

# Sharing Information on Progress Report

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*"Brighton School of Business and Law advances, supports and shapes responsible enterprise for a fairer society through education, research, collaboration and thought leadership to prepare learners for practice and to promote inclusive practices that respect diversity."*

2021/22

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The School of Business and Law  
University of Brighton



**University of Brighton**

School of Business and Law



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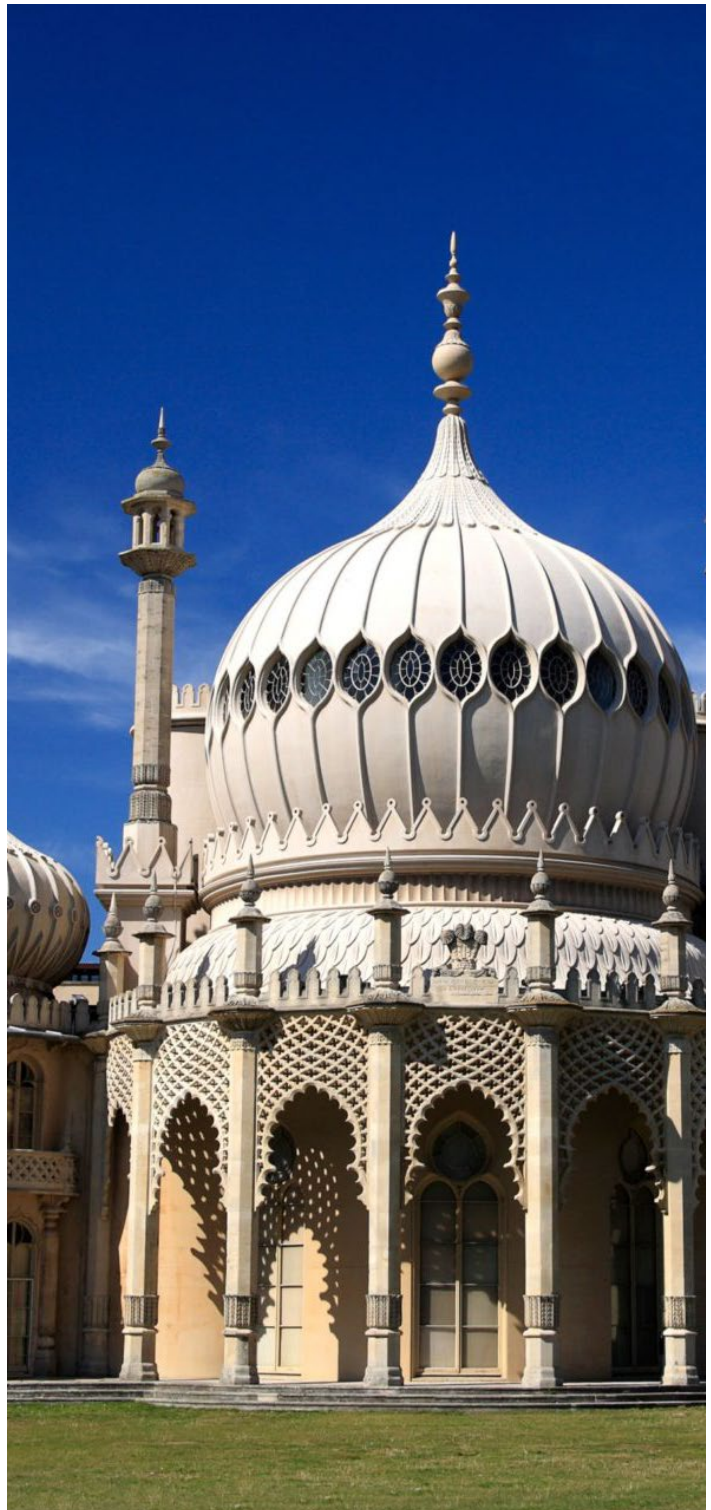
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# A Letter from the Dean of School: Prof. Toni Hilton

Over the past two years 2020-2022, the School of Business and Law has been through a process of rapid change. First, the Covid-19 pandemic forced us to move all teaching and learning online and working from home became the new normal for most of our staff. We implemented a host of strategies to address the digital divide and minimise the impact of this online delivery on our students' engagement and well-being, switching to hybrid delivery when we could and now resuming full on-campus delivery from January 2022. Having reconfirmed our positioning as an on-campus HE provider, we are developing our 'post-Covid' pedagogic strategy to ensure that digital technologies play a supporting and enabling role to enhance the on-campus, in-person learning experience.

The school moved into new purpose-built accommodation during August 2021, welcoming learners from September 2021. Elm House is designed to deliver a high-quality contemporary environment and to facilitate collaborative working that supports engagement with practice. At the same time, Brighton Business School became the School of Business and Law. Our new name reflects the growing importance and influence of our legal scholarship and teaching, which has enriched our curriculum, research, and expertise, especially in relation to SDG 16, Peace, Justice, and Strong Institutions.

As an ambitious school, we welcome this opportunity to review our activities across teaching, learning, research, enterprise, and community engagement. Our first SIP will help ensure that we deliver our strategic mission across three key strands all of which link directly into the United Nations Sustainable Development Goals (SDGs): fairer society; prepare learners for practice; inclusive practices.





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# The School of Business and Law

The school has been teaching business and management courses since the 1960s. Our home is Elm House, built specifically for the school at Moulsecoomb, the university's biggest campus and student village. Moulsecoomb is situated two kilometres away from Brighton city centre.

The School of Business and Law has more than 2,300 students, two thirds of whom are enrolled in degree courses; the BSc Business Management alone has around 800 students. We offer a wide range of courses, from apprenticeships and foundation year programmes via specialist single subject degrees to a successful Ph.D. programme.

We are well known for preparing learners for practice through applied and practice-led teaching. We conduct research and knowledge exchange activities that are highly relevant to regional and local stakeholders. In December 2021, the School was awarded the Small Business Charter for its influential support of local enterprises, SMEs, and start-ups, along with its commitment to local growth and regeneration, which is at the core of both the school and the university's vision. We are the only school delivering the UK Government's Help to Grow Business and Management programme for SMEs in the region.



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## *The University of Brighton SDGs Strategy*

The notion of Global Challenges and our commitment to the [UN's Sustainable Development Goals](#) (UN SDGs) run throughout all our practices – teaching and learning, research, public and community engagement, campus operations and organisational culture.

Our commitment to sustainability runs throughout all our practices, from the management of the university's campuses and facilities, through procurement, travel, food, ethical investment, community engagement, research, teaching, and learning. The university's award-winning sustainability campaign, c-change, engages staff, students, and members of the community in driving forward progress towards a fully sustainable university. As well as reducing our impact on the environment, we also aim to empower our graduates to leave the university with the skills and knowledge needed to be change-makers for a sustainable future.

The School of Business and Law has a long-standing interest and experience in implementing the sustainability agenda, as evidenced by our teaching, research, partnership, dialogue, and institutional practices.

## *An Introduction to Our Report*

In this report we highlight how the School of Business and Law (SBL) has enacted processes and initiatives to deliver the sustainability agenda in an effective and comprehensive way. For better clarity we have organised the report using the six principles of PRME: Purpose, Values, Method, Research, Partnership and Dialogue as a framework. In our first report, we want to highlight our major achievements and outline our vision for embedding the SDGs further within our school.



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# 1 Purpose

*We will develop the capabilities of students to be future generators of sustainable value for business and society at large, and to work for an inclusive and sustainable global economy.*

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## *School of Business and Law Mission and Objectives*

One of seven schools within the University of Brighton (UoB), the School of Business and Law (SBL) is aligned to the university Vision, Mission, Values and Strategy. UoB aims to be the university of choice for people who want to live and learn in a unique city setting as part of a dynamic, diverse, and creative community. Practical Wisdom, the university strategy, seeks to realise potential and shape futures through high-quality, practice-based learning, teaching, research, and enterprise. Prioritising applied learning and collective effort to address the challenges of our time, we lead change that makes a real difference, through four values.

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### *Our Values*



INCLUSIVITY



CREATIVITY



SUSTAINABILITY



PARTNERSHIP

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**SBL Vision:** to be renowned for making a real difference to people, practice, and society.

**SBL Mission:** to advance, support and shape responsible enterprise for a fairer society through education, research, collaboration and thought leadership to prepare learners for practice and promote inclusive practices.

Delivering practice-led learning, informed by applied research, engagement with professional bodies and practitioners is a significant feature of our strategy, ensuring that our curriculum and assessment of learning provides appropriate knowledge, skills, and experiences.

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In July 2020, we appointed a Professor of Responsible Enterprise, Sunil Sahadev, and a Reader in Social Justice, Anne Daguerre, to embed further our values, vision and mission within our curriculum, research, and partnership practices, and deliver on the PRME agenda. Dr. Daguerre and Prof. Sahadev have worked together to establish a more systematic approach to data collection regarding the SDGs, so that we are well equipped to monitor progress and anticipate opportunities to expand our vision and strategic objectives. Our first SIP report marks a milestone in this regard, taking stock of what we have achieved, and putting together a plan for further progression.



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## *Reflection on Current Practice*

We have good reasons to be particularly proud of how we responded to the Covid-19 crisis in our school, striving to support our students and staff in challenging times.

## *Current Objectives*

In 2022-2023 we will take stock of our record so far and will reflect on what needs to be done to embed inclusive practices further.

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## *Monitoring our Progress*

We have established goals and aspirations for the school to further embed the PRME agenda in key areas of teaching, research, knowledge exchange (partnership), dialogue, and organisational practices.

Key actions include: 1- survey on SDG-related teaching provision, the results of which are presented in the method section of our report; 2- ensuring all academic staff create a PURE profile, uploading their publications and auditing research outputs; 3- building on our reputation and record of accomplishment as a leader for ethical and innovative business practices in the university and the region; 4- disseminating our research and knowledge exchange activities through a series of dedicated research seminars and events; and 5- constantly reviewing our organisational practices to identify possible blind spots and areas for further improvement.





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## 2 Values

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

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### *Our Mission*

Our mission is to advance, support and shape responsible enterprise for a fairer society through education, research, collaboration and thought leadership. This means that the goal for most of our initiatives and activities is to deliver positive societal impact.

### *Learners*

SBL is committed to providing a high-quality learning environment with inclusive practices that respect diversity and ensures learners succeed irrespective of background. This involves attracting non-traditional learners and supporting them to achieve. SBL has worked with employers to develop a strong programme of degree apprenticeships in response to a variety of organisations' staffing and development needs, including commercial and public sector employers.

SBL is proud of its longstanding commitment to widening access to higher education, supporting under-represented groups, non-traditional learners. We have recently focused on addressing attainment gaps. As a result of our widening participation activities, many of our learners are 'tertiary pioneers': they are the first in their family to participate in higher education. Many of our learners are working part time, are mature students and are from ethnic minority backgrounds. We have signed the 'Stand Alone Pledge' to demonstrate our commitment to estranged learners, who are studying without the support or approval of a family network.

During the Covid-19 pandemic we addressed the 'digital divide' as it became apparent through the provision of IT (Information Technology) equipment and financed broadband connectivity to support learning and assessment. When replacing traditional in-situ examinations with online assessments, we extended the completion period to 48 hours for all learners to support those with caring responsibilities and other complex personal situations.

### Embedding Wellbeing into the Curriculum

A 'Wellbeing and Resilience' working group is exploring how to increase help-seeking and self-care behaviours to improve the wellbeing and resilience of our diverse learners. Initial mapping of how wellbeing is already included in the curriculum is underway and a large-scale learner survey is establishing knowledge and awareness of support offered, motivations and barriers to access and how we can best protect and improve learner

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wellbeing. Findings from this research and additional learner-tutor co-design groups will develop learner-led recommendations for a mix of methods to include future teaching content and delivery, support services, events and activities, policies, communication, and administration.

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## *Reflection on Current Practices*

The school has been at the forefront of student support initiatives during the pandemic. We have also developed a range of organisational practices to support equality, diversity and inclusion (Race Equality Charter, Athena Swan, to name a few).

## *Current Objectives*

We need to take stock of what we do to support staff and students to avoid duplication and initiative fatigue, especially post-pandemic and in the context of the move to Elm House. We are currently assessing where we are in terms of hybrid working. Our next SIP report 2022-2023 will provide an update on this work.





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### 3 Method

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

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At SBL we have strived to incorporate SDG related content into our teaching and pedagogic activities. To better understand the range and scope of SDG related content in our curriculum, in October 2021 we conducted an audit of SDG related teaching content.



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We asked our academics to tell us how they included the 17 SDGs in their modules.

For each module five types of association were considered. For instance, SDGs could be:

- (i) Present in the learning outcomes of the module
- (ii) Present in the teaching content/lecture content of the module
- (iii) Present in other module activities and
- (iv) Present in the assessment of the module



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Of the 102 modules covered by the survey, 100 modules had an association with at least one of the SDGs. Thus, almost 99% of all the modules delivered in SBL have some linkage to at least one of the SDGs.

We compared the 17 SDGs in terms of their presence across modules to get insights about which SDGs feature the most in our curriculum.

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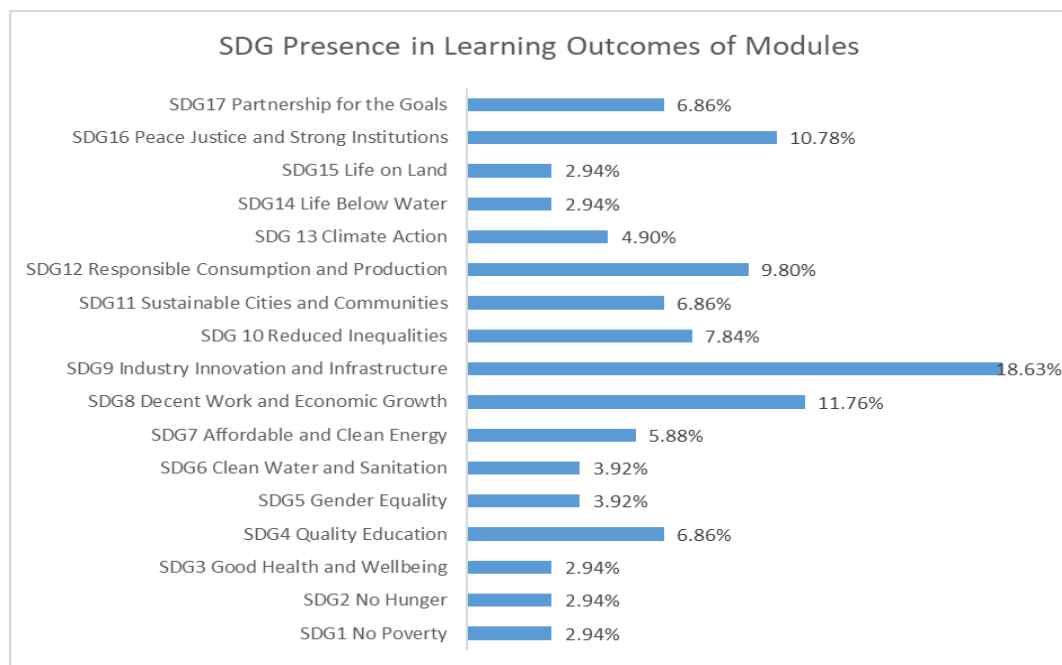


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In the first instance, we looked at how the 17 SDGs fare in the learning outcomes of modules. Figure 1 shows that SDG 9 - Industry and Innovation has the highest presence - across 18% of the modules' learning outcomes. SDG1, 2, 3, 14 and 14 are present in very few modules learning outcomes, with just 2.94% of the modules featuring these SDGs in their learning outcomes.

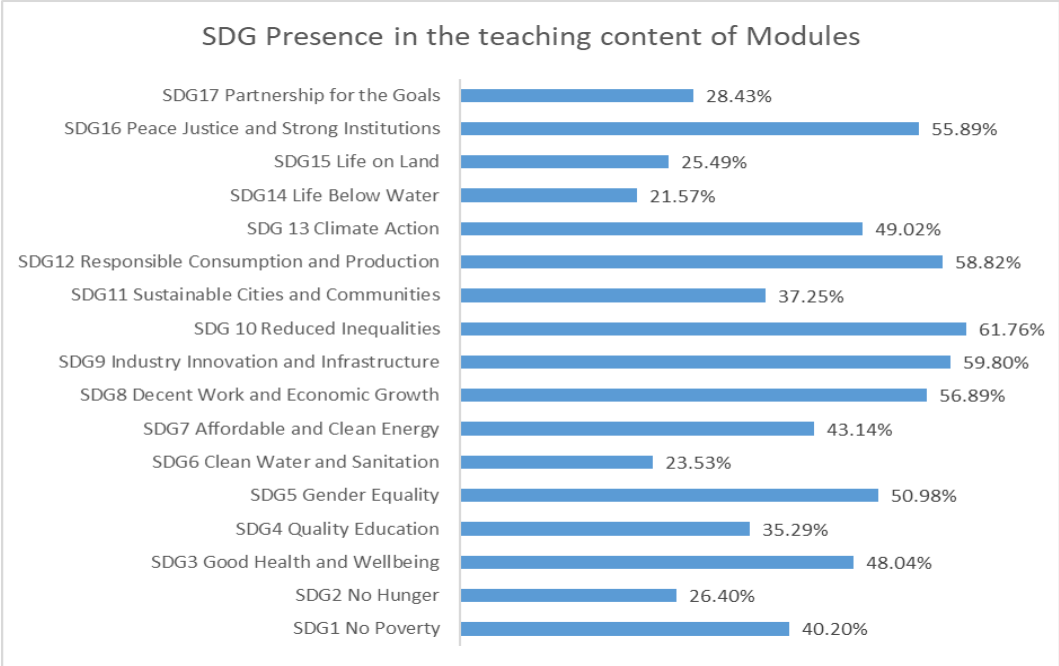
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Figure1: SDG coverage in learning outcomes of SBL modules



The audit also assessed how the 17 SDGs feature in the modules' content (see figure 2 below). SDG10 Reduced Inequalities features the most across modules, with 61.76% of module leaders saying that their teaching covers SDG10-related themes. SDG9 - Industry and Innovation also has a high presence in our modules; almost 60% of the have SDG 9 coverage. Other SDGs that have a strong presence in our modules are: SDG12 Responsible Consumption and Production (58.82%) and SDG 16 (Peace, Justice, and Strong Institutions).

Figure 2: SDG coverage in teaching content of SBL modules

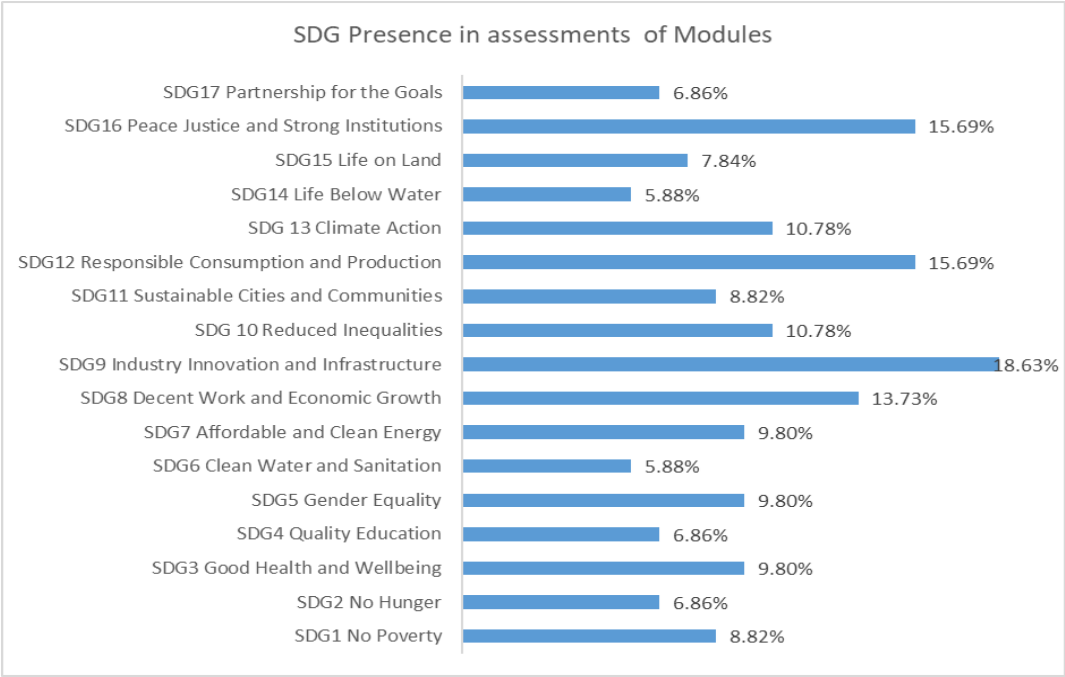


Finally, we looked at how SDG related themes feature in the assessment of modules. SDG9 - Industry and Innovation features the most in terms of assessment, as shown by figure 3.





Figure 3: *SDG coverage in assessment of SBL modules*



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## *SDG Related Content in Modules: Case Studies*

### **MKM60 RESPONSIBLE MARKETING**

Module Leader: Dr. Francisca Farache Aureliano Da Silva  
Level: Postgraduate Masters  
Average Students: 50

Responsible marketing is a core post-graduate module offered to all MSc Marketing students, usually attended by about 50 students. The module examines responsible and irresponsible marketing behaviour. Students learn about the key theories underpinning the subject area. A key focus is on practical applications and solutions for addressing irresponsible marketing behaviour. Students form groups named after all 17 goals and work on them. For the assessment, students select a company and act as CSR/sustainability consultants. Students provide guidance on how companies can improve their sustainable and ethical performance. The module also covers corporate social responsibility, responsible marketing, ethics, sustainability, ethical leadership, social marketing, and responsible communication.





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## ST675 STRATEGY

Module Leaders: Dr. Andrew Grantham and Dr. Jose Christian

Level: Undergraduate level 6

Average Students: 350

This is a level 6 core module on corporate strategy. It is compulsory for all final year students. Whilst the focus of the module is on business management, it applies techniques for the analysis, development, and implementation of strategies to achieve business goals – spanning domestic, international, global levels and in the context of the UN’s sustainable development goals. One of the learning outcomes is to “Critically evaluate and contrast strategic options for firms seeking to contribute to meeting the 17 SDGs by 2030 and Responsible Enterprise more generally”.





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## **EC568/668 ENVIRONMENTAL ECONOMICS**

Module Leader: Dr. Timothy Laing

Level: Undergraduate level 5 and 6 (shared)

Average Students: 16

Environmental Economics is an optional module addressing the relationship between the environment and the economy. Issues such as the inter-relationship between the environment, economic development and population are examined. The module covers the following topics: Environmental Valuation – Cost Benefit Analysis, Valuation Methods, Environmental Economic Instruments – Relevance for businesses and governments, Carbon footprints, Population and environmental problems, green growth, and low-carbon development. Students look at case studies on water, climate change, and forests.



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## DB662 INTERNATIONAL LAW AND SOCIO-ECONOMIC DEVELOPMENT

Module Leaders: Dr Eugenia Markova and Ms Cailin Morrison

Level: Undergraduate Level 6

Average Students: 54

Introduced in 2022, International Law and Socio-Economic Development has been designed to embed the SDGs into the curriculum. The module is targeted at Level 6 undergraduate students from a range of different degree pathways, including Law, Law with Business, International Business Management, Economics, Business Management with Marketing. Students consider core concepts, such as sources of international law, the multi-lateral trading system, economic development, and human capital. They analyse real-world challenges from the right to health in international trade law, to the right to education and socio-economic development.

### SDGs addressed in the module



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### *Reflection on Current Practice*

The school has an excellent coverage of SDGs within the curriculum. What is particularly important about SBL is the strong presence of SDG 16 (Peace, Justice, and Strong Institutions).

### *Current Objective*

We will put in place more cross-collaboration between traditional business and management and law modules to strengthen the distinctiveness of our teaching offer. We will continue to monitor the SDGs and make them more prominent in our teaching. We will use the periodic review process as a vehicle for embedding further the SDGs within our programmes.

## 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.*

The school's long-term strategy focuses its teaching, research, and knowledge exchange activities on the themes of responsible enterprise and social justice. This reflects the need to move away from a traditional business school model. Thus, research on SDGs related themes is strongly encouraged. A sizeable number of research projects are already focused on SDGs-related themes. A content audit of peer reviewed journal articles evidences the span of SDGs related research in SBL.

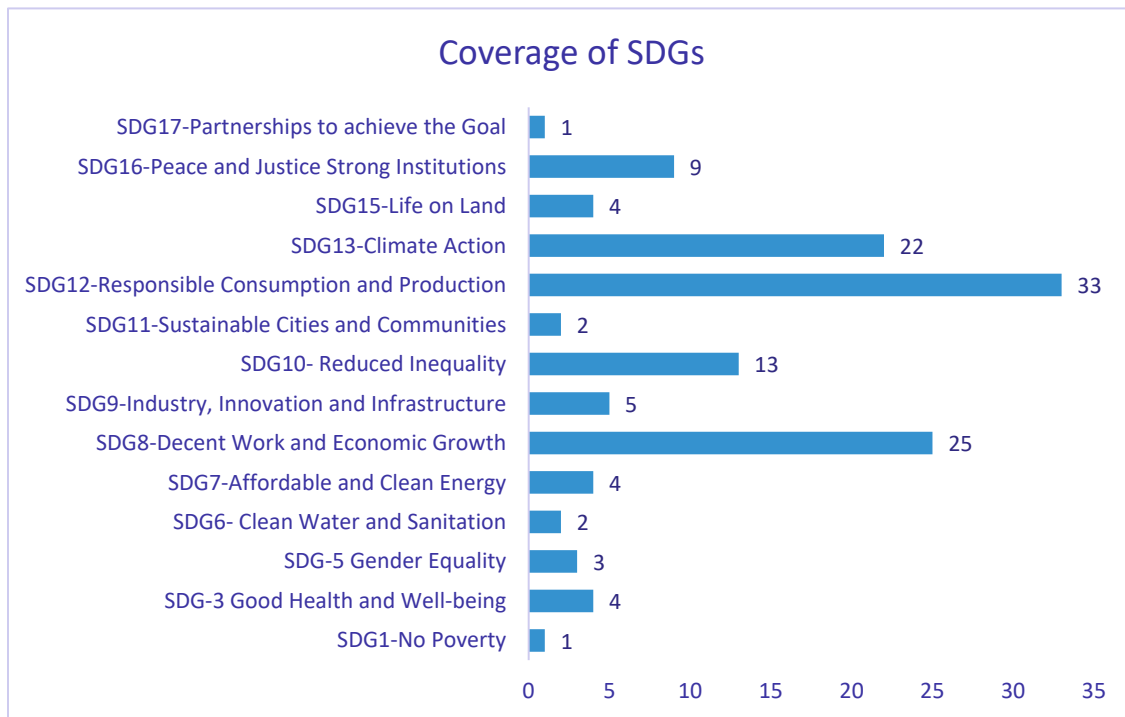


The audit covered 259 peer reviewed articles deposited by academic staff in PURE (the university research repository) from 2016 to 2021.

Of the 259 peer reviewed articles considered, 27% had some linkage to SDGs. Figure 4 shows the distribution of the 17 SDGs across articles. Some of the peer reviewed articles covered more than one SDG.



Figure 4: SDG coverage in published SBL articles

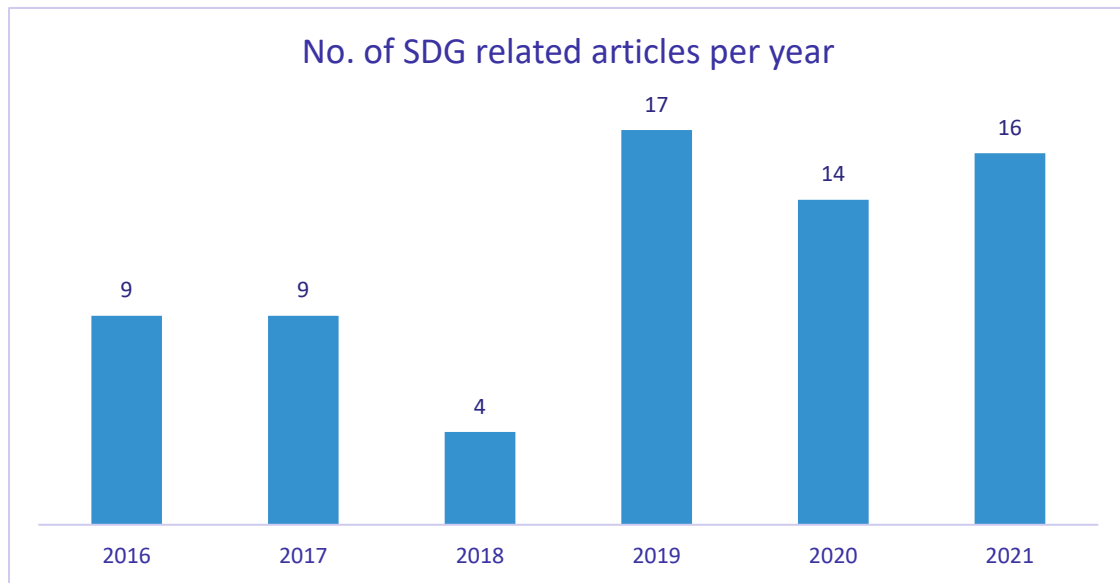


SDG12 – Responsible Consumption and Production was covered in 33 articles. SDG8 - Decent Work and Economic Growth- was covered in 25 articles. SDG13- Climate action was covered in 22 articles. Some of the SDGs, such as SDG2 – Zero Hunger, were not covered in any article.

We then looked at the number of articles connected to the SDGs published each year. This enables to identify trends. The chart below shows a significant increase in the number of SDG related articles since 2016.



Figure 5: SDG related articles per year



Focusing on the percentage of SDG related articles each year, a different picture emerges. Figure 6 shows an increasing focus on SDG related topics since 2018. In fact, of the 30 articles uploaded in PURE in 2021, about 54% of those articles are related to SDGs. We are confident that our coverage of the SDGs will deepen in line with our research strategy.

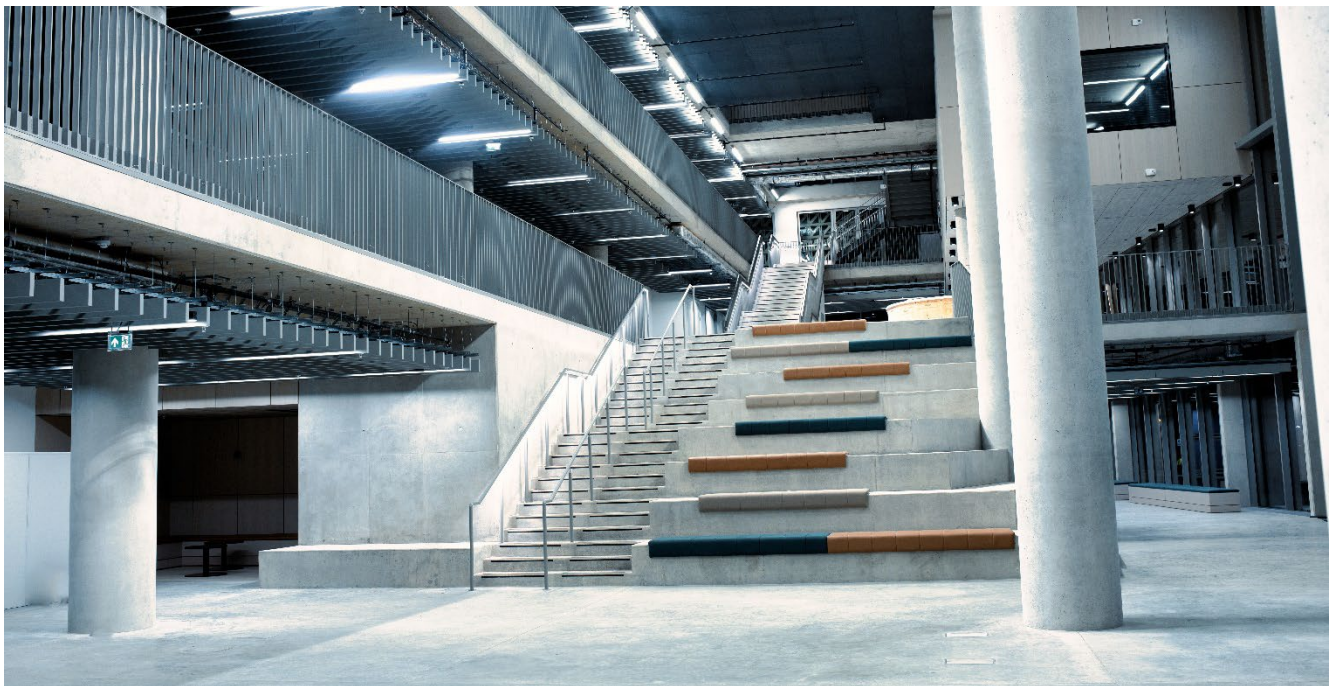
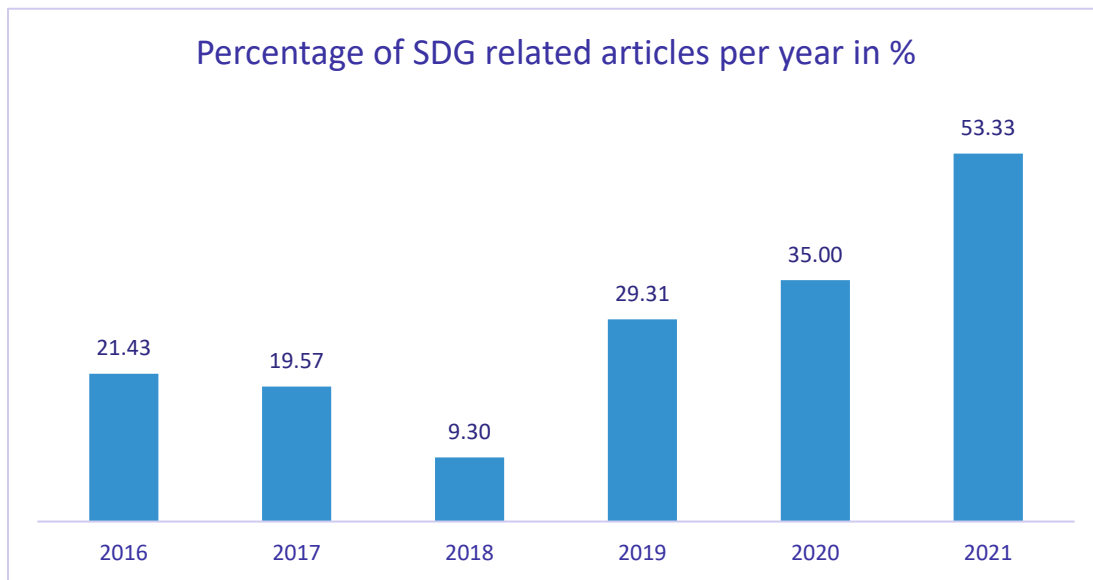


Figure 6: Percentage of SDG related articles per year



The audit shows an encouraging trend in terms of both the number and quality of published articles. There is a clear increase in the last two years. Our objective is to sustain this trend and grow our expertise across the SDGs portfolio.





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## *Showcasing SDG Related Research*

### PRO-ENVIRONMENTAL BEHAVIOUR IN INDIAN FAMILIES: A ROLE OF REVERSE SOCIALISATION

Prof. Sunil Sahadev

This research project was coordinated by Prof. Sunil Sahadev along with co-authors at the University of Sheffield. The article contributes to the emerging literature on families and pro-environmental consumption choice. This study investigates how environmental concerns and the environmental knowledge of adolescents in the family guide families to choose pro-environmental consumption behaviour in India. Using the concept of reverse socialisation, the authors show that the environmental concerns of adolescents play a key role in persuading families to adopt pro-environmental behaviour.

**Study Reference:** Singh, P., Sahadev, S., Oates, C. J., & Alevizou, P. (2020). Pro-environmental behaviour in families: A reverse socialisation perspective. *Journal of Business Research*, 115, 110-121.



## EXPLORING BARRIERS AND DRIVERS TO THE IMPLEMENTATION OF CIRCULAR ECONOMY PRACTICES IN THE MINING INDUSTRY

Dr. Timothy Laing

In this research, Dr. Timothy Laing and his co-authors look at the circular economy practices in the mining industry. The circular economy (CE) is a widely discussed topic in the field of eco-industrial initiatives and environmentally responsive economies. The authors review several circular economy initiatives adopted by mining industries and document common themes across three big mining companies. They argue that the mining industry could capitalize on the learning of other industries in relation to CE, enabling timely advancement of circular economy initiatives.

**Study reference:** Upadhyay, A., Laing, T., Kumar, V., & Dora, M. (2021). Exploring barriers and drivers to the implementation of circular economy practices in the mining industry. *Resources Policy*, 72, 1-7.



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## POWER IN COMMUNITY-BASED TOURISM: EMPOWERMENT AND PARTNERSHIP IN BALI

Prof. Marina Novelli

In this research Prof. Marina Novelli and Dr. Claudia Dolezal consider the impact of community-based tourism (CBT) in Bali, Indonesia. In a tourism industry historically dominated by outside influences, the island of Bali has striven for greater local resident involvement. Community-based tourism (CBT) has become an increasingly preferred tourism development approach rooted in promises of more inclusive opportunities for community empowerment. This article presents empirical evidence from an ethnographic study in three villages at various stages of tourism development. Through a generative conceptualization of power, the authors propose new understandings of empowerment in CBT.

**Study Reference:** Dolezal, C., & Novelli, M. (2020). Power in community-based tourism: empowerment and partnership in Bali. *Journal of Sustainable Tourism*, 1-19.





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## FEDERALISM IN A TIME OF CORONAVIRUS: THE TRUMP ADMINISTRATION, INTERGOVERNMENTAL RELATIONS, AND THE FRAYING SOCIAL COMPACT

Dr. Anne Daguerre

In this article Dr. Anne Daguerre and Prof. Tim Conlan examine Trump administration social welfare policies and responses to the Covid-19 pandemic to understand their implications for American federalism. Incoherent social policies are accelerating the fragmentation of America's welfare state and continued movement toward variable speed, "fend for yourself" federalism. This hyper-partisan, polarised, variegated model of federalism is resulting in increasingly diverse patterns of state implementation of national policies. Rising regional inequalities feed into a process of political polarisation, with institutions reinforcing the pattern of Great Divergence between Republican (red) and Democrat (blue) states.

**Study reference:** Daguerre, A., Conlan, T. (2020) Federalism in a Time of Coronavirus: The Trump Administration, Intergovernmental Relations, and the Fraying Social Compact. *State and Local Government Review*; 52(4):287-297.



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## THAMES VALLEY POLICE AND PROJECT VIGILANT: EVALUATION

Dr. Chris Magill

Dr Magill, Senior Lecturer in Criminology, has been commissioned by Thames Valley police to evaluate the effectiveness of the Project Vigilante project. Begun in 2019, the scheme uses a combination of uniformed and plain clothed officers to carry out patrols in areas around night clubs and bars, identifying men displaying predatory behaviour and other forms of sexual harassment, including inappropriate touching. Plain clothed officers who identify such behaviour call in dedicated Project Vigilant uniformed officers to stop those identified and take action to discourage their behaviour - including arrest.

**Study reference:** Magill, C. (2022). Thames Valley Police and Project Vigilant: Evaluation.



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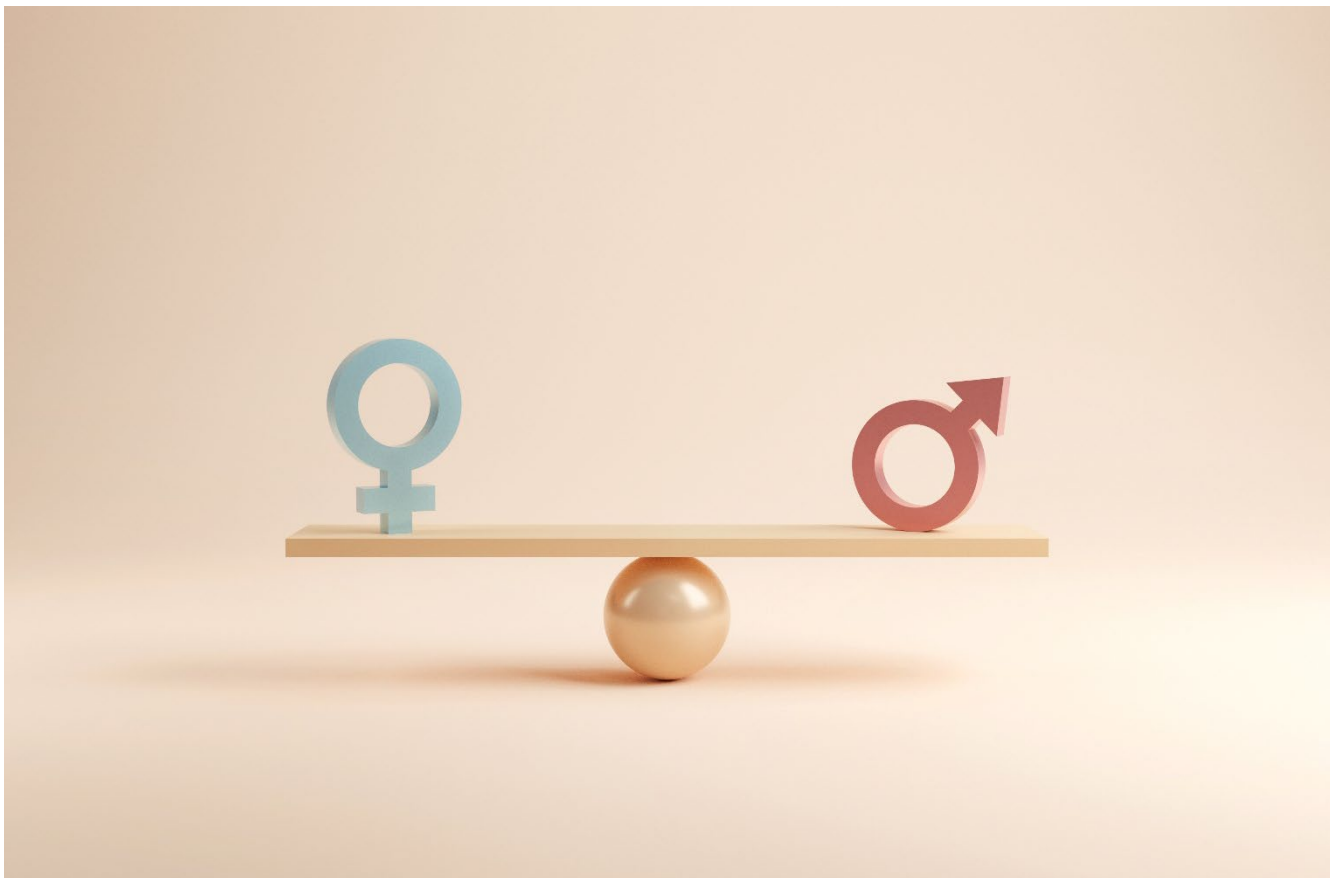
## MISOGYNY AS HATE CRIME

Dr. Jo Smith (editor)

Dr Jo Smith, senior lecturer in law and criminology, has co-edited a book titled *Misogyny as Hate Crime*. This text explores several facets of misogyny as a form of gender inequality. It analyses how the law's failure to recognise misogyny as a form of hate crime creates disparities within English law.

Chapters on the intersections of misogyny with antisemitism, disability, transgender identity, age, and islamophobia highlight how inequalities relating to gender are aggravated' when considered in the context of other identities. A series of chapters on practice and activism identify the ways in which various organisations and campaigns have sought to challenge the inequalities in the law and misogynistic acts, giving voice not only to academics but to practitioners and activists.

**Study Reference:** Zempi, I. and Smith, J. eds., 2021. *Misogyny as Hate Crime*, Routledge.





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## MIGRATION AND REMITTANCES IN CENTRAL AND EAST EUROPEAN COUNTRIES

Dr. Eugenia Markova

In this chapter Dr. Markova contributes to our understanding of the multidisciplinary and multi-layered nature of migrant remittances and their impact on the home countries of Central and Eastern Europe (CEE). The chapter singled out the cases of Ukraine and Bosnia-Herzegovina to account for the traumatic experiences of war - past and present - and their impact on remittance practices. Despite structural difficulties and chronic insecurity, in both countries migration and remittance experience generated philanthropic and entrepreneurial transnationalism, which translated into acts of reconciliation and poverty alleviation.

**Study reference:** Markova, E. (2017) *'Migration and remittances in Central and East European countries*, in Delteil, V. and Kirov. V. (eds.) *Labour and Social Transformation in Central and Eastern Europe*, Routledge, pp. 98-119.



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## PHD RESEARCH: DISPENSATION OF JUSTICE: LAGOS MULTI-DOOR COURTHOUSE (LMDC) AS A CASE STUDY

Chinwe Egbunike-Umegbolu

Chinwe Egbunike-Umegbolu was awarded a PhD thesis in September 2021. In her thesis, Dr. Egbunike-Umegbolu examines how Alternative Dispute Resolution (ADR) mechanisms, which include Mediation, Negotiation, Conciliation and Arbitration, are used to settle disputes in Nigeria without going through formal, costly, and lengthy litigation processes. She looks at the Lagos Multi-Door Courthouse (LMDC) scheme, which was designed to improve access to justice for low-income Nigerian citizens. Whilst not always being a panacea, ADR has certainly a role to play in helping build a less adversarial way of managing disputes in a fractious and complex society such as Nigeria.



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### *Reflection on Practice*

Our research is strongly related to the 17 SDGs, especially in relation to Responsible Production and Consumption, Reduced Inequalities, Inclusive Labour Markets, as well as Justice and Strong Institutions.

### *Current Objective*

Strategic investment is planned to grow research and knowledge exchange outputs in 2022. This will increase our coverage of SDGs. We will encourage research on SDG4 (Quality Education), SDG7 (Energy), SDG5 (Gender Equality), and SDG10 (Reduced Inequalities). Through increased focus of the university on global challenges, we will encourage our PhD student community to work on SDGs 8, 9 and 16.

We will undertake a review of our existing research clusters (the Centres for Research Excellence, COREs, and Research Excellence Groups, REGs), to explore the creation of new research groupings covering further areas. In our next SIP, we will update our review of published research. This will include edited volumes, monographs, book chapters, and other scholarly outputs, as well as peer reviewed journal articles.

## 5 Partnerships

### *Partnerships to Support Sustainable and Inclusive Growth*

At SBL we recognize the key role of partnerships in fostering sustainable growth and development. Partnership initiatives take two forms: (i) specific activities that bring together the capabilities and skill sets of the school to help local entrepreneurs, and (ii) institutional arrangements to foster partnerships with the local community.

### *Partnership Activities to Foster Innovation and Entrepreneurship*

Within the larger remit of the SDG themes: Industry, Innovation, and Infrastructure (SDG9); Decent work and Economic Growth (SDG8) and Sustainable Cities and Communities (SDG11), the school offers support for micro, small or medium sized enterprises.

Through the Brighton Research Innovation Technology Exchange, BRITE, we offer access to university services to support business growth and innovation for businesses in the Plus X hub. Specialist developer U+I created the Plus X hub start-up/scale-up facility next to our school as part of the university-led Moulsecoomb regeneration scheme, to connect business and the university.

- Funded access to expertise: KTPs (national) or KEEP+ (regional)
- Funded access to graduate talent and training for SMEs through our STEP-UP programme.





- Support for green business innovation through free membership of our Green Growth Platform (GGP).
- Through our successful Business Growth and Leadership programme, Profitnet, small scale entrepreneurs can access significant opportunities for Peer-to-Peer Action learning.

## *Responsible Enterprise Exchange and Enterprise Ambassadors*

The 'Responsible Enterprise Exchange' (REE) represents the school's umbrella to develop a comprehensive and cohesive narrative to evidence how our teaching, research, collaboration and thought leadership advances, supports and shapes responsible enterprise locally and globally.

## *CENTRIM Workshops and Programmes*

The Centre for Change, Entrepreneurship, and Innovation Management, CENTRIM, has specialized in fostering innovation and entrepreneurship. Contributing significantly to SDG agendas of Innovation Growth and Infrastructure (SDG9), as well as Decent Work and Economic Growth (SDG8), CENTRIM has been instrumental in developing several platforms for effective dialogues.

Through CENTRIM, the school is/has been operating large distinct programmes supporting the growth and development of small businesses, some of them running for ten years and longer. Examples are:



- The pan-European INSPIRE project on open innovation (OI) managed by SMEs, identifying good practices and designing, developing, and validating an Integrated Toolbox for OI in SMEs.
- SPARK, a programme specifically supporting innovation and growth of social enterprises, engaged with 45 key stakeholders, 90 social enterprises and 30 social enterprise support organisations across Belgium and Holland and the UK.
- CoachCom2020 developed a consistent and comprehensive, professional coaching community to support European SMEs to enhance innovation capacity.
- The school's Tourism, Hospitality and Events Research and Enterprise Group (THE REG) has been involved in an SME stabilisation and acceleration programme in Kenya during and after the Covid-19 pandemic (May-September 2020).





## SHOWCASING PARTNERSHIPS: THE FALCON COFFEE KTP

Tracing the carbon foot-print of coffee for Falcon Coffee

Project leads: Dr. Tim Laing and Dr. Sushil Mohan

Falcon Coffees is a green coffee trading company based out of Lewes, near Brighton. Established in 2008, Falcon sources specialty grade coffees from 21 coffee-producing countries, including Peru, Ethiopia, Uganda, and Rwanda - on behalf of 500 clients in 46 consuming countries. Falcon sells coffee to Taylors of Harrogate (Yorkshire Tea), Union Hand Roasted, Pret-a-Manger, Matthew Algie (Scotland), Café Direct and many smaller roasting companies.

According to Dr. Laing and Dr. Mohan, the coordinators of this KTP, the problem is that there is no accurate methodology to calculate the carbon footprint of a coffee tree through its life cycle. This KTP aims to address this issue by providing accurate methodologies to trace and measure the carbon footprint of coffee production and distribution. This KTP will help Falcon Coffee to become a strategic supply chain partner that can enable customers to achieve and evidence ambitious Net Zero targets.





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## SHOWCASING PARTNERSHIPS: INNOVATION FOR AFRICAN UNIVERSITIES PROJECT

Accelerating youth entrepreneurship and innovation for sustainable tourism in Africa  
Project lead: Prof. Marina Novelli

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The British Council - Innovation for African Universities funded project "Accelerating Youth Entrepreneurship and Innovation for Sustainable tourism in Africa" has made great progress since its phase 2 inception in January 2022. The project is delivered as a partnership between the University of Brighton, the University of Strathmore (Kenya), the University of Ghana, Sustainable Travel and Tourism (Kenya) and Africa Tourism Partners (South Africa), Prof. Marina Novelli is the project lead. On-line INSPIRE Train-of-Trainers and first 2 training sessions of 45 Students across Kenya, Ghana and South Africa have been already delivered by Dr. George Tsekouras and Dr. Aline Figlioli (CENTRIM).

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### *Reflection on Current Practice*

At SBL we have been successful at securing partnerships with local and regional stakeholders, especially through our existing institutional links. We are also internationalising our knowledge exchange activities, as demonstrated by the Innovation for African Universities project.

### *Current Objectives*

We will continue to play an active part in regional networks. Our objective is to place SBL at the centre of the University of Brighton's role as an anchor institution in the region. We will expand our international linkages and partnerships, a key objective for the university.

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## 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.*

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Dialogue, the sixth element of the PRME framework, highlights the importance of discussion, critical debate, and exchange of ideas. We have embarked on several initiatives that facilitate dialogue in various forms. Our research enterprise groups and CENTRIM provide discussion forums and venues for sharing thoughts about sustainability, equality, justice, regeneration, climate change, and innovation. We present below some recent initiatives.

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During the pandemic, the school and CENTRIM shared insights in a four-part Business Resilience and Recovery online seminar series, created in partnership with Coast to Capital LEP and Business East Sussex, addressing issues emerging from sessions with businesses.

Our Research and Enterprise Groups (REGs) provide a platform for dialogue. We have two REGs: the Law, Society and Justice (LawSoJust), and the Tourism, Hospitality and Events (THE) group. LawSoJust brings together academics from law and related social science disciplines, who are active in the fields of social justice and accountability.

THE works as an interdisciplinary open pool of researchers from across the university as well as practitioners from a well-established network of international agencies, governments, private businesses, and NGOs. Themes include Policy, Practice and Development; Heritage, Culture, and Identity; Consumer Behaviour and Ethical Practice; Visualising Tourism and

Leisure: ways of seeing and performing culture; Hospitality People and Technology;  
International Events: Communities, Conflicts, and Identities.

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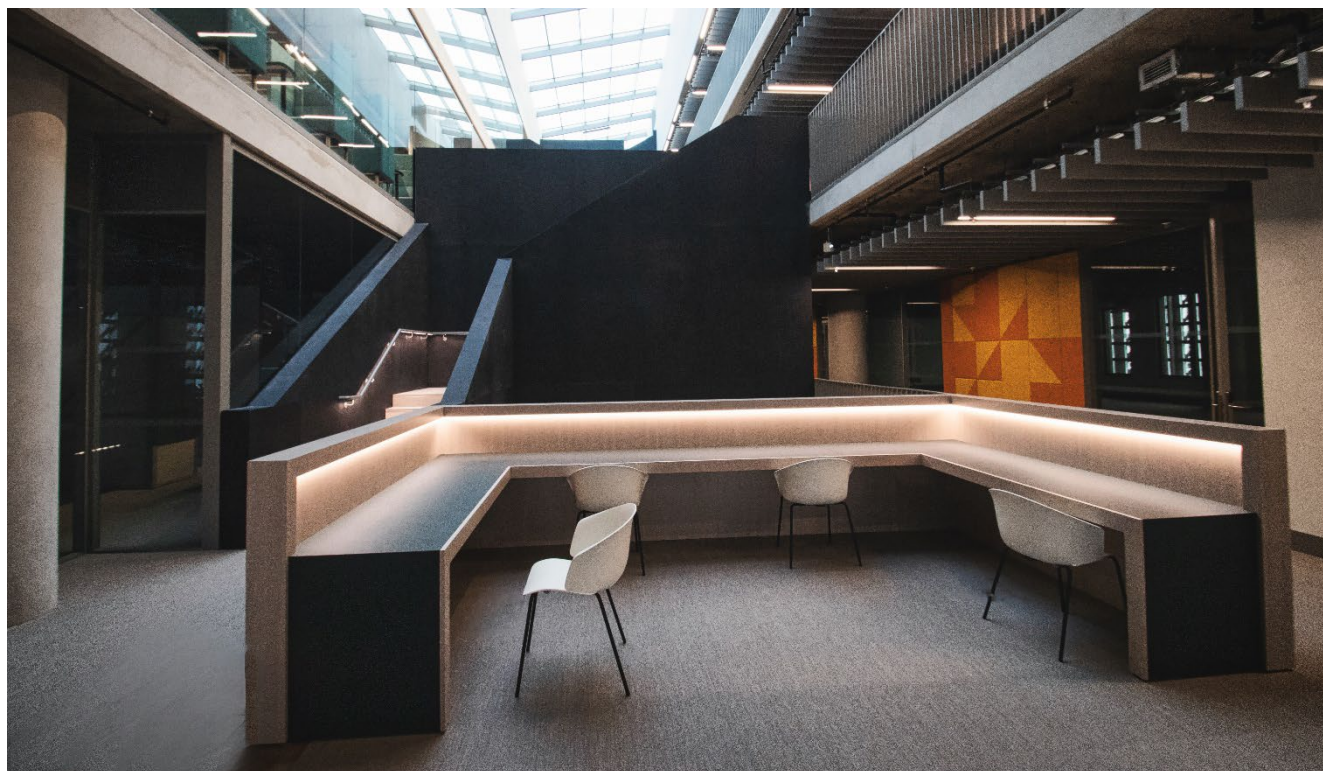
## *Guantánamo: 20 Years On*



The Law, Society and Justice (LawSoJust) Research Group hosted an online **Guantánamo: 20 Years On** (12<sup>th</sup> and 13<sup>th</sup> of November 2021). Sarah Birch, law lecturer and convenor of the UK Guantánamo network, organised the event.

Almost 80 people registered for the conference. The conference featured a range of expert speakers, including Shaker Aamer, former Guantánamo detainee released in 2015, Andy Worthington,

author of "The Guantánamo Files", Michel Paradis, Lecturer in Law at Colombia Law School, senior attorney in the Department of Defence, and Nancy Hollander, US attorney currently representing a Guantánamo detainee.





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## *Spotlighting Violence Against Young Women in Gangs*



On 2nd December, the University of Brighton hosted an online seminar titled, '**From Hidden Girls to Visible Women**' as part of an international campaign against gender-based violence. Dr Chris Magill, Senior Lecturer in Law with Criminology, School of Business and Law, and Dr Tirion Havard, Associate Professor in Social Work at London South Bank University, organised the event.

The event highlighted the stories of girls and young women in gangs, stories that were revealed in the [BBC documentary \*Hidden Girls\*](#). Two young women, Kendra and Aliyah, talked about their experience as both members and victims of gangs. Kendra and Aliyah were joined by *Hidden Girls* producer Amanda Kirton, and Croydon Council social worker, Rita Jacobs. The event attracted an audience of 400 attendees.



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## *Brighton Legal Clinic*

Our law students, supervised by qualified lawyers and law team lecturers, provide the community with free legal advice on a range of specific areas.

Our services are delivered by volunteer undergraduate and postgraduate law students, with guidance from qualified solicitors and barristers, and members of the law teaching team. We are not a law firm, and we are not regulated by either the Solicitors Regulation Authority (SRA) or the Bar Standards Board (BSB). However, we make every attempt to meet their exacting standards. We mirror the requirements of legal practice by expecting students to provide appropriately tailored client care letters, engage professionally in their interactions with the clients, abide by ethical and professional conduct in accordance with SRA and BSB standards, and reflect on their skills.

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We offer the following areas of law and practice:



Business Law



Employment law



Consumer claims



Equality Act claims



Family law



Housing



Land and property law



Planning and Environment



Victim of crime review and complaints procedures.

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## *International Women's Day*

On the 8<sup>th</sup> of March 2022, the School of Business and Law held a series of activities to celebrate International Women's Day.

Activities included a keynote delivery, an introduction to a new student network, a student prize giving, and a roundtable event. The event ended on a high note, with Dr Francisca Farache launching the new Women in Leadership Seminar Series.





## *Reflection on Current Practice*

Over the past two years, we have engaged with local and national stakeholders on critical SDGs-related issues, such as the fight against gender violence. During this period, we maintained a stimulating and well-attended programme of online seminars and dedicated events.

## *Current Objectives*

We will continue to hold online events on a flexible basis. Our priority for 2022-2023 is to develop a programme of face-to-face Town Hall events and seminars to highlight our research, with some dedicated funding to sustain this effort.





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## 6 Organisational Practices

*While organisational practices are not part of the original PRME framework, we report some important organisational practices that reflect our commitment to responsible management education.*

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### *Athena Swan Bronze Award*

The School of Business and Law holds a Bronze Award from the Athena SWAN Charter, recognising our commitment to gender equality.

The Athena SWAN Charter seeks to promote gender equality, representation and progression within higher education and research. A Bronze Award recognises the steps that the schools have taken in assessing data trends, practices and processes and identifying opportunities for developing an inclusive culture that values all staff within a five-year action plan.



The university holds a Silver Athena SWAN award and is a disability confident employer. It is also one of only 21 UK universities that has a Race Equality Charter award.

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### *Inclusive Practices that Respect Diversity*

The school has a well-established Equality, Diversity, and Inclusion [EDI] Committee, chaired by the EDI lead and which has determined three focal areas for action: Gender, Race and Carers.

Our robust recruitment process enables us to hire the best talent globally. Induction and probation support ensures that everyone gets off to a good start. We operate a transparent, whole-school, expressions of interest and interview process for all leadership roles and provide a workshop to support staff seeking promotion.

Meetings are held within core working hours to encourage wide participation in the academic agenda and to respect those with caring responsibilities. Our policy of restricting email correspondence between colleagues to core working hours encourages a healthy work-life balance.

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## *Support for Students During the Pandemic*

During the Covid-19 pandemic, the school supported our students to overcome connectivity issues. A Data Access Fund provided up to £80 per term to fund internet connectivity. Applications were received from 42 SBL learners of whom 31 were successful at a cost of £2,276.

The Digital Access Fund (£26,412 for 2020-21) enabled learners without access to a laptop to apply for a long-term laptop loan. Students could also apply to fund an equipment purchase to support higher specification software needs or repairs. In total, 34 laptop loans were awarded to SBL learners, and 46 learners were given a financial award.



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## *Final Reflections by Anne Daguerre*

Our inaugural SIP report aimed to reaffirm the School of Business and Law commitment to the UN Sustainable Development Goals. This report has allowed us to develop a framework for reviewing current programmes and practices. We have carried out audit exercises for both teaching and research content. We will conduct these annually. We are aware of survey fatigue, which is why we have developed quick and easy surveys for our staff. Our next SIP will assess the SDG related content of all published scholarly outputs, not simply peer-reviewed ones. Carrying out this research has increased our awareness of the excellent work that the school does. Although this report is just a snapshot, we hope it does justice to what colleagues do.

Our priorities for 2022-2023 will be to reflect on our organisational practices, especially about hybrid working and inclusivity for staff and students. We look forward to sharing our next report with the PRME community.





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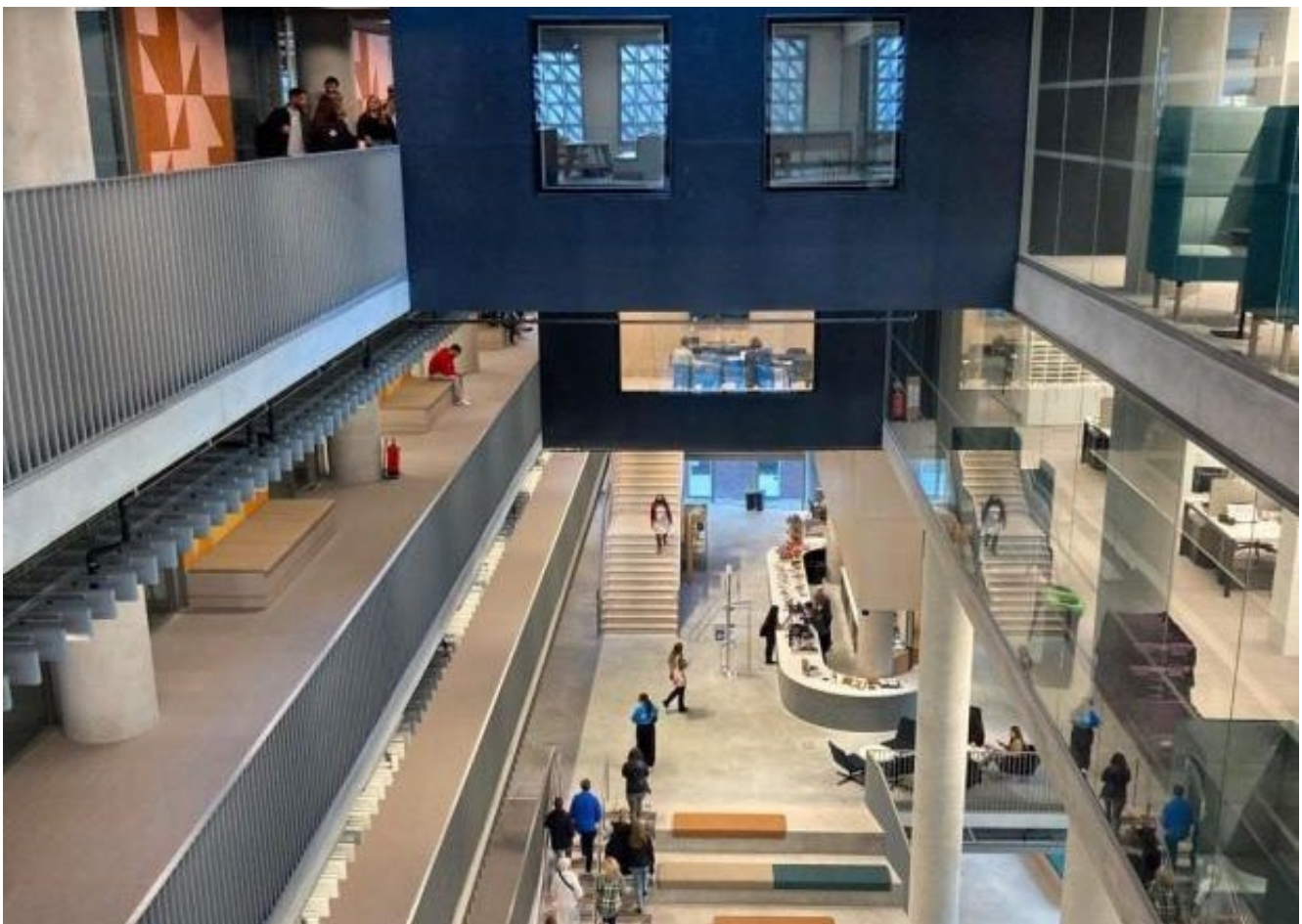
## *Summary of Objectives*

### Purpose

In 2022-2023 we will take stock of our record so far and will reflect on what needs to be done to embed inclusive practices further.

### Values

We will take stock of what we do to support staff and students to avoid duplication and initiative fatigue, especially post-pandemic and in the context of the move to Elm House. We are currently assessing where we are in terms of hybrid working. Our next SIP report 2022-2023 will provide an update on this work.



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## *Method*

We will put in place more cross-collaboration between traditional business and management and law modules to strengthen the distinctiveness of our teaching offer. We will continue to monitor the SDGs in our module content and make them more prominent

in our teaching. We will use the periodic review process as a vehicle for embedding further the SDGs within our programmes.

## *Research*

Strategic investment is planned to grow research and knowledge exchange outputs in 2022. This will increase our coverage of SDGs. We will encourage research on SDG4 (Quality Education), SDG7 (Energy), SDG5 (Gender Equality), and SDG10 (Reduced Inequalities). Through increased focus of the university on global challenges, we will encourage our PhD student community to work on SDGs 8, 9 and 16.

We will undertake a review of our existing research clusters (the Centres for Research Excellence, COREs, and Research Excellence Groups, REGs), to explore the creation of new research groupings covering further areas. In our next SIP, we will update our review of published research. This will include edited volumes, monographs, book chapters, and other scholarly outputs, as well as peer reviewed journal articles.

## *Partnership*

We will continue to play an active part in existing regional networks. Our aim is to place SBL at the centre of the University of Brighton's role as an anchor institution in the region. We plan to expand international linkages and partnerships, a key objective for the university.

## *Dialogue*

We will continue to hold online events on a flexible basis. Our key priority for 2022-2023 is to develop a programme of face-to-face Town Hall events and seminars to highlight our research, with some dedicated funding to sustain this effort.

