMAL CURRICULUM

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

The PRME Principles continue to underpin teaching on our Business Management degrees from first year undergraduates to Masters students. This includes core modules relating to Responsible Management and Sustainability as key pillars in the framework for our courses.

An example of an undergraduate module is: **Sustainability in Business** - In the second year, students are required, as part of their module assessment to analyse organisation sustainability approaches and reporting methods using frameworks such as the **Gap Frame**, and the **United Nations Global Compact SDG Compass**. Dr Karen Cripps reports the value students gain from applied knowledge of assessing organisational approaches to the achievement of SDGs - "The depth of insight students gain into how the SDGs relate to all areas of business practice through this module, plays a vital role in developing employability profiles and leadership skills for the future we need".

### POSTGRADUATE PROGRAMMES

**The Masters In Business Administration (MBA)** (and other Masters level programmes such as the **Applied Global Practice**, **International Business** and the new **Sustainability Masters**) include core modules on **Sustainability, Ethics and Responsibility**.

The newly validated **MSc Sustainability and Social Justice** programme is designed to challenge current thinking on the way in which individuals engage with, and organisations operate within an

increasingly turbulent global environment. It builds upon the United Nation's Principles for Responsible Management Education and designed alongside the UN SDGs. Core modules comprise **Principles of Responsible Management, Social Justice, Principles of Environmental Sustainability, Climate Change and Policy Responses, International Human Rights and Social (in)Justice**.

Other Master's level programmes such as **International Business and Project Management** include a core module on the **Principles of Responsible Management**. Students engage with the analysis of organisational practices through the lens of 'The Great Reset' and 'Build Back Better'. **The Executive Masters in Business Administration (MBA)** comprises a module on **Leadership, Sustainability and Ethics** which enables professional practitioners to reflect on the alignment of organisational leadership with SDGs.



This table below shows a selection of where 'responsible management' modules are included in our undergraduate programmes and whether they are core (C) or optional (O)

COURSES	Responsible Management	Sustainability in Business	Globalisation and Diversity	Sustainable Strategy in Action	Business Ethics	Marketing Ethics	Corporate Governance	Business Ethics, and Law	Sustainable Economics	Responsible Event Management	Fashion Supply Chain Management	Fashion & Sustainable Development Goals	Volunteering	Values Based Studies	Human Rights Law	Equity Law	Company & Corporate Governance	Environment Law and Policy
BA (Hons) Business Management	C	C	C	C	C	O			O				O	O				
BSc (Hons) Marketing						C							O	O				O
BA (Hons) Event Management					O					C			O	O				
BA / MACC (Hons) Accounting and Finance							O	C					O	O			C	O
BSc (Hons) Economics													O	O				
BA (Hons) Fashion: Marketing											C		O	O				
LLB Law															O	O	O	O
BA (Hons) Fashion Business							C					O	O					



Students report that the course enables them to return to the workplace inspired to find ways for their teams to contribute to the SDGs.

## THE SULITEST

(SUSTAINABILITY LITERACY TEST)



The Sulitest - the United Nations endorsed online platform assists in knowledge and understanding of sustainability and has been taken by over 190,000 participants worldwide. Winchester's participation continues to gain pace with over 500 students and staff having successfully completed it and Sulitest continues to be offered in some courses but is available to all [www.sulitest.org](http://www.sulitest.org)

## FASHION: A CULTURAL & KNOWLEDGE EXCHANGE



Dr Savithri Bartlett who teaches Fashion on the BA (Hons) Fashion Marketing degree has been working with Framiore, a high-end fashion design business based in the Ukraine, Austria and London. Daryna Eder, the Head Designer of Framiore's international team is keen to work with indigenous communities in learning from their sustainable means of sourcing raw materials and garment production. The Company's most recent collection titled "Xim" (meaning Colour or Dye) has been inspired by the Black Hmong community in Sapa, Bac Ha and mountain ranges of northern Vietnam.



The team are keen to establish a cultural and knowledge exchange to understand the community's sustainable way of life. The Hmong community farm Hemp which is then dyed in natural indigo using age old traditions. With the support of Dr Hien Ttn, Savithri has begun to set up links with

the Black Hmong community and is planning a visit for later this year to set up a cultural exchange that might benefit the community long term. Savithri plans to live with the community and record their sustainable methods of fibre sourcing and garment manufacture.

## TEACHER TRAINING

Winchester teacher training students are to be among the world's first UN accredited Climate Change teachers, with the opportunity to undertake the Climate Change Teacher course as part of their Education degree. UNICEF Rights Respecting Education underpins all teacher education at Winchester and we offer a wide range of modules focusing on social mobility, including one on forced migration.

## DOCTOR OF BUSINESS ADMINISTRATION

The DBA at Winchester is designed to stretch and challenge students in the areas of values and ethics, helping to develop responsible, creative and future-thinking leaders who will make a significant impact in their field (see also Doctoral Research in Publications section).

## STUDENT DISSERTATIONS

Research analysing the choice of Business School dissertations related to sustainability and social justice over the last 6 years (and determinants for that choice), indicates that the integration of this agenda at Winchester has led to an increase in dissertations in this area (from 20% in 2014 up to 60% in 2018). We also partner with the National Union of Students for the Dissertations for Good initiative.



**Dissertations  
for Good**

## SOCIAL MOBILITY THROUGH DEGREE APPRENTICESHIPS



Winchester received a £250,000 grant to boost social mobility. The University emerged as one of 27 successful projects to receive a share of £4.9m funding being awarded by the Higher Education Funding Council for England (HEFCE).

Winchester's Social Mobility Pipeline to Degree Apprenticeships project links employers who are seeking higher skills and a broader pool of applicants with people who are not currently choosing to study on a degree apprenticeship programme. It focuses initially on care leavers; women aspiring to enter traditionally male-dominated occupations and leadership roles; women entrepreneurs, and under-achieving males from white British low socio-economic groups.

We have grown our Degree Apprenticeship provision 4 fold over the first 3 years of running the programme at the University of Winchester resulting in increased number of students and including those from more diverse backgrounds.

Our Degree Apprenticeships remain a vehicle for Social Mobility and the University's Centre for Apprenticeship Research and Knowledge Exchange aims to share knowledge and experience locally and nationally in aspects related to ways in which degree apprenticeships support upward social mobility.

The University's new Centre for Apprenticeship Research and Knowledge Exchange aims to be a centre for excellence in understanding and sharing knowledge and experience nationally about improving social mobility into degree apprenticeships. with continuing research being undertaken by Stella McKnight, Director of Employer Partnerships.

## WOMEN IN DIGITAL ENTERPRISE



The University of Winchester continues to offer its Women in Digital Enterprise programme targeted at women entrepreneurs based on social mobility and the concept of inclusive growth. Through a series of virtual workshops and online mentoring support, women entrepreneurs are introduced to new ways of thinking about business growth within the context of the current economic climate.

Access to global networks is undoubtedly a catalyst for growth and opportunity, and with recent trends in innovation management, changes in consumer behaviour and developments in interactive technologies, opportunities for entrepreneurial women to be active contributors to society are opening up on a global scale.

Through a series of workshops and online support, the project has supported 100 women-led businesses in setting up and growing their businesses. The delegates were introduced to new ways of thinking about business growth and opportunities for collaboration.



UNIVERSITY OF  
**WINCHESTER**  
WOMEN IN DIGITAL  
ENTERPRISE (WiDE)

## INTRODUCTORY SHORT COURSES ON CLIMATE CHANGE & CARBON LITERACY



There are many ways students can engage in different aspects of sustainability.

New to Winchester in 2020/2021 has been the introduction of **Carbon Literacy short online courses**. These aim to enable academics, students and others to become Carbon Literate within a short time frame and to get as many people as possible actively involved in embedding climate solutions in their own life and work. This includes equipping all students with the information and skills needed to make high impact changes in day-to-day behaviours to reduce carbon emissions. The course has already been undertaken by cohorts of academics, students and professional staff at all levels (including Senior Managers and the Vice Chancellor).



The training was developed and supported by Professor Petra Molthan Hill, Nottingham Business School (Nottingham Trent University) in collaboration with the UN PRME Champions, Oikos International, Manchester Metropolitan University and the Carbon Literacy Project.

Another opportunity is to take the **Introductory Short Course on Climate Change**. The course was introduced in 2016/17 online and provides a range of resources to help to understand the causes, impacts, politics and actions needed at local, regional, and international levels. It also examines the part we play as individuals and communities in mitigating and/or adapting to the effects of climate change. As an online optional course it is available to all students, and has been very well received with more students undertaking it each year.





# CURRICULUM AUDIT AND RESPONSIBLE FUTURES

PRINCIPLE 3: METHOD, PRINCIPLE 5: PARTNERSHIP AND PRINCIPLE 6: DIALOGUE



Over the 2017-18 academic year, a curriculum audit was conducted on behalf of the Responsible Futures Steering Group at the University of Winchester and Winchester Students' Union. The aim of the curriculum audit was to determine the current levels of teaching, learning, and assessment relating to the UN SDGs, the University Values, and Education for Sustainable Development pedagogy within taught undergraduate modules. It sought to: identify existing good practice; open up a discussion with academics, deans, and across faculties; and establish a quantitative baseline which allows for replicability to track progress over time.

## BACKGROUND



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

The audit built on earlier work that highlighted examples of good practice in this area (reported to the University Planning and Resources committee) and is in line with the University's agreed strategy on Climate Change Education and Communication. The University has a commitment to see all students learn about climate change (and the SDGs) through their studies and wider curriculum at Winchester and this project helps to track if this is happening, and where.

The audit contributes to the University and Students' Union's work towards its Responsible Futures accreditation<sup>1</sup>. This accreditation requires partnerships (between the SU and university) to have demonstrable progress in embedding sustainability across the curriculum and, at Winchester, we decided to use the curriculum audit as one tool in tracking this.

We know from SOS research that 81% of students want to learn more about sustainability, 70% of students think sustainability should be included in university courses, and 91% of students think sustainability should be a priority for their institution<sup>2</sup>. This project has helped the University and Student Union to achieve their aim of meeting this student demand by giving us valuable insights into where good practice and gaps exist across the University.

From 2019/2020 the SDGs have been included in the learning outcomes of all programmes across the University in relation to the relevance for subject specialisms.

This is to ensure that all students regardless of discipline will have education for sustainable development before they graduate.

<sup>1</sup> [sustainability.nus.org.uk/responsible-futures/about](https://sustainability.nus.org.uk/responsible-futures/about)

<sup>2</sup> [sustainability.nus.org.uk/our-research/our-reports](https://sustainability.nus.org.uk/our-research/our-reports)

## METHODOLOGY

The methodology for the audit was developed by Professor Carole Parkes and Quinn Runkle, Director of Education at Students Organising for Sustainability (SOS) and was informed by best practice from across the sector. The curriculum audit used the SDGs to describe the breadth of sustainability content in modules. The University Values (individuals matter, compassion, and spirituality) were also tracked to ensure local applicability and relevance. As a joint student and University project, students were recruited from across the university to conduct the audit. All students received training on the methodology and worked under the guidance of the Responsible Futures team. The methodology also provided the capacity for auditors to raise questions and record qualitative notes.

This methodology has since been shared with other Universities and adopted/influenced the work of six other institutions in the UK.

The curriculum audit covered all four Faculties across the University – a total of almost 1500 modules. All results were fed back to individual

Faculties and work commenced on ensuring the integration of the SDGs into the formal curriculum to ensure that all students at Winchester have education on the SDGs as part of their programme.

The audit also considered modules by level/year in which they are taught in and their status (core or optional). Pedagogy and teaching methods were also examined to see how the SDGs and Winchester Values were applied.

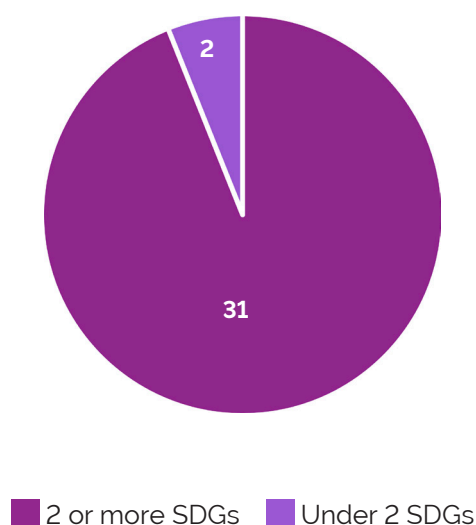
Of the 228 modules audited in the Faculty 195 included a reference to at least one of the SDGs.

At that time it was acknowledged that many modules would have been introduced prior to the SDGs being launched but this provided a very encouraging baseline for development. Over that last year, the policy of ensuring all students have 'education for sustainability before they graduate' has led to the SDGs being further embedded into the curriculum.

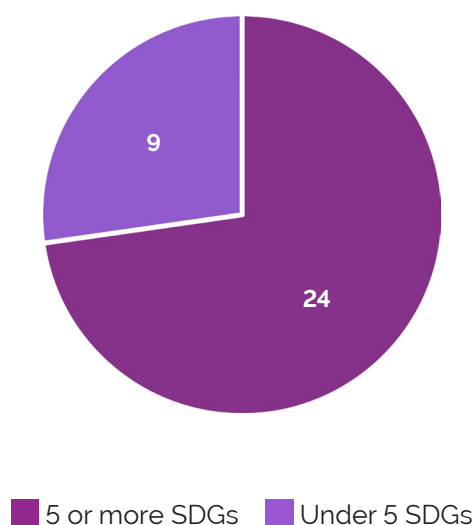
The charts below indicate the extent to which the 33 programmes in the Faculty have embedded the SDGs.

## FACULTY OF BUSINESS LAW AND DIGITAL TECHNOLOGIES PROGRAMMES WITH SDGS

Programmes that include 2 or more SDGs



Programmes that include 5 or more SDGs



# INFORMAL CURRICULUM

## ON CAMPUS AND COMMUNITY ACTIVITIES

PRINCIPLE 5: PARTNERSHIP AND PRINCIPLE 6: DIALOGUE



### CLIMATE EMERGENCY

The University has declared a climate emergency. In May 2019, the Committee on Climate Change (CCC) published its comprehensive report 'Net Zero – The UK's contribution to stopping global warming' advising the UK government to set a net zero carbon emissions target by 2050. As a result, the UK set a net zero target in June 2019 to become carbon neutral by 2025. As of August 2019, 13 universities have made net zero pledges and sixteen have declared climate emergencies. With students demanding climate action, now is the time to listen and act.

With this in mind, the University has continued to purchase green electricity and extended this to purchase 46% green in 2019/20 moving to 100% green gas in 2020/21. Green gas is renewable biomethane gas produced close to the University and significantly reduces our Scope 2 emissions. The transition of site vehicles to electric has progressed apace.

### CLIMATE COMMISSIONER UK

Professor Joy Carter, DL, Vice-Chancellor, has been appointed as the University of Winchester and Guild HE representative on the council of the Climate Commission for UK Higher and Further Education Leaders. The commission aims to be a catalyst for real action and long term change. It will develop an action plan in response to the government's stated climate and environment emergency on 1 May 2019.

### STAFF AND STUDENT ENGAGEMENT

Students and staff too are encouraged to live and work sustainably, reduce their environmental impact and participate in socially responsible initiatives. There are many opportunities to be involved in events and activities taking place on campus and in the community.

Reporting from the Annual Student survey continues to increase agreement that sustainable development is something that all courses should be obliged to undertake. The most relevant way of including material being built into existing structures and support placements or work experience that would encompass the SDGs.

### STUDENT AND STAFF INDUCTIONS

During Welcome Week in September, there are daily talks on our Green Campus initiatives and Green Travel options. All new staff are given an environmental induction as part of their University induction programme and there are departmental-level environmental induction checklists.

### GO GREEN WEEK

The University hosts an annual Go Green Week in collaboration with the Student Union. This features a range of activities promoting a sustainable campus and lifestyle. Go Green Week in March 2021 necessitated a virtual approach. Online, a Q&A of University Staff was held by the Sustainability Society. Hedgehog Friendly Campus held online meeting and the Fair Trade Group posed a food challenge, quiz and Webinar with Katie Burgess, a Director of the Fairtrade Foundation. On campus, a food recycling trial took place, trees were planted, reusable and recycled cups were given away to coffee drinkers and a fair trade menu ran all week.





## BAG IT UP

Winchester's "Bag it up" scheme (that simultaneously reduces waste and makes it easy for students to donate goods to local charities supporting homeless and other vulnerable communities). Students are provided with bags and stickers for clothing, bedding, homeware, kitchenware, books and other items. 8.5 tonnes have been redistributed in the last 3 years.

The scheme was included in the UN Environment Programme (UNEP) "Little Book of Green Nudges" book launched at the Times Higher Education (THE) World Academic Summit.

See link: [www.unep.org/explore-topics/education-environment/what-we-do/little-book-green-nudges](http://www.unep.org/explore-topics/education-environment/what-we-do/little-book-green-nudges)

## CAMPUS BLACKOUT

The University's twice-yearly Campus Blackout proved a challenge in 2019/20 and 2020/21 due to the Pandemic. However the event still saw teams of staff and students switch off computer monitors, lights, printers and small power items in offices and teaching rooms across King Alfred and West Downs Quarter on a Friday night. This allows us to demonstrate the positive impact our collective actions can have on the University. We are planning for Campus Blackout to be much bigger on our return in 2021/22.

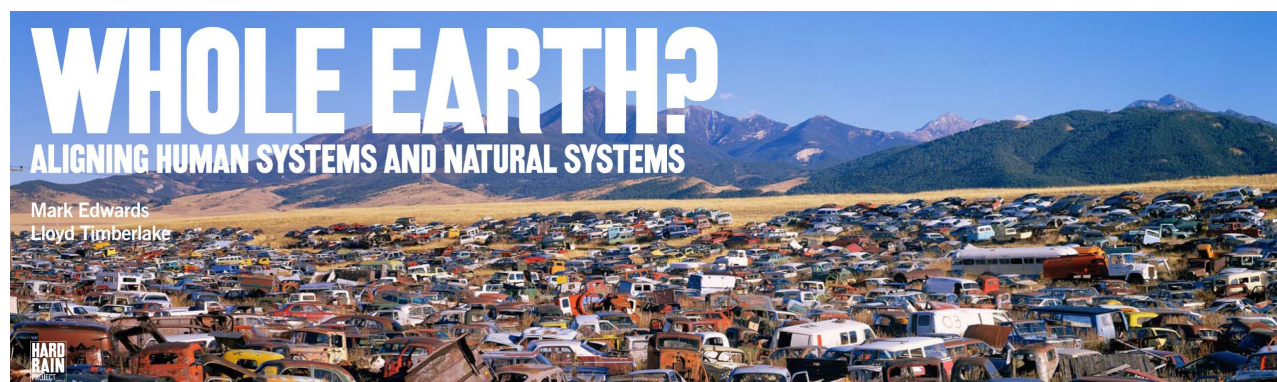
## INTERNATIONAL WOMEN'S DAY 8TH MARCH 2021

Various events across the day including; University Vice Chancellor Professor Joy Carter and Dr Joyce D'Silva, the Ambassador Emeritus for Compassion in World Farming (a global farm animal welfare group) share their personal experiences of leadership as women, overcoming challenges and surmounting the perceptions of others. See [video conversation](#).

## VOLUNTEERING

There are many opportunities for staff and students to get involved in all types of volunteer activities - something for everyone! From one-off opportunities to longer term opportunities. Key social actions include a volunteering programme to reduce educational disadvantage in Winchester, support for a youth theatre and engaging with elderly care home residents through LinkAges. For students there is an Accredited Volunteering Module. A staff volunteering scheme is also available for individuals or teams of staff to increase their community engagement and volunteering.





## WHOLE EARTH EXHIBITION

The Centre for Climate Change Education and Communication launched the Whole Earth exhibition on Friday 20th April 2018. The launch commenced with a keynote speech from Mark Edwards. Mark is one of the few environmental communicators to have personally witnessed the global issues that are defining the 21st century. Assignments for magazines, NGOs and United Nations agencies have

taken him to over 150 countries. The installation is now on campus and has been gifted for student and public engagement.

WHOLE EARTH? is an acclaimed photographic installation, aimed at raising the profile of sustainable development and the contribution we can each make to solving the world's biggest problems. It links all disciplines at the University to the SDGs.

## TOWN AND GOWN EVENTS

Throughout the year there are many public events held, (this year online due to the Covid 19 restrictions) at the University that highlight social, economic and environmental issues. Attendance is encouraged from University staff and students as well as the local community. These include;

### ONLINE LECTURES

Examples include:

**First five star scholar** - opening doors to aspiration for looked after children.

**Why Banking Matters for a fair a sustainable world** looking at the importance of sustainable banking; using the power of finance to benefit people and the planet. CEO of Triodos Bank, Bevis Watts, shared his vision.

### Producing change, making knowledge

in response to systemic inequalities - Professor Funmi Olonoseni's lecture for Black History Month.

### Who is my neighbour? Foundation Lecture

Bishop Rose Hudson-Wilkin is the UK's first Black female Bishop and is an inspirational leader from the Church of England.

### ONLINE EVENTS

Examples include:

#### Space For Remembrance

a 12 hour online vigil for peace.

#### Heritage Open days

organised by the fantastic students from Winchesters MA Cultural Heritage and Resource Management. with guided tours of the campus, this year's virtual line up incorporates webinars and podcasts covering a fascinating array of topics.

**Any Questions?** - Live Broadcast from the University of Winchester of the topical radio discussion programme in which a panel of personalities from the worlds of politics, media and elsewhere are posed questions by the audience.



# SUBLIMINAL CURRICULUM

## ORGANISATIONAL POLICIES AND PRACTICES

### PRINCIPLE 2: VALUES



In November 2019, Winchester launched its Strategic Vision 2030, setting out how we plan to continue to grow and flourish as an institution and make a difference. Strategic Vision 2030 – aligned with the United Nations' Agenda 2030 and Sustainable Development Goals – was the culmination of 18-months of work with staff, students, governors and other stakeholders. At its core sits a bold vision and clear mission, from which flows our strategic goals and framework. All of it is shaped, informed

and inspired by our values and commitment to educational excellence, sustainability and social justice.

Strategic Vision 2030 sets out how Winchester will deliver transformative education, research and innovation, support people to flourish; and champion organisational excellence. It is the roadmap outlining how we will strive to have an impact, be the difference and make the world better.





## GREEN GOWN AWARDS FINALISTS 2019 OUTSTANDING LEADERSHIP TEAM OF THE YEAR: HIGHLY COMMENDED



Winchester's Responsible Futures team comprised of VC Joy Carter, All Deans of Faculty, Student Union, and Trade Union representatives, Professional Service Leads, (e.g. Estates, Human Resource Management, Marketing, Chaplaincy etc.). University and Faculty Academic Sustainability Champions, NUS and Community representatives led a two year supported change programme for a whole-institution approach to environmental sustainability and social responsibility in working towards the NUS (National Union of Students) accreditation. It spanned the formal curriculum (courses/programmes) informal curriculum (campus/community activities) and subliminal curriculum (organisational policy/practices) and encompassed both the SDGs and University Values (Individuals Matter, Compassion and Spirituality). Partnership (SDG 17) was at the heart of the change programme.

The University partnered with the Students Union in taking a supported cohort approach to work

across all Faculties, Departments, and Professional Services to engage staff and students in a variety of Responsible Futures initiatives. A joint statement on 'What sustainability means at Winchester' was developed through contributions from over 100 people at Winchester (staff, students and community), publicly launched and signed by both the VC and SU President. A key phrase from the statement is; "Sustainability is a way of life at Winchester and we incorporate it in everything we do. It is our 'business as usual'".

The new University strategy was developed with contributions from the Responsible Futures Team and focuses on the SDGs as the framing for the work of the University. It is a 10-year strategy to coincide with the UN Agenda 2030 for sustainable development.

[www.youtube.com/watch?v=Rgd\\_lofrqdc](https://www.youtube.com/watch?v=Rgd_lofrqdc)





## GREEN GOWN AWARDS SHORT LIST 2020 CATERING FOR LIFE



The University of Winchester has been short-listed as a finalist in the 2020 Green Gown Awards. The University Catering team secured a place in the Campus Health, Food and Drink category with their inspiring Catering for LIFE (Local Independent Fair Ethical) initiative.

The development of our 'We Cater for LIFE' message (in 2010) and our continual improvement over the past decade underpins the University's commitment to animal welfare and supports the call for action on climate change, as well as addressing several UN SDGs.

The use of higher welfare and high provenance food and drink - alongside our removal of plastics from containers, cutlery and cups is a key factor in driving change and improvements within the catering offer and sustainability is at its heart.

See BBC World Hacks for our Gumtec cup scheme introduced in 2016 that has saved over 150,000 disposable cups going the landfill

[www.bbc.co.uk/news/av/stories-43301834](http://www.bbc.co.uk/news/av/stories-43301834)

### UNIVERSITY OF SANCTUARY

The University of Winchester has received a Sanctuary Award from UK charity City of Sanctuary in recognition of its initiatives to welcome refugees and asylum seekers and support them in higher education study.

Winchester becomes the first University of Sanctuary in the south of England. In 2010, Winchester was one of the first two universities in the UK to offer financial support for outstanding students seeking sanctuary in the UK to undertake a degree course.



# INTEGRATED REPORTING

## PRINCIPLE 2, 5& 6 VALUES, PARTNERSHIPS AND DIALOGUE



### ADVANCEHE

The University of Winchester is one of only ten universities to have taken part in an AdvanceHE project to develop Integrated Reporting (IR) in UK higher education institutes. The project explores the potential to change the way HEIs report on their wider use of resources – not just their finances – to the benefit of all stakeholders such as students, employees and their local communities.

### THE INTEGRATED REPORT 2020

In Winchester remains at the cutting edge of this important global reporting initiative. We pre-empted the Sustainable Development Goals (SDGs) recommendations, published in January 2020, by aligning the SDGs with Winchester's value creation model in last year's report, published in December 2019.

This framework has enabled Winchester to develop a new and better understanding of how we create, or diminish, value for all our stakeholders. It has improved institutional decision making, accountability and governance, while promoting transparency and trust. Integrated reporting has enabled Winchester to develop a new approach to stakeholder engagement. Consequently, this has led to improved relationships and enhanced our understanding of the strategic enablers. Adopting the framework has facilitated broadening

of perspectives, and better connect Winchester's departments and faculties, to improve the delivery of the Strategic Plan.

Winchester's Board of Governors has been involved in the development of this annual integrated report. Although still on the integrated reporting journey, this year's report significantly develops upon previous reports, illustrating the aim to think well beyond financial value.

Winchester's most valuable capital resources include:

- Staff and students
- Business partners
- Social and relationship capital
- Intellectual capital

These are underpinned by Winchester's:

- Financial capital
- Campus estates
- Natural resources

In preparing for this year's report, Winchester has fully embedded integrated thinking in its core operations. Indeed, integrated thinking has been a fundamental principle in the response to the COVID-19 pandemic, drawing support and collaboration from all our departments, as exemplified by the COVID-19 preparedness project.



## HOW WE CREATE VALUE

Winchester are committed to integrated thinking e strategic plan and our drive for organisational excellence, continuing the journey to adopt the principles of integrated reporting in this year's annual report. Winchester's value creation model (VCM) is at the heart of the integrated thinking and reporting. The model continuously evolves and highlight our commitment to ensure we are sustaining and adding value for all our stakeholders. The VCM is at the centre of our strategic objectives, with sustainability, student and staff satisfaction and research and learning running through all the outputs. Over the last year, Winchester has further embedded the United Nations Sustainable Development Goals within strategic objectives and aligned them to key outputs of the model.



## HUMAN RESOURCES



The University's values are integral to our HR policies, for example in our commitment to include in staff induction and for staff undertaking the Post Graduate Certificate in Education.



See also our statement of Modern Slavery:

[www.winchester.ac.uk/about-us/sustainability-and-social-justice/modern-slavery](http://www.winchester.ac.uk/about-us/sustainability-and-social-justice/modern-slavery)

## ENVIRONMENTAL STRATEGIES



### BIODIVERSITY

The University's campuses feature a mosaic of different habitats, including grassland, hedgerows, ponds and woodland. These are havens for wildlife - from nesting swifts to mining bees, to hedgehogs and the rare white helleborine orchid. There are also green roofs on The Stripe and St Alphege buildings, a Green Wall on the Performing Arts Centre, wildlife ponds, tree planting and student and staff allotments to encourage staff and students to grow their own food on campus. The Winchester Environment Team worked with the Hampshire Swift Charity to arrange installing swift boxes around Winchester for the dwindling population of Swifts (including box building workshops). The University's Biodiversity Action Plan (BAP) sets out plans to create and enhance habitats and support wildlife across our campuses.

### HEDGEHOG FRIENDLY CAMPUS BRONZE STATUS

Hedgehog Friendly Campus is a new campaign by the British Hedgehog Preservation Society which aims to turn university campuses into places where hedgehogs can thrive amidst a declining population caused by factors such as roads, litter, and lack of food, water and natural habitat. The scheme aims to encourage students and staff to participate in

making their university campus suitable and safe for hedgehogs. The award bolsters the University's commitment to become a more sustainable institution, with a biodiverse campus.

### GREEN TRANSPORT

The University is keen to support all students, staff and visitors to travel sustainably and offers a number of green transport initiatives and discounts on public transport and with local suppliers. The University's Travel Plan was published in 2016 and sets out our commitment to reducing single occupancy car use and encouraging a modal shift. The plan includes: cycling initiatives on purchase, use and maintenance of bicycles, public transport passes, car sharing and 'Park and Ride' schemes; electric vehicle charging points and 'Green Transport' loans. Winchester has now 13 fully electric vehicles in our growing fleet. Replacement of fossil fuelled vehicles has had a significant impact in the amount of diesel and petrol being bought to fuel campus vehicles, with volumes reducing by 45% and 74% respectively compared to the previous year. Electric vehicles make up 38% of the entire University fleet at the end of 2019/20.





## ENERGY AND ENVIRONMENTAL WASTE

The University is committed to reducing its carbon emissions and a number of behaviour change initiatives and technical interventions are in place across the campus designed to cut our carbon footprint. Students and staff are encouraged to take part in campus-wide carbon reduction initiatives throughout the year including NUS Student Switch Off and Campus Blackout.

The University was one of the first members of the Carbon Trust's Higher Education Carbon Management programme and created its initial Carbon Management Plan (CMP) in 2006/07.

Staff and students are engaged in the importance of sustainability and feel confident to engage with finding solutions to our world's most significant challenges. Our strategic target is to be carbon neutral by 2025.

We have been purchasing 100% renewable electricity since 2008/9. In 2019/20 we also started to procure renewable gas; 47% of our gas consumption for 2019/20 was purchased from renewable sources (generated from biomethane).

We have four renewable energy installations across our campuses, with our total energy generation increased by 149% compared to 2011/12, which was the first year the University generated electricity. On site generation accounted for 1.35% of electricity consumed in 2019/20 compared to 1.22% in 2018/19.

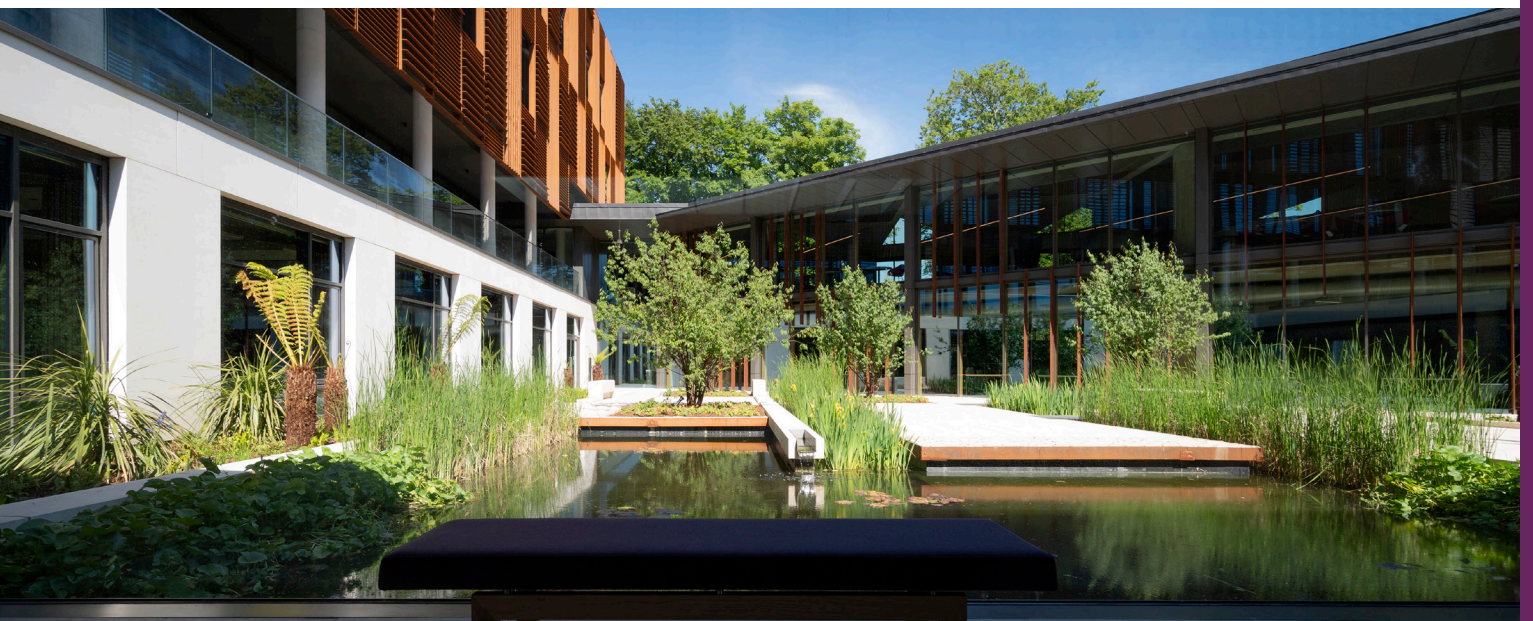
Several building management system optimisations have occurred this year, which has resulted in improved control of heating systems thereby reducing gas consumption.

## WEST DOWNS BUILDING

This building is one of the first university projects in the UK to be registered for WELL Certification, an accreditation scheme recognising buildings that support and advance human health and wellbeing. Winchester is also the first UK university to secure Green finance for campus development, with a £30m loan from Triodos Bank, Europe's leading sustainable bank.

With numerous sustainable features including rainwater recycling, solar photo voltaic panels, a combined heat and power system and smart building management, the West Downs Centre is also well placed to achieve the Excellent rating of the Building Research Establishment Environmental Assessment Method (BREEAM).

The building increases Winchester's available teaching space by 20%, which has been significant in enabling the correct implementation of appropriate social distancing measures as part of Winchester's response to the COVID-19 pandemic.





# RESEARCH & PUBLICATIONS

## PRINCIPLE 4: RESEARCH



### PEOPLESAPES RESEARCH GROUP

Providing solutions to some of society's most pressing concerns around climate change, poverty reduction, enhancing people's health and well-being, and maintaining biodiversity in some of the world's most sensitive natural environments. The work relates directly to towards implementing the Convention of Biological Diversity (CBD). Directly engaging with the International Union for the Conservation of Nature (IUCN), 'One Health' programme, Professor Denise Hewlett, is most recently active in the IUCN Global Taskforce on protected areas and COVID-19.

### COMMUNITY HUNGER RESPONSE-ABILITY: LEARNING PARTNERSHIPS WITH OTHERS (2020/21)

This study examines austerity in cross-sector hunger partnerships, specifically problematising the absence of community within community-focused initiatives (SDG 2). Dr Martina Hutton.

### JUDGMENT, RESPONSIBILITY, AND EXPECTATIONS OF THE ONLIFE REALITY (2020/21)

This socio-legal research project attempts to review the common law right to privacy (broadly defined) in light of the challenges posed by IoT systems and devices. In doing so, it aspires to bring agency back to the equation of ethics and responsibility drawing on two pillars: the 'duty of care' and 'the standard of care' (SDG 10) Dr Martina Hutton, Dr Emma Nottingham and Petros Terzis.

### GENERATION TAGGED

Explores the medium-and long-term effects on young people of their depiction as children in broadcast and social media, and the legal and ethical implications. Dr Emma Nottingham.

### CREATING LEARNER AWARENESS OF THE RIGHT TO OPT OUT

Considers the pervasive nature of data collection about the individual, under-age learner, through digital means, in the schooling context. Dr Emma Nottingham and Professor Maria Burke.

### NARRATIVES OF VULNERABILITY: DISRUPTED AND UNEQUAL CONSUMPTION LIVES OF EX-OFFENDERS

Examines the consumer lives of ex-offenders to identify the disruptive and unequal contexts of vulnerability participants encounter in the marketplace post release (SDG10). Dr Martina Hutton.

### OVERTOURISM AND TOURISMPHOBIA

In partnership with De Montfort University, data has been collected from around Hampshire to understand tourism/overtourism. This contributes to understanding and addressing paradoxical tensions in creating and maintaining Sustainable Cities and Communities (SDG 11) (2019/20). Dr Simon Smith and Dr Hugues Séraphin.

## SELECTED BOOKS & BOOK CHAPTERS

Moosmayer, D. Laasch, O., **Parkes C.**, and Brown, K. (eds.) (2020) The Sage Handbook of Responsible Management Learning and Education.

This handbook exhaustively covers a variety of responsible management, learning and education topics, and provides an invaluable roadmap for this fast-developing field. Covering various perspectives on the topic, right through to contexts, methods, outcomes and beyond, this volume will be an invaluable integrative resource for practitioners and researchers alike, and is designed to serve a range of communities that deal with topics related to sustainability, responsibility and ethics in management learning and education.

**S  raphin, H.**, Yallop, A.(2021). **Gladkikh, T.**, & VoThanh. T (eds). (2020). Overtourism and tourism education. A strategy for sustainable tourism futures.

**S  raphin, H.** & Nolan, E. (eds.) (2018) Green events and green tourism: an international guide to good practice.

Cantillon, S and **Hutton, M.** (2020). Exploring the Rhetoric of Motherhood as Self-sacrifice (In) Mothering and Welfare: Depriving, Surviving, Thriving.

**Parkes, C. & Kronbach B.** (forthcoming 2021) PRME (Principles for Responsible Management Education) Book. Chapters: PRME UKI & PRME Champions and Anti Poverty Working Group.

**Sheeran, P.** (2020) Managing Waste at the local and national levels in Tudor, T. and Dutra, C. (In) The Routledge Handbook of Waste, Resources and the Circular Economy.



# PUBLICATIONS

## PRINCIPLE 4: RESEARCH

### SELECTED JOURNAL ARTICLES

Bublitz, M.G., Peracchio, L.A. Dadzie, C., Escalas, J., Hansen, J., **Hutton**, M., Nardini, G., Skinner, C and Tangari, A. (2019). Food Access for All: Empowering Innovative Local Infrastructure. *Journal of Business Research*.

Christie I, **Gunton R.M.**, Hejnowicz AP (2019) Sustainability and the common good: Catholic social teaching & 'integral ecology' as contributions to a framework of social values for sustainability transitions. *Sustainability Science*.

Guzman, V., Garrido-Cumbrera, M., Braçe, O., **Hewlett**, D. and Foley, R. (2020) Health and Wellbeing under COVID-19: The GreenCOVID Survey. *Irish Geography*.

Guzman., V., Garrido-Cumbrera, M., Braçe, O., **Hewlett**, D. and Foley, R. (2021) Associations of the natural and built environments with mental health and wellbeing during Covid 19: Irish perspectives from the GreenCOVID study. *The Lancet* (forthcoming).

**Hutton**, M. and Heath, T. (2020). Researching on the Edge: Emancipatory Praxis for Social Justice, *European Journal of Marketing*

**Hutton**, M. and **Lystor**, C. (2020) The Listening Guide: Voice-Centred-Relational Analysis of Private Subjectivities. *Qualitative Market Research: An International Journal*

**Hutton**, M. (2019) The Care-less Marketplace: Exclusion as Affective Inequality, *Consumption, Markets & Culture*.

Jennings, E., Brown, H., **Hewlett**, D (2021) Constructing a Definition: Adolescent wellbeing from the perspectives of the child and the expert. *International Journal of Wellbeing* (11) 1 pp.69-88.

**Lestar**, T. (2020) Religions going nuts? Faith-based veganism and transformative learning in the context of sustainability transitions. *Journal of Organizational Change Management*.

**Lestar**, T. & Böhm, S. (2020) Ecospirituality and sustainability transitions: agency towards degrowth. *Religion, State and Society*.

**Nottingham**, E. (2020) LGBT teaching in primary school: equality, discrimination and freedom of expression, *Journal of Social Welfare and Family Law*.

**Nottingham**, E. and Szopa, K. (2019) Try Some Net Curtains the protection of privacy under the tort of private nuisance, *Journal of Professional Negligence*.

**Parkes**, C. (2020) Guest Editor with Kolb,M., Schlange, L., Gudic, M. and Schmidpeter, R. Looking forward: Leadership Development & Responsible Management Education for advancing the implementation of the Sustainable Development Goals (SDGs) in *International Journal of Management Education (IJME) Special Issue. Implementing the Sustainable Development Goals (SDGs) International Journal of Management Education*.

**Séraphin**, H., Yallop, A., Seyfi, S. & Hall, M. (2020). Responsible tourism: The 'why' and 'how' of empowering children, *Journal of Tourism Recreation*.

**Séraphin**, H., Vothan, T. (2020). Investigating the Application of the Principles for Responsible Management Education to Resort Mini-Clubs, *The International Journal of Management Education*.

**Séraphin**, H. (2020). Responsible Tourism Education of Younger Consumers: Role of Mini-Clubs in Mountain Resorts, *Worldwide Hospitality and Tourism Themes*.

**Smith**, S.M. and **Butler**, S. (2020) Maintaining the fight for equality through and beyond COVID-19: A focus on the Build Back Better report and ambidextrous leadership. *Strategic HR Review*.

Stokes, P., **Smith**, S.M., Wall, T., Moore, N., Rowland, C., Ward, T. and Cronshaw, C. (2019) Resilience and the (Micro-)Dynamics of Organizational Ambidexterity: Implications for Strategic HRM. *International Journal of Human Resource Management*.



## DOCTORAL RESEARCH

There are a growing number of doctoral research students undertaking PhDs in relation to PRME and the SDGs. For example;

**Blakesley, I.** Exploring the Perceived Barriers for Using Gamification as a Technique for Increasing Stakeholder Engagement in Sustainability Accounting and Reporting.

**Butler, S.** Intergenerational fairness: exploring the impact of the COVID-19 pandemic on age discrimination in the UK investment and savings industry.

**Ehighalua, A.O.** The ethical imperative of CSR practice and disclosure by firms in Nigeria Delta swamplands.

**Gillies, A.** Sustainability management tools for SMEs in ecotourism: a social network analysis study in the Limpopo region of South Africa.

**Kronbach, B.** SDG engagement in Responsible Management Education with a particular emphasis on SDG1 (Poverty Alleviation) and SDG10 (Inequality).



## PRINCIPLES 5 & 6 PARTNERSHIPS AND DIALOGUE



Winchester has worked closely with the UN Global Compact (UNGC) UK Network (as a member and both Chairing and hosting the UK & Ireland PRME Chapter) and previously organised a Sustainable Development Goals Road-show (Making Global Goals Local Business) in partnership with UNGC. This was attended by over 50 local and national businesses as well as local authority representatives.



**Global Compact**  
Network UK

UK. BUSINESS IN THE COMMUNITY (BITC) (The Princes Responsible Business Network) Winchester has been a University member of BITC. Amanda McKenzie CEO of BITC is an honorary doctor of Winchester and Carole Parkes is a member of the South East Board working on its social justice and sustainability initiatives including BITC's National Response Network (NBRN).



**The Prince's**  
Responsible  
Business Network

The University supports and works collaboratively with Winchester Action on Climate Change (WinACC) a community organisation that 'thinks globally and acts locally.' WINACC is located at the University and undertakes a variety of events, activities and campaigns.

**WinACC**  
Winchester Action on  
Climate Change

The University of Winchester achieved a Gold Mark from the Social Enterprise Mark CIC which is the authority that provides certification to businesses to prove they operate as a social enterprise, putting people before shareholder profit. As a values-led university, Winchester is closely aligned to the Social Enterprise Gold Mark priorities.



In January 2020, the University of Winchester became a member of the UN Sustainable Development Solutions Network (SDSN), underlining its commitment to tackling the significant global challenges the world now faces, including climate change [www.unsdsn.org](http://www.unsdsn.org)





### VIRTUAL CULTURAL EXCHANGE

The Virtual Cultural Exchange Programme delivered in partnership with Amity University Business School, India. The programme is designed to offer meaningful opportunities for students from both universities to enhance their international knowledge around SDGs in action both in the UK and India, as well as developing inter-cultural understanding. The exchange is funded by a grant from the UK India Education Research Initiative (UKIERI) Mobility Programme: Study in India, is delivered by the British Council in India, Universities UK International and the University Grants Commission in India on behalf of the UK and India governments.

### EMBLEY PARK SIXTH FORM: MBA EXPERIENCE

In partnership with the University of Winchester, Embley Park Sixth Form have been running an MBA Experience for Year 12 students for three years. The MBA Experience supports their core purpose that each student is the best they can be by equipping them with the knowledge and skills that will empower them to make a difference; providing a supportive environment where they can develop the confidence to stand up for what they believe is true; and helping to instil in them a compassion for



the world. Drawing on the expertise of Winchester University, the MBA Experience helps students develop their understanding of sustainable business and responsible leadership: skills that can be readily applied during higher education and in future careers. To date, over 50 students have completed the programme.



Graphic created by @Magistical with participants at Winchester Responsible Management events





## ENVIRONMENTAL ASSOCIATION FOR UNIVERSITIES AND COLLEGES (EAUC)

Winchester are active members of EAUC, participating in their National and International Green Gown Awards, the SDG Accord and The Sustainability Leadership Scorecard.

The Accord aims to inspire, celebrate and advance the critical role that education has in delivering the SDGs. Whilst the Scorecard provides an indicator of performance and highlights any gaps to work on. In 2020, Winchester achieved a Gold Standard in the Leadership Scorecard.

[www.sdgaccord.org](http://www.sdgaccord.org)

[www.eauc.org.uk/sustainability\\_leadership\\_scorecard](http://www.eauc.org.uk/sustainability_leadership_scorecard)



**The SDG Accord**

The University and College Sector's Collective Response to the Global Goals

**Sustainability  
Leadership  
Scorecard**



## FLOURISHING COMMUNITIES

One of the three pillars of Winchester's Strategic Vision 2030 is Flourishing People and Communities. This pillar captures the institution's commitment to support students and staff to flourish and inspire them to use their energy and skills to contribute to flourishing local and global communities. Working with the local community, Winchester has developed a shared vision with seven features of what a flourishing community looks like.

After further community consultation, the group also developed a Flourishing Communities Framework, in which three founding principles are articulated (start together, start by listening and start with values) and three actions (model change, support change and make change). Winchester will support this shared vision and work towards its achievement.



## PLANS FOR THE NEXT 2 YEARS

### TAKING A WHOLE UNIVERSITY APPROACH TO EMBEDDING THE SDGs

Our original signatory to the PRME Principles in 2008 was as a Business School (as outlined in the introduction to this SIP report) and the University of Winchester Business School has worked to integrate the Principles into all areas of the School's plans and activities. This includes the areas identified in the Principles, i.e. curricula, programme design, courses and learning, research as well as partnerships and dialogue with all our stakeholders. As we are now in the era of the SDGs and it is the framing for all our work in this area, the interdisciplinary nature of the SDGs requires, more than ever, a whole institution approach.

**An Alumni Survey conducted in 2019 demonstrates how students continue with this agenda into their work and home lives.**

At the University of Winchester, we believe that the challenges outlined in the SDGs are important to all subject areas and disciplines as well as the organisation itself. Therefore, the University's strategic plan will be for the next decade to coincide with 2030 agenda) and use SDGs as a framework for all aspects of our work. Thus as we move forward, PRME covers all aspects of University life. This also fits with a range of SDGs related work already undertaken across the University including the University's decision to include the SDGs in the learning outcomes of every programme delivered across the University from 2019/20.

### 2020/21 AND COVID-19

The pandemic has brought extraordinary challenges. The University of Winchester responded by adapting, altering and augmenting policies and procedures to provide a safe, friendly and positive experience for students and staff. Policies included those related to teaching and learning, the IT infrastructure, campus life and staff and student welfare.

In addition, the University supported the National Health Service (NHS) front-line staff (from our neighbouring hospital) who were unable to stay in their own homes by providing campus accommodation and welcome packs.

### SUSTAINABILITY AND SOCIAL JUSTICE COMMITTEE

This committee was established in 2019 and reports directly to the University Senior Management Team and has representation across all disciplines (and key stakeholders).

It aims to initiate and discuss proposals for the implementation, development and monitoring of policies, practices and activities related to sustainability and social justice across the University in order to facilitate change in line with the University's mission and strategic plan.

### INSTITUTE FOR ENVIRONMENTAL AND SOCIAL JUSTICE

The University is now establishing an Institute for Environmental and Social Justice to coordinate the wide range of initiatives across the University around this agenda. Professor Robert Beckford who is a scholar-activist researching the intersections of faith and racial justice in and through diverse media has been appointed to lead it.



# EXAMPLES OF SDG RELATED CENTRES ACROSS THE UNIVERSITY

## WINCHESTER CENTRE FOR RELIGION, RECONCILIATION AND PEACE

The Winchester Centre for Religion, Reconciliation and Peace helps advance knowledge and understanding in the areas of religion and peacebuilding, and reconciliation. As a high-impact research centre dedicated to helping make a tangible difference to those affected by structural violence and armed conflict. Events include annual conferences such as in 2019, in partnership with the Lumbini Development Trust and the Nepalese Government on Religion and Culture in Conflict and Peace in Lumbini, Nepal.

## CENTRE FOR INFORMATION RIGHTS



CIR recognises that the term 'information rights' spans a wide range of live issues, including: machine learning, artificial intelligence, cybersecurity, the 'Internet of Things', information sharing, freedom of information (FOI), privacy, data protection, cyberlaw, intellectual property, e-disclosure and Government open data.

## CENTRE FOR ANIMAL WELFARE



The Centre for Animal Welfare (CAW) is an interdisciplinary centre that undertakes research, teaching and public engagement in the field of animal welfare. Animal welfare is a broad term. It includes the sub fields of animal welfare science, animal ethics, and animal law and policy. Animal welfare science involves using scientific methods (particularly physiological and behavioural indicators) to assess animals' welfare states in various settings. The knowledge so derived informs ethical analysis and in turn the evolution of animal law and policy. CAW provides a collaborative hub for academics and academic organisations interested in animal welfare

issues. In addition to traditional research and knowledge dissemination, we seek to engage wider society, through educational programmes and seminars.

## HOARE CENTRE FOR RESPONSIBLE MANAGEMENT



The Centre brings together the private, public and not-for-profit sectors in order to develop a community of practice dedicated to the creation of a more equitable and sustainable economy and society. Events include:

**Overtourism: Finding Sustainable Development Solutions and Tackling Paradox.** Dr Simon Smith and Dr Hugues Seraphin brought together industry practitioners and academics to discuss sustainable development in tourism with a view to developing solutions and impact for sustainable development/SDGs.

**Responsible and Inclusive Leadership: Paradoxes and Possibilities Symposium (2019).** Centre for Responsible Management and Leadership in partnership with the University of the West of England's Bristol Leadership and Change Centre

## INSTITUTE FOR VALUE STUDIES



The University of Winchester's Institute for Value Studies is an extra-departmental unit enabling students and staff from the university's different departments to work together on fundamental questions about ethics, politics, art, religion and education. Every module offered by the Institute for Value Studies is open to all undergraduates at Winchester.



## EXAMPLES OF OTHER UNIVERSITY WIDE EVENTS AND ACTIVITIES

### BLACK HISTORY MONTH

University hosted events open to the public included:

- An online public lecture by Professor 'Funmi Olonisakin of King's College London. Producing change-making knowledge in response to systemic inequalities.
- Nelson Mandela: the man and his legacy, an online Q&A session with panellists from the Nelson Mandela Museum in Mthatha, South Africa, about the life and legacy of Nelson Mandela. The University of Winchester is the first university in the UK to have a partnership with the Museum.
- Pen Portraits of BAME Leadership, an online exhibition of inspiring BAME leaders, including footballer Marcus Rashford MBE, poet and activist Linton Kwesi Johnson, Bishop Rose Hudson-Wilkin, the first Black woman to become a Church of England bishop, and grime artist Stormzy. The exhibition is online at: [www.winchester.ac.uk/media/content-assets/documents/BAME-leadership-brochure.pdf](http://www.winchester.ac.uk/media/content-assets/documents/BAME-leadership-brochure.pdf)

### FACTORY FARMING - PORTAL TO PANDEMIC

It is over 50 years since Ruth Harrison published *Animal Machines* which first exposed the systemic cruelties of factory farming. Yet now, more than ever, farm animals are treated as machines, bred and fine-tuned to push them to ever faster growth and higher yields with severe effects on their well-being. And gene-editing is poised to exacerbate these problems. Peter Stevenson is Chief Policy Advisor of Compassion in World Farming and is a qualified solicitor and argues we must move from treating animals as mere units of production.

### CLIMATE EMERGENCY WHAT NEXT?

Following on from previous seminars on the housing crisis, health and social care, and healthy living, this event was chaired by Professor Carole Parkes and featured expert speakers on sustainability and the global climate emergency. The seminar addressed future options for positive actions which might be taken locally, nationally and globally.

Dr Joanna Nurse, Strategic Advisor for the Global InterAction Council

Meg Baker, Director of Education at SOS-UK (Students Organising for Sustainability). The NUS's charity for Sustainability

Chris Holloway (WINACC) WInchester Action for Climate Change

Melissa Wrestle, Extinction Rebellion

See link to seminar:

[www.youtube.com/watch?v=0GMTMV214Mk](https://www.youtube.com/watch?v=0GMTMV214Mk)





OUR VISION IS TO HELP  
SHAPE A BETTER WORLD  
THROUGH EVERYTHING  
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AMBITION, WISDOM  
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### CLIMATE 4 CHANGE THEATRE

Climate 4 Change plays written and produced by Glenn Fosbraey and playwright colleagues in the Faculty of Arts ran at the Theatre Royal Winchester in 2019 and 2020. They focus on the human stories at the centre of the global issue of climate change and make us question our own place in the world.

### CLIMATE CHANGE & TEACHER TRAINING

University of Winchester teacher training students are set to be among the world's first United Nations accredited Climate Change Teachers.

Winchester is the first university in the world to offer student teachers the opportunity to undertake the Climate Change Teacher course, accredited by UN CC: Learn in partnership with Harwood Education. Dr Louise Pagden, Co-Director of the University's Institute of Education, said: "One of the most important issues children face is climate change. So this is set to become a really important part of how we train primary and secondary teachers of the future here at the University of Winchester".

### PLEDGE TO REDUCE SINGLE USE PLASTIC

The University pledged to eliminate all unnecessary single-use plastic by December 2020 and called on individuals and the higher education sector to stand up and take action to combat the climate crisis.

"We are facing a global crisis and it's time we all did more," said Vice-Chancellor Professor Joy Carter CBE, DL. "As the University for sustainability and social justice, the climate emergency is at the forefront of our minds but, the higher education sector as a whole must work together to make the climate emergency a higher priority than it is at present."

See short film: [youtu.be/mrUoalgDRyU](https://youtu.be/mrUoalgDRyU)

### HARMONY IN EDUCATION CONFERENCE

With the new focus in the Ofsted inspection framework on curriculum 'intent, implementation and impact', many schools are now considering in more detail not just what they teach, but how and why they teach it. This presents educators with a real opportunity to re-frame teaching and learning around the environmental and social issues that are most relevant to our time - and to our children's

futures. The first Harmony in Education Conference took place in 2020.

### WINCHESTER FASHION WEEK

This Included the University's inaugural Sustainable Fashion Award to Oxfam Winchester for their focus on selling pre-loved fashion to raise funds to help the world's poorest people through projects around the globe.

### BLUE APPLE THEATRE

Blue Apple Theatre, which relocated its headquarters to the University in 2018, supports performers with learning disabilities to develop and present high-quality productions for the widest possible audience. It is now working with University staff and students from a range of disciplines including dance, drama, creative writing and film production.

The unique partnership came about due to the two organisations' shared values around social justice, inclusion and the wellbeing of individuals as well as communities.

### SAVING FACE

BearFace Theatre CIC delivered the new applied theatre intervention project in a local prison - HMP Winchester, using drama to positively affect prisoners' attitudes, thinking and behaviour. The project is being researched by the Department of Applied Criminology and Forensic Sciences at the University of Winchester.





## VICE-CHANCELLOR'S COMMITMENT

**OUR VISION IS TO HELP SHAPE A BETTER WORLD THROUGH EVERYTHING WE DO, DRIVEN BY THE AMBITION, WISDOM AND IMPACT OF OUR STUDENTS AND STAFF.**

Future generations face a significantly different world. The climate crisis, technological advancements, globalisation, demographic shifts, geopolitical uncertainty and resource shortages will have a major impact on how we work, connect, go about our lives and care for our planet. The future of Higher Education will be subject to much change and uncertainty, from constant shifts in policy to increasing marketisation and global competition.

Within this changing environment - and for the future of our planet and all life - we need to step up and play our part. Our Strategic Vision 2030 sets out how we will be an institution that makes a difference. With our students, we will co-design and co-deliver rigorous, transformative and challenging education that builds them up to be wise and knowledgeable. Our aim is that they find success in their careers and have influence in the world around them. Our alumni will be known for their ambition to be confident agents for change, deeply committed to living lives of purpose and meaning.

Our vision is to help shape a better world through everything we do, driven by the ambition, wisdom and impact of our students and staff.

We will deliver strong financial management through lean and agile operations, underpinned by the highest business excellence to ensure our long term sustainability.

We are passionate about the important role we play as a driver of productivity and economic growth within the region. We will advocate the building of a sustainable, "circular" regional economy, and the move away from a "Take, Make, Waste" economy. We will continue to increase our economic impact, measured at £266m in 2018, as we grow in size and influence. We will deliver a step-change in engagement with employers over the next decade. We will become the partner of choice for organisations wanting to boost innovation, enrich their workforce and grow their impact.

Together with our students, we will prioritise sustainability and social justice in every aspect of our

work, in particular, supporting the achievement of the Sustainable Development Goals (SDGs). Through this we will help individuals and communities flourish. Our value of people as individuals means we prioritise the success and wellbeing of students and staff. We will continue to prioritise exceptional pastoral care and opportunities for spiritual development.

The Church of England mission that led to our Foundation in 1840 continues to be the beating heart of the institution. It continues to underpin and nurture our values, strategy and conduct. Being an Anglican foundation and respecting those following all other religious traditions and none means we are committed to providing a radically inclusive education.



# SUSTAINABLE DEVELOPMENT GOALS



Our students will have the opportunity to explore the meaning of life and grow in wisdom and love – to develop the attributes needed for citizenship in a globalised world and for living creatively, compassionately and wisely with others and with the planet.

In the absence of certainty and stability externally, we believe it is important for us to present a clear and bold vision. One that reflects who we are, cements our passion for sustainability and social justice and matches our ambition for success and impact over the next decade. This is why we have aligned the timeframe of our Strategic Vision 2030 with the target date for the Sustainable Development Goals.

With the huge global challenges facing all life and the planet, there has never been more of a need for institutions like Winchester to stand up and boldly make a difference. We will sustain hope and a positive vision of the future through uncertain times.

I look forward to striving together for excellence in higher education, as a beacon for social justice and sustainability.

Professor Joy Carter CBE, DL, Vice-Chancellor



















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**WINCHESTER**

**PRME**  
an initiative of the  
United Nations Global Compact