

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

Norwich Business School

September 2025

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	17
5. Values	22
6. Teach	34
7. Research	44
8. Partner	71
9. Practice	76
10. Share	88

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Norwich Business School, including key details and basic institutional data.

Mission

UEA's Royal Charter outlines our mission as 'for the public benefit, the advancement of education and research'.

This clear focus on excellence in both research and innovation, and student education and experience stands true today and for the future. We remain committed to serving the needs of society and providing economic and social value across the twin themes of education and research.

The Faculty of Social Sciences (SSF), in which Norwich Business School (NBS) is located, has a vision and strategic plan that follows from the University 2030 Strategic Plan.

SSF VISION – a state of the art, cutting edge SSF that delivers better social outcomes for society through impact driven social science innovation.

The strength of the Social Sciences Faculty is built on enabling the research and teaching excellent of individual schools to flourish through strategic capabilities in financial planning, sustainable resourcing and market responsiveness.

The Vision and Strategy for the faculty is co-created between the schools and faculty PVC, Professional Services and Associate Deans providing a framework for school level strategies and subsequent financial planning and risk management.

At school level, with the arrival of a new Head of School (HoS) in November 2024, a series of active strategy workshops has taken place with NBS staff where mission, vision and values (hence overall strategy) has been reviewed and is currently being re-developed. Hence for the moment, the existing mission and vision are the reference points (which are derived from the SSF level).

The mission of Norwich Business School supports that of its parent Faculty and University and relates directly to the current Corporate Plan while expressing the strategic intent in respect of its longer-term ambitions as:

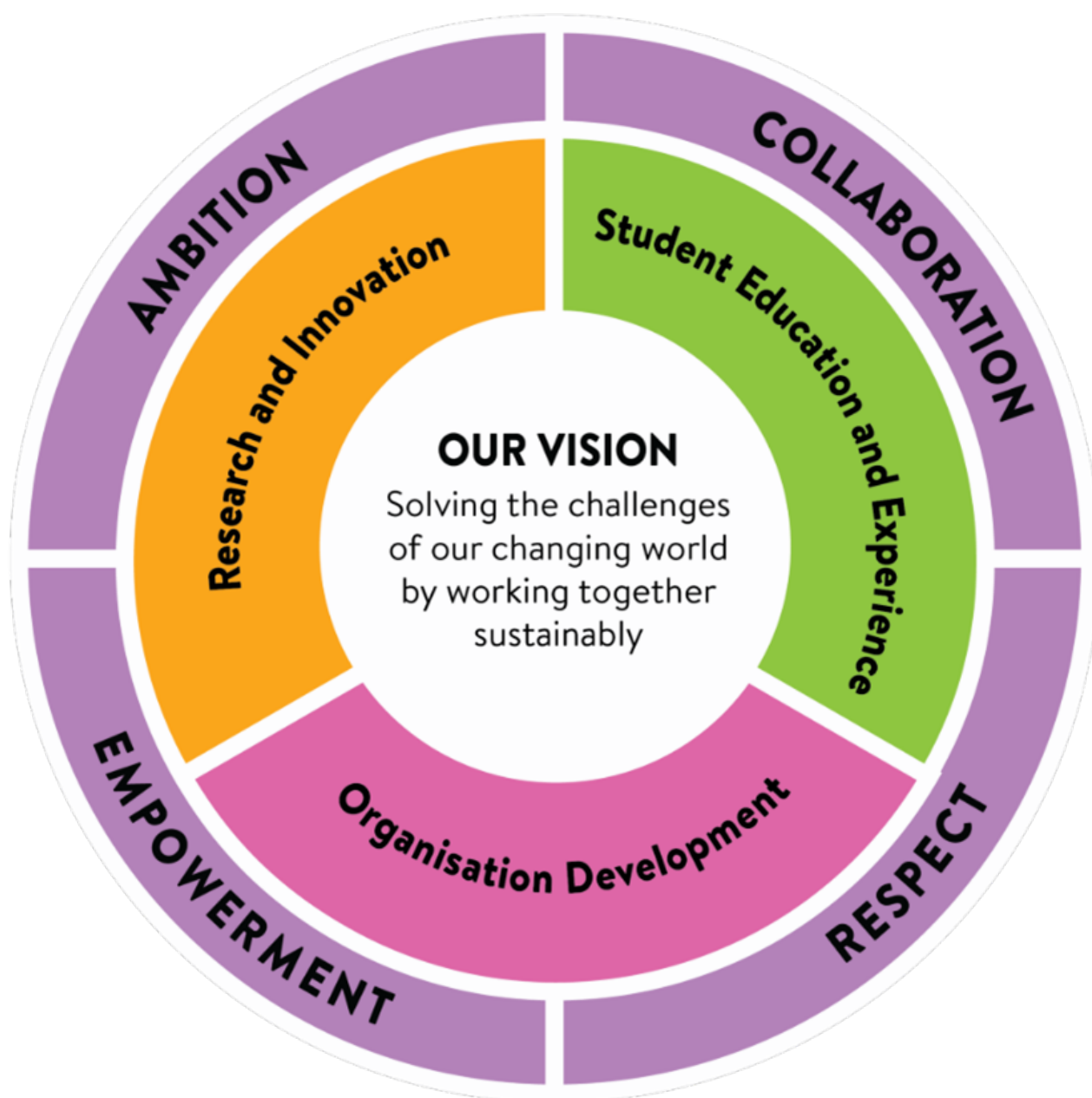
"Our mission is clear: to provide outstanding student learning within a world-class research-intensive environment that informs business, management, and policy thinking. We seek to nurture talent within and beyond the business school, in order to have an impactful transforming effect on business and management practice, of benefit to shaping the future of our society."

Besides defining our mission and vision for 2030, the UEA 2030 Strategic Plan defines the things we will 'do different' and the values we will live by.

Over the years, extensive consultation with our stakeholders (students, staff, alumni and external stakeholders) has allowed us to shape our vision and ambitions.

In delivering our strategy we will focus on:

1. The aspirations and needs of prospective and current students. Through progressive approaches to learning, teaching and support, we will ensure that their experiences and outcomes are rich and compelling.
2. The scale and impact of our research. By concentrating on areas of international excellence and embracing interdisciplinary approaches we will drive enhancement.
3. The way we operate as an organisation. We will build an outstanding and sustainable business model that has excellent systems and processes and encourages our staff to engage fully with our mission.



We have understood the importance of being agile to changing circumstances while implementing the key themes introduced in our strategy and using key performance indicators to monitor progress. As a result, we are reviewing our strategy, on an annual basis, to evaluate progress and amend our work plan.

Vision

Solving the challenges of our changing world by working together sustainably

- We will solve challenges by harnessing the transformative power of our research and education to develop solutions to grand challenges. The world is in a constant state of flux, creating both threats and opportunities. We will understand and evidence the challenges and offer pragmatic solutions that will make a real difference across science, society and the economy – at all scales, from local to global.
- We will work together with an emphasis on interdisciplinarity. Global challenges cannot be addressed by individuals alone, we will be most successful when we work together. We are collaborative by nature, acting together across our broad community, being inclusive in our approach. Interdisciplinarity is reflected in our original intellectual and physical architecture which was explicitly designed to blur traditional academic boundaries. We will continue to ensure we work and think without borders.
- We will be sustainable across our economic, environmental and societal activities. We contribute to delivering the UN Sustainable Development Goals and are a world leader in environmental sustainability research and teaching. We will bring this insight to our own activities to ensure we are truly sustainable. We also focus on both economic and social sustainability. It is important that we operate sustainably, and that we are an exemplar for others by producing excellent research and by educating outstanding graduates who share our vision and values.

As such the vision of Norwich Business School is to leverage UEA's excellence in the sciences and the arts, in order for the School to be at the cutting edge of interdisciplinary innovations, recognised through triple-crown accreditation and global partnerships.

Strategy

Our Strategy

NBS follows the ethos and motto of UEA to “do different”. We believe in absorbing knowledge whilst being prepared to question and challenge conventional thinking to provide different perspectives and fresh insights. Our approach is interdisciplinary, drawing from different subjects and fields of expertise to develop broad-minded and adaptable graduates and researchers.

Our purpose is to do better. We want to challenge the world's understanding of what it means to be a responsible business, with ground-breaking research into well-being in the workplace, business ethics, sustainability, and regulation. We pass on that knowledge to our students, and to organisations looking to improve their productivity, prosperity, and sustainability.

We take pride in what we have achieved but we see further opportunities and scope to do more. Since 2020, we have doubled the number of our undergraduate courses along with introducing year in industry placements to work alongside our study abroad. We have also increased our postgraduate provision and expanded our research base with more funded projects and a larger research community.

Yet to be distinctive and a pioneer, we recognise the need to go beyond doing more by innovating with the drive to do first. We are investing in technology applied to teaching and learning in new ways. Our versatile FinTech laboratory helps our students learn and apply financial tools and investment strategies while being used to raise financial awareness and finance career opportunities for school children and the general public. Through our collaboration with Studios we have developed pioneering interactive blended learning to support a digitally enhanced learning experience. We envisage our can-do approach propelling us in a virtuous circle, where do different supports do better, in turn driving us to do more, while being maintained and fed by do first.



For further information see: [UEA Strategy 2030](#)

Strategy Alignment

Strategy Alignment

University Level

UEA's strategic document, 2030 Strategy is sub-titled – 'Solving the challenges of our changing world'. Sustainability is at the heart of this document and at the highest level of UEA's mission and aims. The UEA 2030 Strategy begins –

'Global challenges including climate change, inequalities, sustainable development and access to healthcare are just some of the issues we have a responsibility to address as a major university contributing great value in an uncertain world.'

[UEA Strategy 2030](#)

Business School Level

The Business School is revising its own aims and objectives in a strategy document to be published later in 2025. The interim Norwich Business School Delivery Plan put the PRME SIP 2.0 report as a key milestone calling for - successful re-submission of PRME Sharing Information on Progress (SIP) report.

The Delivery Plan also acknowledges the new NBS-6133A - Corporate Sustainability: Marketing, Management and Net-Zero Level 6 module starting in September 2025, and new sustainability undergraduate and postgraduate courses being developed and planned for launch in 2027.

The Delivery Plan is seeking to expand its teaching offering and interdisciplinary collaboration with the other UEA centres of excellence – particularly the School of Development Studies (DEV), the Tyndall Centre for Climate Change Research and the School of Environmental Sciences (ENV) to –

- seek new curriculum innovation opportunities
- increase student numbers and applications particularly at BA, BSc and MSc levels
- develop new and innovative UK and international-facing offerings
- improve graduate outcomes and employability opportunities

Norwich Business School (NBS) is preparing for re-accreditation by AMBA in 2028 and is actively pursuing initial accreditation from AACSB, followed by an application for EQUIS accreditation. The School recognises that the content of its PRME SIP 2.0 report, particularly in relation to the seven principles of responsible management education, will play a pivotal role in supporting these accreditation efforts and ensuring the success of its applications.

Institutional History

Institutional History

Norwich Business School, or NBS is celebrating 30 years since its initial inception in 1995. Originally known as The School of Management, NBS was formed at UEA by drawing on accounting and management academics from the then School of Computing and Accounting and from the Centre for Management Education. The School continues to maintain degree programmes in these areas of study and next year, in 2026, will be celebrating 20 years since its new name was adopted in 2006.

This change signalled its move to operating as a full-service business school providing a range of degrees covering undergraduate and postgraduate taught degrees including the MBA, postgraduate research degrees and undertaking applied business research and enterprise activities to serve the business sector and other communities. NBS moved into its current home, the striking environmentally friendly Thomas Paine Study Centre (TPSC), in 2010.

Norwich Business School has embedded interdisciplinary education into its core practice and since 2010 has offered sustainability throughout its curriculum and all levels and these specific modules to drive its responsible management education agenda –

- Corporate Sustainability - UG module
- Corporate Social Responsibility – MBA module
- Sustainable Management – MBA module
- Strategic Carbon Management – MBA course

October 2018, marks the date, Norwich Business School (NBS) became a signatory to the Principles for Responsible Management Education (PRME). The School, submitted its first Sharing Information on Progress (SIP) report in December 2020, with Dr Ricardo Malagueño de Santana serving as the PRME Representative and principal contributor. The preparation of the subsequent SIP report was disrupted by the COVID-19 pandemic; however, it was ultimately submitted in April 2023, with Tony Polack acting as the PRME Representative and key contributor.

Since 2020, NBS has contributed to the PRME UK & Ireland Chapter, with Udish Ranasinghe Hewage, Lecturer in Business Analytics, participating in the Chapter's Annual Conference and Doctoral Colloquium.

This is our third PRME SIP report covering the period June 2023 to September 2025. In light of the significant disruptions brought about by the COVID-19 pandemic, followed by ongoing challenges within the UK higher education sector, the PRME framework has become increasingly relevant to Norwich Business School. These circumstances have prompted a deeper reflection on our curriculum,

research priorities, and societal impact. Engagement with the PRME community has provided valuable guidance and a collaborative platform, enabling the School to critically assess and enhance its approach to responsible management education in alignment with global sustainability goals. We embed responsible management values in every area of our work, and we have identified several opportunities for further responsible management teaching, research and partnership.

In the wider region, and despite these significant challenges, UEA has continued to reaffirm its commitment to the region through the publication of the Civic Charter and launch of both a new and ambitious institutional strategy and research and innovation strategy. Underpinning these documents is the commitment to build on the foundations outlined throughout this submission by launching InnovateUEA designed to create a more visible showcase of innovation support and pathways to grow UEA's internal (academics, students and staff) and external innovation community. This initiative is part of a wider strategy of impact, examples of other themes are: ClimateUEA, HealthUEA, CreativeUEA and CivicUEA. NBS works closely with colleagues to engage with these themes through our research, teaching and engagement activities. An example of this approach was a joint *Food for Thought* seminar with ClimateUEA, held on 23 November 2023, featuring Professor Mark Morrison from Charles Sturt University, Australia. The hybrid seminar, titled "*How and Why Voter Groups are Differentially Influenced by Issue/Appeal Combinations: Implications for Climate Change Message Design*", explored the impact of political decisions on climate change and how tailored messaging can influence voter perceptions and engagement.



Graduates & Enrollment

2024 Statistics	Number
Graduates	1323
Faculty & Staff at the University	4438
Faculty & Staff at the Institution	119
Student Enrollment at the University	18,146
Student Enrollment at the Institution	1792
Undergraduate Attendance	1293
Masters-Level Postgraduate Attendance	431



2024 Statistics	Number
Doctoral Student Attendance	68
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered


Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)












Masters Programs

-  Master of Business Administration (M.B.A.)
-  Master of Science (M.Sc. or M.S.)

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  Marketing and Management
-  Accounting and Finance
-  Accounting and Management
-  Business Analytics and Management
-  Business and Human Resource Management
-  Digital Business and Information Systems
-  Finance and Management
-  Business Management
-  Marketing and Data Analytics
-  Digital Marketing and Strategy
-  International Business Management

Masters Degree Programmes

- Accounting and Finance
- Banking and Finance
- Brand Leadership
- Business Analytics and Management
- Business Management
- Digital Business and Management
- Finance and Management
- Global Business Management
- Human Resource Management
- International Accounting and Financial Management
- Investment and Financial Management
- Management
- Marketing
- Marketing and Management
- Supply Chain Operations and Logistics Management
- Organisational Psychology

Postgraduate Degree Programmes

- PhD Postgraduate Research in Business and Management



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Introduction and commitment to PRME from Prof Amir Sharif, Head of Norwich Business School

Norwich Business School (NBS) hereby submits its third Sharing Information on Progress (SIP) report for the period 2023 – 2025. Responsible business and management research and teaching has an increasingly important role to play in creating the next generation of knowledge and practice needed to build resilience and stability in our increasingly threatened world.

Working in collaboration with students, staff, commercial and public sector organisations we rise to this challenge creating the evidence base for better informed policy making, the analytical tools for better decision-making and the leadership capabilities to enable individuals to make a positive difference for those around them and for themselves.

Over the past two years NBS has worked to recognise the seven PRME Principles throughout our activities. Working with the Principles has helped us to reflect on the extent to which our current teaching, research, and broader societal engagement integrate with the UN – Sustainable Development Goals (SDGs).

Over the past two years we have done much to integrate the SDGS within every discipline of scholarship and we are looking to expand our teaching for Responsible Management by building new courses and modules, such as the new Corporate Sustainability: Marketing, Management and Net-Zero module starting this academic year. We plan to develop new learning opportunities in sustainable management for business school students at all levels of our academic offering.

In the most recent Research Excellence Framework (REF 2021), 93% of our research was assessed as world-leading or internationally excellent; results place us among the top 15 business schools in the UK for research, reflecting the calibre of our academic community and our institutional support for impactful, high-quality research. As we look forward to REF 2029, we will continue to inform and change public policy, organizational and individual practice in every field of sustainable management from work & wellbeing, finance and accounting to business regulation, strategy and entrepreneurship.

The seven PRME Principles have featured strongly in all of our successful partnership projects; Employability Skills events, our Business Breakfast and Honours Evenings, Help to Grow, Food for Thought and the skills programmes we manage with key local and international businesses are amongst the many initiatives which keep us and our student community engaged in every part of our working influence and where responsible management and sustainability inevitably come to the fore.

This is evident in the partnerships we have built and the accreditations we have won from the Association of Business Schools (AMBA), Association of Chartered Certified Accountants (ACCA), Chartered Management Institute (CMI) and Chartered Association of Business Schools, Small Business Charter (SBC). Many of these accolades and recognitions highlight and include sustainability aspects in their evaluations and we are therefore committed to continuing to develop as well as adhere to not only internal institutional but also external bodies and regulatory standards wherever possible.

We are planning to achieve more of the highest accreditations in future as we outline in our Strategic Delivery plan for the Business School in 2025/26. This in turn builds into the University's own Strategy 2030 – a document to define our priorities and focus to 2030 where consultation and construction over several months with stakeholders inside and outside the organisation have shaped our vision and ambitions for our students, staff, alumni and partners.

As the Head of Norwich Business School, I confirm NBS will continue its dedication to the United Nations (UN) Global Compact's PRME initiative and we are proud to support and promote the seven PRME Principles, alongside the UN – Sustainable Development Goals, within our institution and community into the future.

Definition of Purpose

Norwich Business School offers well-established and highly regarded courses at undergraduate, postgraduate and MBA level. Our academic thinking is interdisciplinary - we innovate courses, modules and teaching to accompany changes in the world and develop leaders ready to take on the challenges of the future. We take a long-term approach to business practices that make a positive contribution to the triple bottom line and the three pillars of sustainability: economic, social and environmental. 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.

Institutional Engagement

26% - 50%



of faculty at Norwich Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Additional Evidence



Norwich Business School staff, celebrating SDG Flag Day (in order L:R; Victoria Pritchard, Accreditation Officer; Tony Polack, Assoc Professor in Business Management; Victoria Tiplady, Lecturer in Accounting & EDI Director; Prof Amir Sharif, Head of Norwich Business School.

PRME SIP 2.0 Report - Curriculum Overview - Sept
2025 Final V2

[View document](#)  [Download document](#) 

NBS-5116A Coursework Assignment

[View document](#)  [Download document](#) 

NBS-5116A Information and Data Management

[View document](#)  [Download document](#) 



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

Ambition, Collaboration, Empowerment, and Respect (ACER) Shaped by staff, our UEA values represent a core set of standards for how we behave as an employer, drive excellence in teaching, learning and research, and collaborate as an anchor institution in our local community. From tackling global challenges, striving for student and staff success, and creating a vibrant inclusive environment, our values are what unite us.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Voices

The following narratives demonstrate how Norwich Business School has influenced students' academic journey and personal growth.

Student Voices - Undergraduate 1

Which module are you currently attending?

Managing Data in a Digital World

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

In Semester 1, we had this module called *Management and Organisations*, which was all about getting to grips with what management actually is and how to do it properly. We didn't just talk about what managers *do* - we also looked at loads of different theories that explain *why* they do it that way. It was a mix of practical stuff and academic ideas, which helped make sense of how organisations work and how good management can really make a difference.

Student Voices - Undergraduate 2

Which module are you currently attending?

Managing Data in a Digital World

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

One of the modules that really stands out in this area is the *Applied Business Project* (NBS-4103B-24). Throughout the lectures, there's a strong emphasis on sustainability and responsible management - especially when it comes to developing and shaping a business idea. It's not just about making something profitable; it's about thinking through the social and environmental impact too. We were encouraged to explore how our projects can align with the Sustainable Development Goals (SDGs) and contribute to more ethical, inclusive, and forward-thinking business practices.

Student Voices - Undergraduate 3

Which module are you currently attending?

Managing Data in a Digital World

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Yes, a couple of modules definitely touch on Responsible Management Education and the Sustainable Development Goals. For example, *Managing Data in a Digital World* explores how data can be used responsibly in business, especially when it comes to ethical decision-making and digital sustainability. It got us thinking about the bigger picture - like how data practices affect people, privacy, and the planet.

The *Applied Business Project* really encouraged us to build business ideas with sustainability and responsible management at the core. It's not just about creating something that works - it's about making sure it works *well* for society and the environment too.

Student Voices - Masters 1

Which module are you currently attending?

Banking and Financial Markets

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

One module that really connects with Responsible Management Education and the Sustainable Development Goals is *Responsible Business*. It's all about exploring what it means to run a business ethically and sustainably in today's world. The module asked us to think beyond profit - looking at how businesses can make a positive impact on society and the environment. Topics like corporate social responsibility, ethical decision-making, and sustainability are front and centre, which helped me to understand how responsible business practices can drive long-term success and social good.

Student Voices - Masters 2

Which module are you currently attending?

Banking and Financial Markets

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Yes. The module *NBS-7051A* definitely contributes to Responsible Management Education and the PRME principles. A lot of the teaching materials dive into the core ideas behind responsible business - things like ethics, sustainability, and social impact - and show how these principles actually play out in real-world business practices. The module helped me to connect the dots between responsible management and the decisions businesses make every day. It was a great way to get me thinking critically about the role of business in society and how, as a future professional, I can make a positive difference.

Student Voices - Masters 3

Which module are you currently attending?

Banking & Finance

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Yes, a few modules at Norwich Business School definitely contribute to Responsible Management Education and the Sustainable Development Goals. For example, *International Accounting* includes an assessment focused on sustainability reporting within firms, which got us thinking about how companies communicate their environmental and social impact through financial disclosures.

Also *Investment and Risk Management*, where we explored different investment themes - including those linked to sustainability and ethical finance. It was a great way to understand how responsible investing can shape markets and influence long-term outcomes.

Banking and Finance also touches on these ideas, especially when looking at how things like ESG ratings can affect banking profitability and decision-making. It's all about understanding the broader impact of financial systems and how they can support more sustainable and responsible business practices.

Student Voices - Masters 4

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

The module *Driving High Performance and Well-Being* is a great example of how Norwich Business School integrates Responsible Management Education and the Sustainable Development Goals into teaching. It focuses on how organisations can achieve strong performance while also supporting the wellbeing of their people. The module encouraged me to think about leadership, workplace culture, and employee engagement - not just from a business perspective, but also in terms of ethical responsibility and long-term sustainability. It's about creating environments where people can thrive, which ties directly into the SDGs around good health, decent work, and reducing inequalities.

Student Voices - Masters 5

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

The module *Developing Effective Organisations* definitely ties into Responsible Management Education and the Sustainable Development Goals. It looks at how organisations can be designed and managed in ways that are not only efficient, but also ethical, inclusive, and sustainable. The module encouraged us to think about leadership, structure, and culture - asking questions like: How do we build organisations that support people's wellbeing? How do we make sure they're socially responsible?

Student Voices - Masters 6

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

The module *Work Design and Well-Being* is a great example of how Norwich Business School supports Responsible Management Education and the Sustainable Development Goals. It really highlights the importance of looking beyond just employee performance and focusing on their psychological health and overall wellbeing. It encouraged me to think about how organisations can create environments that support mental health, reduce stress, and promote a better work-life balance - all of which are key to building sustainable and responsible workplaces.

Student Voices - Masters 7

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Actually, the course as a whole has a strong focus on sustainable business practices. It's not just about hitting performance targets - it also looks closely at the wellbeing of employees and how that contributes to long-term success. Throughout the modules, there's a clear message that responsible management means creating workplaces that are both productive and supportive. Whether it's through leadership, strategy, or organisational design, the course encourages us to think about how businesses can be ethical, inclusive, and aligned with the Sustainable Development Goals.

Student Voices - Masters 8

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Yes. Two modules that really stand out are *Work Design and Well-Being* and *Managing Careers to Success*. Both of them explore how individuals can thrive in the workplace - not just in terms of performance, but also in terms of personal fit, wellbeing, and long-term career development. *Work Design and Well-Being* looks at how jobs can be structured to support both productivity and psychological health. It's about creating roles that people actually enjoy and feel good in, which ties directly into responsible management and the SDGs around decent work and good health. *Managing Careers to Success* focuses more on the individual side of things - like job characteristics, career planning, and how people can find roles that suit their strengths and values. It encourages us to think about career development in a way that's sustainable and fulfilling, not just financially rewarding.

Student Voices - Masters 9

Which module are you currently attending?

Work Design and Well-Being

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Both *Driving High Performance and Well-Being* (NBS-7093B) and *Work Design and Well-Being* (NBS-7092B) are examples of modules that support Responsible Management Education and the Sustainable Development Goals. They focus on how organisations can create environments that support both strong performance and employee wellbeing.

Student Voices - Masters 10

Which module are you currently attending?

Information and Data Management

Do any of your modules at NBS contribute to PRME, Responsible Management Education (RME), or any of the sustainable development challenges and goals (SDGs)? If yes, which ones, and how?

Several modules at Norwich Business School touch on Responsible Management Education and the Sustainable Development Goals, even if the focus varies depending on the topic. For example, *Managing People* looks at how to lead and support teams in a way that's ethical and sustainable - thinking about wellbeing, diversity, and fair treatment.

Strategic Awareness and Analysis brings in sustainability from a big-picture perspective, as we considered long-term impacts and responsible decision-making when shaping business strategies.

Information and Data Management explored how data can be used responsibly, especially in terms of privacy, transparency, and supporting sustainable business practices.

Student Voices - MBA 1

Allan Chettiar, Energy and Sustainability Officer, Flagship Group (Full-time MBA 2022)

Completing the Full-time MBA at Norwich Business School enhanced my career prospects by paving the way into the sustainability sector, allowing me to make a professional move that aligned with my personal interests and ambitions. The strong strategic and analytical skills I gained during the programme enabled me to make a successful transition and have a more meaningful impact in my work.

After finishing the MBA, I drew on many of the insights and frameworks taught during the strategy module to help shape a comprehensive retrofit strategy within my current organisation. This approach allowed me to consider long-term objectives, engage with stakeholders effectively, and optimise resources. As a result, the final strategy was both forward-looking and robust, reflecting the best practices I learned at NBS.

Working in an energy and sustainability team at a housing association, I have found that the Sustainability and Operations Management modules have significantly influenced how I approach challenges. By applying the methodologies I learned, I have refined my decision-making processes, improved project delivery, and introduced new ways of tackling organisational and sector-wide issues.

The company visits I undertook as part of the MBA were instrumental in shaping my thinking. Observing how forward-thinking organisations anticipate and plan for future requirements inspired me to set clear environmental targets within my own role, such as achieving EPC C ratings by 2030 and working towards net zero by 2050. These experiences encouraged me to ask challenging questions and bring a more strategic perspective to my organisation's long-term objectives.

Staying connected to the NBS community post-graduation has been invaluable for my continued professional development and network growth. Attending alumni events, connecting with different cohorts, and supporting current students have all helped me broaden my perspective and maintain a cycle of ongoing learning. This continued engagement ensures that my professional development does not end with the completion of the MBA, but continues as I share insights, learn from others, and contribute to the success of the broader NBS community.

Student Voices - MBA 2

Martin Keegan, Senior Collaborative Lead, Norfolk & Waveney Integrated Care Board and Norfolk & Suffolk Foundation Trust, NHS (SLMDA 2020)

I began my apprenticeship in September 2020, as an Administration Manager within the NHS, the highest qualification I had was a Level 5 NVQ Diploma in Management and Leadership. At the time, I had not considered pursuing higher qualifications due to financial constraints, family responsibilities, and limited career advancement opportunities.

However, discovering the availability of funding through the National Apprenticeship Levy sparked a pivotal moment in my career. This support enabled me to embark on the Senior Leader Apprenticeship (SLA) programme at Norwich Business School.

The SLA proved transformative, developing significant personal and professional capabilities. I evolved my workplace behaviours, becoming more strategic and goal orientated. I learned to align both my individual objectives and those of the teams I managed with the broader internal priorities of the organisation and its external national goals.

In July 2022, I was successful in applying for a senior leadership role within the Norfolk and Waveney Integrated Care Board. In every initiative I undertook—whether independently or as part of a team—I consistently applied the enduring skills and principles instilled by the SLA.

In September 2024, I started working in a new hybrid role as Senior Collaborative Lead for the Norfolk and Waveney Integrated Care Board (ICB) and Norfolk and Suffolk NHS Foundation Trust (NSFT). In this role, my focus is to lead on and deliver key system wide workstreams that align with both organisation's commitment to delivering high-quality, efficient, and person-centred care.

A key focus of my work will be the development and improvement of crisis pathways for mental health service users. This initiative aims to streamline the journey for individuals in crisis, ensuring they experience a seamless transition through services while enhancing efficiency and quality outcomes.

By optimising these pathways, we are reducing the strain on resources across other partner organisations within the Integrated Care System (ICS) such as Police and Social Care, whilst improving collaboration on our approach to reducing gaps for service users across Norfolk & Waveney.

One significant achievement over the last 2 years, has been my involvement with the Rehabilitation in Complex Psychosis Team at NSFT. The team's efforts recently earned a prestigious award for efficiency, value, and improvements. By implementing innovative approaches to holistic care, we have achieved remarkable outcomes, including a significant reduction in in patient bed days, enhanced service user outcome measures, and notable improvements in the completion of physical health checks. These advancements have also generated cost savings exceeding £1.3 million annually, reflecting the program's sustainability and impact.

Through these workstreams, I continue to leverage the strategic and analytical skills I learnt during the Senior Leader Apprenticeship programme. I regularly apply my learning from modules such as Operations, Process and Service Management, which have given me a greater understanding of process design and identifying where we can become more efficient as a service, Innovation in Health Care encouraged me to think more creatively and to question and understand a problem to find the right solution, and Sustainable Management has instigated a different way of thinking, particularly around financial sustainability of the workstreams I lead.

My continued professional development has allowed me to apply my learning to achieve tangible results, benefiting not only the organisations within my local integrated care system, but also the individuals and communities who rely on these crucial services.

Student Voices - MBA Sustainable Management module feedback 1

What are you enjoying about the module?

There is a range of lecturers who are all passionate about the topic and are very engaging. I enjoy the opportunity for discussion.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

Well thought out and great to produce something I can take back to work.

Any other comments?

Easily my favourite module on the MBA so far. Thanks Tony and Team for putting it together.

Student Voices - MBA Sustainable Management module feedback 2

What are you enjoying about the module?

I enjoy the enthusiasm from the lecturers to teach and engage students in discussions. In particular I enjoyed more knowledge about climate change and net zero.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

Module (Sustainable Management) was one of my best modules, very knowledgeable and informative module.

Any other comments?

-

Student Voices - MBA Sustainable Management module feedback 3

What are you enjoying about the module?

I'm really enjoying how the module combines theory with practical application. It helps me understand the concept more deeply.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

1. Module offers a well-structured learning experience
2. Coursework was appropriately challenging and encouraged independent research and critical thinking
3. The Blackboard is useful in accessing lecture material
4. Lectures are very informative and well-paced

Any other comments?

-

Student Voices - MBA Sustainable Management module feedback 4

What are you enjoying about the module?

I enjoy the structure of the module; the real-world sustainability cases are very interesting.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

Well-structured and informative. The teaching materials are clear and relevant.

Any other comments?

-

Student Voices - MBA Sustainable Management module feedback 5

What are you enjoying about the module?

That the content is relatable to organisations and there is lots of practical tools to take forward.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

I like the variety of lecturers all of whom approach the topic in a different way.

Any other comments?

Content is thought provoking.

Student Voices - MBA Sustainable Management module feedback 6

What are you enjoying about the module?

The module is thought provoking and there have been practical elements discussed that I can enact/ introduce to my workplace.

Comments on Module / Coursework / Blackboard / Lectures / Seminars / Teamwork

Numbers on the course have been low so there has not been a huge amount of opportunity to work in teams.

Any other comments?

-

Student Awareness

0% - 25% of students at Norwich Business School are aware that we are a PRME Signatory Member.


Student Engagement


51% - 75% of students at Norwich Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values


The following demonstrates ways in which our institution celebrates values in various specializations.


PRME Indian Case Study NBS

View document 

Download document 

Think Home Day

View document 

Download document 



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At NBS, students are central to our mission. Our growth across UG, PG, and MBA programmes reflects our commitment to world-class, responsible business education. We take pride in our student satisfaction and in fostering an outstanding, values-driven learning environment through collaboration, innovation, and a strong ethos of responsible leadership.

Courses that support RME

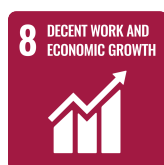
Norwich Business School reports 7 courses in 2024 that support responsible management education and sustainable development goals.

Business Ethics

| NBS-5111B

How do we know what is morally right and wrong in business? What new and complex ethical issues are raised by the globalisation of business? Questions like these are central to this module. In this module students will learn about the nature, applications and consequences of ethics in business. They will discover why individuals sometimes make unethical business decisions. Students will learn to use theoretical tools that help them to identify and analyse key ethical problems associated with business practice. Students will also gain knowledge of practical approaches for managing business ethics in organisations. This module is ideal for those with an interest in corporate responsibility and sustainability. Students will begin with an overview of what business ethics is and why it is important. They will go on to master the major ethical theories and concepts that form the core of business ethics. They will then build on these foundations to explore important business ethics issues – examples could include whistleblowing, environmental sustainability, corporate influence and/or others. Students will discover how to use ethical theories to gain an in-depth understanding of whether, and to what extent, such issues are ethically problematic. They will also gain hands-on experience of applying ethical theories to business scenarios through a range of activities (e.g. role play, small group exercises, case study). Students will learn through a combination of interactive lectures and seminars, and independent study. They'll be assessed through coursework. By successfully completing this module students will have new knowledge and skills that increase their ethical awareness and enable them to communicate their ideas clearly and systematically based on evidence. They'll also be equipped with theoretical tools that will help them to identify and analyse ethical problems and make ethically justifiable decisions.

Students leave this course with a more critical perspective on the ability of business to meet ethical outcomes such-as SDGs. How can they do better and the complex global environment that businesses operate in.

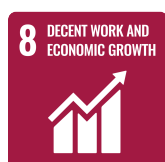


Work Design and Well-being

| NBS-7092B

How can we design work so that employees feel better both at work and outside work? This module is designed to provide students with knowledge on the theory of work design and its impact on employees' well-being. Students will engage with the traditional models on how to best design work as well as the latest theories about job redesign and how to make the most of the working environment. Among other topics, we will talk about how the use of technology is affecting people's work-life balance or how employees can "craft" their jobs to feel happier. These approaches will be discussed from a theoretical and a practical point of view. This means students will learn theories from the latest academic papers on these topics but will also put in practice what they learn via practical exercises/ case studies. Students will be assessed via a group presentation and an individual essay. These two assessments will help them develop critical thinking, communication, and research-related skills.

In this module, students stay up to date with the latest theories on job design and redesign, understanding that sustainable employee performance can only be achieved through adequate working conditions that respect and enhance individual wellbeing. Achieving work-life balance is not solely the responsibility of the employees - it is also a key organisational duty. By the end of the module, students develop a broader perspective on employee performance and recognise wellbeing as essential to success. Apart from that, students feel that the content they learn can also be used to improve their own wellbeing. One student said: "I have been enjoying this course a lot and think that the day to day aspects of well-being we are learning and discussing is what I enjoy the most. I see how I can apply it to my future career and self".



Corporate Sustainability

| NBS-6133A

The aim of this module is to link 1st and 2nd year marketing, finance and accountancy modules and add in some ENV lecturers and expertise so that students will gain an understanding of the three pillars of sustainability – responsible for people and society, just for economics and inequality, and safe for nature and the concept of net-zero.

This module starts in September 2025.



International Corporate Governance

| NBS-7048B

This module provides the knowledge required to understand the critical role that corporate governance plays in helping to ensure confidence in financial markets. It will cover the following topics: the main corporate governance issues and the two dominant approaches to corporate governance (i.e. concentrated versus dispersed ownership structures and their related agency problems, shareholders and stakeholders view); roles of institutional investors, individual investors and stakeholders; shareholder activism; board structures including board independence and board diversity; the remuneration of CEOs and other board directors including stock option plans; regulatory aspects of corporate governance; practice and effectiveness of corporate governance both in the UK and in other selected countries; the debate on the convergence or divergence of corporate governance national systems (including the role of supra-national economic institutions as driving forces towards a convergence process). The effect of the global financial crisis in re-shaping the current debate on corporate governance and the perceived failures of corporate governance will also be taken into account.

On this module students will develop knowledge, insights and attributes that are readily transferable into future or current work settings in the area of corporate governance (including sustainability and responsible business) globally. The main impact is to develop the responsible decision-makers of tomorrow (i.e. regulators, auditors, managers, accountants, consultants, advisors and so on) to advance sustainable development globally. Of course, the main impact is the reduction of bias and the diffusion/implementation of regulations and practices related to SDGs to advance sustainable practices and sustainable development globally.



Sustainable Management

| NBS-7079X

The modern business approach is seeing some businesses changing their mission and vision from delivering profit to delivering purpose. Much of this approach is driven by a desire to follow the UN's 17 SDGs or Sustainable Development Goals. In this module students will learn the origins of the UN's 17 SDGs and their infancy in CSR – Corporate Social Responsibility, the UK and EU Greenhouse Gas Emissions Trading Schemes - ETS, the Triple Bottom Line and Three Pillars of Sustainability, and the UN's Global Compact initiative. Students will gain an understanding of the Economic, Social and Environmental pillars of business sustainability; examine and discuss what businesses are doing to pursue Net-Zero and other sustainability targets by choice or necessity. Students' coursework will focus on the practical steps an organisation of your choosing can make in achieving a more sustainable approach to business for itself.

This module starts in September 2025



Corporate Reporting

| NBS-6102A

This module will deepen students' understanding of the theory and practice of corporate reporting. Students will look at some specialist accounting areas such as accounting regulation, corporate governance codes, sustainability and integrated reporting in more depth. The module will develop students' technical skills on these areas. In addition, it will foster their ability to think critically about accounting and to question the practices of financial and non-financial reporting. It will also enrich their knowledge of accounting theories and literature and their applications in the real world.

Students are able to concurrently study the ICAEW Fundamentals of Sustainability Certificate which increases their knowledge of the topic, enables them to analyse further case studies, and provides a basis for further exploration. Students are also discussing the module in interviews for graduate roles, with peers, and in relation to other modules.

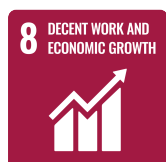


Responsible Business Regulation: How to Compete and Trade Fairly

| NBS-6123B

This module gives students a unique insight into policies related to fair competition and trading in the UK and the EU. Awareness of these policies is indispensable to the prudent operation of any business, especially knowing that the lack of compliance with these policies cost billions of pounds to businesses every year. NBS students are in a unique position to learn from members of the UK's leading competition policy research centre and become familiar with the most pressing and topical competition and consumer issues of our times. The module is split into two parts. The first part focuses on policy related to fair competition, the aim of which is to promote competition in the marketplace, make markets work better and contribute towards improved efficiency in individual markets. We will examine the main components of competition policy and examine how they contributed to enhanced competitiveness of UK businesses within the UK and the global economy. In the second part of the module, we will look at policy related to fair trading, and how it protects consumers and enables them to benefit from the social and economic progress, and discuss how these policies affect businesses in the UK and globally. The module is practice-driven and builds strongly on NBS research and research done at UEA's Centre for Competition Policy. Students are expected to interact throughout the module, engage with our case studies, and contribute to the discussion of topical consumer and competition related issues. Throughout the module we rely on case studies that facilitate the understanding the anatomy of business behaviour relevant to fair competition and trading. The module also contains, as a key component, information on how business can comply with the relevant laws and regulations governing policies related to fair competition and trading.

The teaching is supporting students in the development of a number of key skills as well as developing their knowledge.



Teaching Awards

In 2024, 4 awards were given to faculty and educators at Norwich Business School.

EdTech Innovation of the Year Award

Granter: Triple-E Awards

Grantee: Ryze EdTech app and platform and Norwich Business School

Award Description:

Ryze, a digital learning platform co-founded by academics at University of East Anglia, has won an EdTech Innovation of the Year award. Ryze is a mobile-first, gamified learning platform and was first launched in Norwich Business School. It won the Special Recognition Award for EdTech Innovation of the Year at the Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU) 2025 Triple E awards in Prague. Prof Amir Sharif, Head of Norwich Business School, who received the award on behalf of the school alongside James Gardiner, Faculty Associate Dean for Employability, said: "This is a great recognition for the innovative way in which our school has been developing technology and learning solutions in partnership with Ryze (Studios) and the university. "The ACEEU through the Triple E awards provides a great platform for recognising such efforts at an international level. "It was a great ceremony and an opportunity to connect with other global universities in celebration of Entrepreneurship and Engagement Excellence. "Very well done to all and we look forward to further innovations to come." Ryze, developed by Studios Digital Education, was co-founded by Dr Ivan Mitchell and James Gardiner at University of East Anglia and academics from University College London.

AMBA Re-accreditation

Granter: Association of MBAs

Grantee: Norwich Business School

Award Description:

The University of East Anglia's (UEA) Norwich Business School (NBS) has officially received re-accreditation from the Association of MBAs (AMBA), one of the world's leading authorities in post-graduate business education, demonstrating its continuing commitment to excellence in management education.

Apprentice of the Year

Granter: Apprenticeships Norfolk

Grantee: Anna Tanner, MBA Student

Award Description:

Norfolk's Apprentice of the Year Award (Degree Level 6 & 7)

Small Business Charter Re-accreditation

Granter: Chartered Association of Business Schools (CABS)

Grantee: Norwich Business School

Award Description:

Norwich Business School (NBS) has been praised for its exceptional commitment to fostering entrepreneurship and small business engagement in the region, with news of a 5-year accreditation of its Small Business Charter. The award acknowledges the role that NBS plays in helping businesses and enterprise in the region by delivering bespoke business friendly education and research that has helped dozens of companies learn, grow expand and thrive.

Educator Recognition

At Norwich Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statement demonstrates ways in which educators at Norwich Business School support sustainability and responsible management in their classrooms.

Teaching Voices

NBS is part of the Faculty of Social Sciences (SSF) at UEA, comprising eight schools. SSF Teaching Directors meet regularly to discuss curriculum innovation and share best practices. Interdisciplinary collaboration is a key feature of our teaching approach. We share modules with other SSF schools and have drawn on expertise from the School of Global Development—globally recognised for its focus on the sustainable development. Collaborations with the School of Environmental Sciences (Faculty of Science) on research projects have also contributed to curriculum design, helping embed sustainability more deeply across NBS programmes.

💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Norwich Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Curriculum inertia
- ❖ Faculty expertise gaps
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Norwich Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Administrative hurdles
- ❖ Assessment rigor concerns
- ❖ Classroom infrastructure limitations

- ❖ Digital divide
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Student engagement concerns
- ❖ Technology gaps

Additional Evidence



Third year undergraduate students from the new module NBS-6133A: Corporate Sustainability: Marketing, Management and Net-Zero, celebrating SDG Flag Day.

[Help to Grow - PRME](#)

[View document](#) [Download document](#)

Teaching Awards

Any teaching or pedagogy-related awards received by staff are shared via the NBS Bulletin. As part of our end-of-year academic celebration, we organise panel discussions featuring NBS academics and industry professionals to highlight pressing sustainability issues. These events showcase our research contributions and foster dialogue on responsible management education. At NBS/UEA, research-led teaching is a core pedagogical approach, and sustainability research directly informs curriculum development and delivery.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

At NBS, research drives purposeful, responsible business. With 93% rated world-leading or internationally excellent (REF 2021), we rank among the UK's top 15 business schools. Focused on four research themes - sustainability, inequality, wellbeing, and digital transformation - our work shapes policy, practice, and inclusive futures: doing different, doing better for impact.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Norwich Business School was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, Norwich Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, Norwich Business School reported 6 research projects that implemented responsible or sustainable activities.

Intelligent Community Energy

Period Covering: June, 2016 - March, 2023

Department: Finance | Innovation, Technology and Operations Management | Business | Climate Change

WHAT IS ICE?

Funded by the INTERREG VA France (Channel) England Programme, the Intelligent Community Energy project (ICE) aims to design, implement and promote innovative smart energy solutions for isolated territories facing issues in terms of efficiency, reliability and sustainability in the Channel area. It runs for 50 months, from June 2016 to August 2020, but aims to deliver durable impacts beyond its duration. The project designs and produces an innovative low-carbon energy system (smart grid), able to significantly reduce the greenhouse gas (GHG) emission of the territories concerned (50% to 100% compared to a fuel-based system) and secure energy access security. It will cover the entire energy cycle from production to consumption, exploit local renewable energy sources and integrate new and existing technologies currently at different levels of readiness, in order to deliver a comprehensive innovative solution.



Worldwide Adoption of Regulatory Sandboxes: Drivers, Constraints and Policies

Period Covering: April, 2020 - April, 2024

Department: Finance | Business

Funded project from the Hellenic National grid company (HEDNO) and part of a REF impact case study (led by Apostolos Kourtis, Raphael Markellos and Sean Ennis). This study, led by the Centre for Competition Policy (CCP) at UEA in collaboration with international regulatory partners, provides the first comprehensive global analysis of 199 regulatory sandbox initiatives across 92 countries, focusing on their role in fostering inclusive, sustainable innovation in highly regulated sectors such as energy, finance, and public health. It reveals major global disparities, showing that regulatory sandboxes are overwhelmingly concentrated in high-income, common-law jurisdictions—leaving

developing countries behind. The study applies Laffont's theory of regulation to propose policy solutions to structural institutional failures such as limited regulatory capacity, weak accountability, and fiscal inefficiencies. These insights are particularly salient to SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions). UEA's work exemplifies responsible management research by not only identifying global inequities in innovation governance but also proposing scalable, inclusive policy tools to bridge institutional and developmental gaps. This paper is currently under review and has been presented at international conferences. This research has driven the innovation strategy of HEDNO since 2020. The strategy was launched in 2022, with a key recommendation being the development of a corporate-led regulatory sandbox in collaboration with the Greek Energy regulator (RAEWW). The research by the impact team as used to design the HEDNO regulatory sandbox, which was officially launched in January 2023 and has since then hosted two major initiatives. First, an international datathon to combat energy fraud using AI (this attracted over 250 entries and 0.5M euro funding from HEDNO). Second, a multi-million pilot project of ship electrification at ports (also known as cold ironing). Evidence of this impact includes 2 testimonial letters, press releases and news articles. The HEDNO sandbox is also discussed as one of ten concrete examples across Europe of best practice by the Policy Report on Regulatory Sandboxes drafted by the EU DG for Energy in 2023. This has also led to the creation of an energy regulatory sandbox by RAEWW in May 2025, designed on the basis of the paper. Currently Markellos and Ennis are advising the Greek Government on an AI regulatory Sandbox.



Regulatory and Business Innovation in Uncharted Waters: Mandatory Cold-Ironing

Period Covering: June, 2024 - June, 2025

Department: Finance | Economics

This research addresses the critical challenge of implementing green port infrastructure in line with EU environmental targets, focusing on how regulation—specifically the mandatory adoption of cold-ironing (onshore power supply for ships)—can stimulate or hinder innovation in business models, energy markets, and regulatory frameworks. The study applies agency theory and regulatory economics (Laffont) to propose business model solutions that align stakeholder incentives, address market power risks, and improve coordination between ports, grid operators, and shipowners. Particularly notable is its exploration of the risks of regulatory capture and excessive pricing, especially in ports where corruption or privatization may incentivize rent extraction through hidden fees. The paper also introduces the concept of using regulatory sandboxes to experiment with more

equitable models (e.g. grid-led implementation) that reduce externalities, enhance accountability, and accelerate decarbonisation. This contribution supports SDGs 9 (Industry, Innovation), 11 (Sustainable Cities), 12 (Responsible Consumption), and 13 (Climate Action), and directly exemplifies responsible management scholarship addressing innovation, governance, and sustainability in complex, regulated environments. This paper is currently under review and has been presented at international conferences. The research findings have informed national government policy and business practice on cold ironing, currently under development in Greece. They were used to design the business model for the implementation of cold-ironing for two ports in Greece (several others to follow) in collaboration with HENDO. This involves capital investments of several million euros and is expected to result in substantial air quality benefit at a regional level near ports. We are currently engaging with port regulators and government to inform the policy and regulation currently under development in Greece. The research aspires to inform decisions at a European level for the 489 major EU ports. The scope for impact is substantial as the Think Tank of the European Parliament estimates that the total investment cost for cold-ironing infrastructure in ports could reach approximately €7.4 billion from 2025 to 2050 (Jacobs, 2022) as a typical system cost is between \$300k to \$4 million per berth.



Does the Informal Economy cast a Shadow on Real Estate Markets?

Period Covering: April, 2023 - March, 2024

Department: Finance

British Academy/Leverhulme Small Research Grant, 2023/2024, £2,650. This research makes an original and policy-relevant contribution to responsible management education by empirically demonstrating that growth in the shadow economy—defined as unregulated and often illicit economic activity—has a statistically significant inflationary effect on house prices. Importantly, the study links these effects directly to corruption and tax evasion, highlighting real estate as a conduit for money laundering and undeclared income. Drawing on a 40-country dataset over 27 years, the research reveals that the impact is far more severe in developing countries, where the shadow sector is larger and regulatory oversight is weaker. It proposes concrete adjustments to property valuation methods to account for hidden economic activity, thus supporting more accurate decision-making and fairer taxation. The work supports multiple SDGs, especially SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 16 (Peace, Justice and Strong Institutions), and is essential reading for policy makers, regulators, and responsible managers who seek to understand and mitigate the socio-economic risks embedded in housing markets and informal economies. This paper is currently under review and has been presented at international conferences.



Toward enabling sustainable expansion of offshore wind while protecting marine benthic biodiversity and functioning (B-ECOWind)

Period Covering: April, 2023 - March, 2027

Department: Finance | Economics | Business | Environmental Science

Toward enabling sustainable expansion of offshore wind while protecting marine benthic biodiversity and functioning (B-ECOWind)

Natural Environment Research Council: £258,427.00



Pyramids of Life: Working with nature for a sustainable future

Period Covering: October, 2021 - January, 2026

Department: Finance | Environmental Science | Sustainability

Pyramids of Life: Working with nature for a sustainable future



Research Awards

In 2024, Norwich Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

Humboldt Research Award

Granter: Alexander von Humboldt Foundation

Grantee: Professor Kevin Daniels

Award Description:

This award will be used by Prof Daniels to further collaborate with Prof Dr Sandra Ohly, of the University of Kassel, around their joint research on the productivity effects of workplace wellbeing inequalities. The award is further recognition of the excellence of research on workplace health and wellbeing conducted by researchers in Norwich Business School.

Research Presentations Related to RME and/or Sustainability

In 2024, Norwich Business School gave 2 research presentations related to RME and/or sustainability.

International Symposium in Finance (ISF)

Authors: Nikolaos Vlastakis, Norwich Business School, University of East Anglia | Raphael Markellos, Norwich Business School, University of East Anglia | Konstantinos Bozos, University of Leeds

Date of publication: August, 2025

Presented at: International Symposium in Finance (ISF)

Department: Finance | Economics

The ISF exemplifies a Research Presentation and Research Voices platform of strategic significance, as it facilitates the global dissemination of cutting-edge research in finance and corporate governance with a strong emphasis on issues such as financial stability, corporate responsibility, regulatory innovation, and sustainability. The ethos, organization and content of the Symposium is driven by the following shared values: Interdisciplinarity, Impact, Sustainability, Boldness, Diversity, Collaboration and Collegiality. Its continuous organisation through UEA and Norwich Business School (NBS) not only supports the school's international reputation—as noted in the REF2021 environment statement—but also strengthens its commitment to fostering a dynamic and inclusive research culture. The ISF's strong backing from a prestigious international scientific committee, its partnership with institutions across Europe, Asia, and North America, and its endorsement by journals that publish on sustainable finance and governance issues, underline its role as a globally influential platform advancing PRME's Principles 2 (Values), 4 (Research), and 5 (Partnership). Moreover, the involvement of the Bank of Greece and journals like the Journal of Financial Stability highlights the ISF's policy relevance and its contribution to evidence-based responsible decision-making. As such, ISF represents not only a premier academic conference but also a sustained UEA-led contribution to the global community of responsible management educators and researchers.



School in Green and Sustainable Finance

Authors: Raphael Markellos, Norwich Business School, University of East Anglia

Date of publication: August, 2025

Presented at: School in Green and Sustainable Finance, Lake Como School of Advanced Studies

Department: Economics | Finance

Raphael Markellos was Invited Speaker, School in Green and Sustainable Finance, Lake Como School of Advanced Studies, organised by the Politecnico di Milano, Politecnico di Torino, and University of Bologna (March/April 2025).

This is directly aligned with the aims of the PRME initiative—especially under the categories of Research Presentations, Research Voices, and Responsible Management Education. This prestigious event gathered early-career researchers, practitioners, and policy experts to advance knowledge and practice in green and sustainable finance, a core area of the UN Sustainable Development Goals (particularly SDGs 13, 9, and 17). Raphael’s invitation to speak reflects both academic recognition and leadership in sustainability-related research. His participation supports UEA’s commitment to embedding sustainability into academic discourse and professional training, and also fosters international partnerships and interdisciplinary dialogue, key elements of PRME Principle 5 (Partnership). Furthermore, it contributes to the reputation and visibility of UEA and Norwich Business School within the global community focused on responsible financial innovation and sustainable economic transformation.



Publications Related to RME and/or Sustainability

A theory-based analysis of null causality between HRM practices and outcomes: Evidence from four-wave longitudinal data

| [DOI](#)

Authors: Chidiebere Ogbonnaya; University of Kent | Kevin Daniels; Norwich Business School, University of East Anglia, UK | Jake Messersmith; University of Nebraska–Lincoln | Yasin Rofcanin; University of Bath

Date of publication: October, 2022

Department: Human Resource Management

The last three decades have seen a growing interest in understanding the influence of human resource management (HRM) practices on employee job satisfaction and organizational performance. While the results have been generally positive, most studies have utilized cross-sectional research designs, which limit causal inferences. Recently, several studies have used longitudinal data but have not consistently found significant causal links between HRM practices and outcomes after controlling for past outcomes. This points to a tension in the literature that merits further investigation. Drawing on general systems theory (GST), we explore this issue by proposing and testing a set of null causal relationships involving HRM practices, organizational performance (i.e., patient satisfaction), and job satisfaction. We show that average scores on HRM practices and outcomes remain relatively stable at the organizational level over time, such that any observed within-organization change is likely negligible or non-significant. Using four-wave longitudinal data (with two, four, and six-year time lags) from the public healthcare sector, we argue that the causal links between HRM practices and outcomes are indeed sensitive to the forces of dynamic equilibrium operating within a highly institutionalized context. We use GST to highlight the self-sustaining nature of HRM systems and discuss the ramifications of this stability for strategic HRM research and practice.



Corruption and entrepreneurship in developed and emerging economies | [DOI](#)

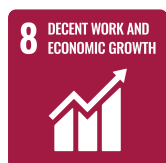
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Date of publication: March, 2025

Department: Entrepreneurship | Economics

The aim of this study was to clarify how entrepreneurship is affected at the individual level by corruption. To this end, we investigated how major corruption scandals impact entrepreneurs in developed and emerging economies. After observing what the literature says, we developed quantitative research with secondary data. We use individual-level data from the Global Entrepreneurship Monitor to study how entrepreneurs react to major corruption scandals in a

developed and an emerging economy. Results indicate that for the developed economy, major corruption events have virtually no direct effect on entrepreneurs' decisions, and relations between entrepreneurs' perceptions and characteristics and entrepreneurial variables are stable. However, in the emerging economy, it has a severe negative direct impact on future intentions. It can change the relationship between several entrepreneurs' perceptions and characteristics and entrepreneurial variables, further impairing future intentions. The volatility we document in the weaker institutional environment is a novel result that may help conciliate conflicting results in the literature and expands the literature on moderating factors in entrepreneurship.



How come they know? The effects of social comparison on value consciousness and price mavenism

| [DOI](#)

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Date of publication: February, 2025

Department: Marketing | International Business | Economics

Social interactions and the exchange of interpersonal information are important to consumers' shopping experiences. Social interactions can trigger social comparisons that can influence consumer's value and price perceptions. This research investigates the effects of social comparison orientation (SCO) on consumers' value consciousness (VC) and price mavenism (PM). It also examines the moderating role of general self-efficacy (GSE) and identification. We employed a mixed-method approach and investigated the conceptual framework using a survey (N = 229) and an experimental (N = 516) method. The findings revealed the positive effects of SCO on VC and PM. GSE negatively moderates the impact of SCO on VC. Further, when identification with the social referent is high (vs. low) and assimilation (vs. contrast) effect is observed then upward (vs. downward) comparison leads to greater levels of VC and PM. The paper concludes with implications for marketing value-focused brands and retailers.



Mapping the signaling environment between sustainability-focused entrepreneurship and investment inputs: A topic modeling approach

[DOI](#)

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Date of publication: April, 2024

Department: Entrepreneurship | Finance

The need for climate action has increased attention to sustainability-focused entrepreneurship. In this context, entrepreneurial firms play a fundamental role in developing high-technology solutions for decarbonization but face funding gaps due to the liabilities of newness and smallness. Despite the importance of signaling in entrepreneurship, little is known about what and how to effectively signal to attract investor interest in small ventures that develop sustainable technologies. To address this gap, the present study is anchored in signaling theory and suggests a topic modeling solution to identify signals presented in company self-descriptions and areas of activity, alongside their investment inputs. Using data extracted from Crunchbase, a corpus of 5099 self-descriptions of small sustainable technology ventures over a period of 10 years, this study provides novel insights into the signaling environment of sustainability-focused entrepreneurship. The study's findings have implications for the sustainability ecosystem, namely, start-ups, small- and medium-sized enterprises, investors, and policymakers.



A needs-based approach to promoting gender equity and inclusivity: Insights from participatory research with farmer-producer organisations (FPOs)

[DOI](#)

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Date of publication: November, 2023

Department: Management | Gender Equity | Inclusive development

The farmer-producer organisation (FPO) is an umbrella term used to describe modes of farmer collectivisation in India, i.e. co-operatives and companies. While women cultivators play a central role in agriculture, their continued marginalisation is reflected in a lack of engagement in FPO activities and governance structures, with only 3% of existing FPOs being female-led ventures. This paper examines the nature of tensions around social inequities—and how such tensions might be addressed in the collective spaces offered by FPOs—using a gender lens, specifically in balancing conflicting pressures of economic performance versus inclusion and meeting specific members' needs. Using a participatory research approach, a conceptual framework is developed and applied in three FPOs operating at various stages of development. With a specific focus on gender equity and social inclusion, selected cases involved FPOs with > 75% female membership and scheduled caste/tribe participation. Qualitative data on societal needs, based on the expectations and experiences of FPO participants, are then analysed to better understand (1) what might promote FPO participation and (2) how equity and inclusion may be enabled from the 'bottom-up'. This exploratory study informs the collective action debate with its new and intersectional approach to gender equity and inclusivity. Empirical observations and within-case analyses involving FPOs provide new insights into the functioning of these institutions and nuanced interactions involving their members. Findings suggest that informal micro-producer arrangements or vyavastha, in the FPO pre-registration phase, are well positioned to act as spatial agents for establishing ethical norms as FPOs collectivise and grow. In terms of promoting social objectives and evaluating FPOs operating in different stages, a set of guiding principles are proposed with follow-on implications for policy.



Entrepreneurial Refuseniks and the Strategies of 'Little Earners' in Deprived Communities

| [DOI](#)

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Date of publication: July, 2024

Department: Entrepreneurship | Deprivation | Social Housing

The greater levels of inequality adversely affecting developed Western economies in recent years has largely burdened the underprivileged. Engaging in context-sensitive theorising and challenging the preference of dominant ideal entrepreneurial types, we investigate how entrepreneurship manifests within deprived social housing neighbourhoods in a developed nation context. We introduce the notion of 'little earners' as a distinct manifestation of enterprise undertaken by entrepreneurial refuseniks – individuals who 'refuse what they are refused' and whose everyday entrepreneurial activity may not follow the societal letter of the law – to ameliorate contextual constraints and financial hardship. Drawing attention to how this activity is firmly place-based, our study questions the relevance of 'one size fits all' micro-enterprise support and entrepreneurial policy, especially concerning the standardisation of welfare benefits.



Digitalisation and environmental management activities: The effects of family ownership

| [DOI](#)

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Date of publication: February, 2024

Department: Management | Entrepreneurship

While digitalisation has significant implications for environmental management activities, this nexus has received minimal attention in research. Given this backdrop, this study uses a unique survey dataset of 386 micro and small enterprises (MSEs) and conducts an OLS regression analysis to examine the impact of digitalisation on environmental management activities. The study also investigates how family ownership moderates this relationship. The study finds that digitalisation supports environmental management activities as an important strategic mechanism, and that family ownership has a negative moderating effect on the relationship between digitalisation and

environmental management activities. This study contributes to 'institutional theory' by highlighting its applicability to the new context of MSEs in emerging markets. Further, the study provides managerial insights into how to ensure environmental management practices in the digital age.



Lockdown drinking: The sobering effect of price controls in a pandemic | [DOI](#)

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Date of publication: June, 2024

Department: Economics | Marketing | Excessive consumption | Price control

Lockdown restrictions reduce the spread of COVID-19 but disrupt livelihoods and lifestyles that can induce harmful behavior changes, including problematic lockdown drinking fueled by cheap alcohol. Exploiting differences amongst the four constituent countries of the United Kingdom, we use triple difference analysis on alcohol retail sales to examine the efficacy of minimum unit pricing as a price control device to help curb excessive consumption in a pandemic setting. We find the policy is remarkably effective and well-targeted in reducing demand for cheap alcohol, with minimal spillover effects, and consumers overall buying and spending less.



Renewable energy and innovation in Saudi Arabia: An exploration of factors affecting consumers' intention to adopt Solar PV | [DOI](#)

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Date of publication: June, 2024

Department: Consumer behaviour | Renewable energy

Achieving 'net-zero' has become a major concern for governments worldwide. For this momentous transition to be realised, individual citizens must be motivated to adopt 'cleaner' innovative technologies to reduce their carbon footprint. Against this backdrop, our study investigates factors that may encourage or inhibit the intention to adopt renewable energy (specifically Solar photovoltaics (PV)) among home-owning Saudi consumers. Drawing on the theory of planned behaviour, we examine the relationship between demographic variables and consumers' attitudes toward renewable energy (RE) and their intention to adopt new RE technology. Our findings reveal that a lack of consumer knowledge about RE is the major obstacle to Solar PV adoption among Saudi consumers. Moreover, consumers' environmental beliefs may not lead directly to an intention to adopt RE, even though it is associated with favourable attitudes toward the technology. Finally, social influence may be crucial when promoting RE adoption among Saudi consumers. These are essential considerations for policymakers to note and act on when constructing energy policy.



Challenges to impact investing in a developing country: Evidence from Chile

| [DOI](#)

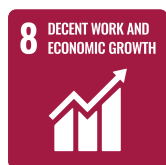
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Date of publication: June, 2024

Department: Finance | Entrepreneurship | Impact investing | Qualitative Research

This study discusses the impediments and challenges to the growth of impact investing in a developing country. The authors define a set of 7 possible obstacles by establishing a conceptual framework for impact investing. The obstacles are tested through 24 interviews with different players within the Chilean entrepreneurial ecosystem, confirming impediments such as the early stage of market development, the scarcity of suitable investment deals, overdependence on public funding, a

paucity of intermediaries and specialised business supports, and the lack of impact measurement practices. Our findings represent a step forward in understanding and supporting the growth of impact investments in developing countries.



Seaweed aquaculture through the lens of gender: Participation, roles, pay and empowerment in Bantayan, Philippines

| [DOI](#)

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Date of publication: May, 2023

Department: Empowerment | Mariculture | Coastal Communities

Aquaculture is one of the fastest growing food-producing sectors worldwide. Of particular importance is the cultivation of seaweed, particularly in East and Southeast Asia where seaweeds dominate the production market, and are key for coastal communities both as main livelihood source and as alternative or supplementary income to fisheries. Women play a crucial role in various segments of the seaweed aquaculture value chain; yet few researchers have empirically examined the gendered impacts of women's participation in aquaculture. Using the case study of Bantayan Island, in the Philippines, the objective of this study is to deepen our understanding of the impact of women's participation in aquaculture by specifically investigating their roles, remuneration and empowerment related to the production node of seaweed aquaculture. Adopting a novel research approach, which combines the outcomes of a focus group discussion and the data collected through two questionnaires, we provide a comprehensive and robust understanding of gender issues in aquaculture. Results of the economic analysis of labour costs indicate that women constitute most of the workforce but are paid less than men; the average gender pay gap is 55.4%. Moreover, our study finds that there is a well-established gendered division of labour in seaweed aquaculture. Greater female participation is not mirrored by more women in leadership roles and decision-making power in

the workplace, although participation may have a positive impact on female intrahousehold empowerment. An important contribution of our analysis is to show that gender stereotypes in aquaculture production persist and they affect roles, wages and decision-making power. Acknowledging the fundamental contribution of women in aquaculture can inform the development of gender-sensitive indicators, supporting the measurement of progress towards relevant Targets of the fifth Sustainable Development Goal (“Achieve gender equality and empower all women and girls”), therefore mainstreaming gender into resource management, and poverty alleviation.



Digital supply network design: A circular economy 4.0 decision-making system for real-world challenges

| [DOI](#)

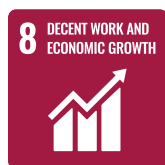
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Date of publication: June, 2023

Department: Economics | Circular Economy | Industry 4.0

This research introduces the idea of ‘Circular Economy 4.0’ to reflect the emergence of ‘digitalised’ sustainable supply networks. While often characterised by enhanced productivity and resource/energy efficiency, current perspectives are largely descriptive with limited practical relevance. A hierarchical decision-making framework and a multi-level simulation modelling and optimisation technique are constructed to explore the interplay between Circular Supply Chains and Industry 4.0. The real-world case of blue-green algae as renewable feedstock—to derive value-added omega-3 oils and biofertilisers—is investigated to develop ‘Circular Economy 4.0’ perspectives. The emerging circular supply network utilises micro-factories (i.e., photobioreactors), continuous manufacturing technologies (i.e., piezoelectric transducers), and drone operations for feedstock availability monitoring. This study contributes to theory and practice by building on the limited empirical research exploring determinants of successful transitions in Circular Economy-Industry 4.0 network contexts. Four design principles are proposed that capture the interplay between digital technologies and network design configurations, e.g., centralised–semi-centralised–decentralised. Modelling is

developed across macro-, meso-, and micro-levels of analysis. Results demonstrate significant gains in terms of resources utilisation and market dynamics, enabled by the adoption of digital operations in a circular economy context, with initial insights on the evolution of such networks.



Employee Learning in Small Organization: A Concise Guide for Small Organizations

| [DOI](#)

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Date of publication: November, 2024

Department: Human Resource Management | Entrepreneurship | Economics | Finance | Marketing

Employee Learning in Small Organizations provides a clear, concise and comprehensive analysis of the theory and practice of employee learning in micro- and small enterprises. The book offers easy-to-digest theory alongside practical application advice on how to effectively engage with employee learning in small businesses. Rather than see small firms as scaled-down examples of large organizations, the book highlights the different constraints and challenges that smaller business face.

Topics include the wider framework of the political economy of skills, the impact of human resource development on small firms, employee learning, and the relationship with other human resource activities. This is a short accessible guide suitable for anyone interested in employee learning and small business human resources.



Marine ecosystem services of seagrass in physical and monetary terms: The Mediterranean Sea case study

| [DOI](#)

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Date of publication: January, 2025

Department: Economics | Accounting | Coastal | Ecosystem Services

Seagrass habitats are essential and vulnerable ecosystems with several key roles, from biodiversity hotspots to climate change mitigation. Their characteristics, current condition and potential benefits, are the main core of this study which presents one of the first applications of marine accounts for the European Mediterranean Sea. The assessment focuses on four marine and coastal ecosystem services (i.e. fish and raw biomass provision, blue carbon, and nature-based recreation) and relies on habitat modelling for the biophysical assessment and a diversity of economic valuation tools (e.g. resource rent, avoided costs, benefit transfer) for the monetization of benefits. The findings highlight the essential benefits provided by seagrass meadows for Mediterranean European countries. Accounting tables display the role of seagrass to enhance environmental and economic well-being and the support that accounting evidence can provide for conservation, restoration and marine spatial planning.



A decision support procedure for the bioeconomy transition: A Colombian case study

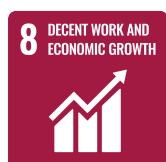
| [DOI](#)

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Date of publication: February, 2024

Department: Economics

An increasing number of countries and regions consider the bioeconomy transition a strategic policy priority. When approached through the lens of a circular economy perspective, investments in bioeconomy have the potential to enhance resource utilisation efficiency, preserve biodiversity and ecosystems, and foster sustainable development with low emissions. At the same time, if requirements and contextual factors of bioeconomy strategies are not formally analysed, bioeconomic investments might lead to unintended negative consequences. This paper proposes a decision support procedure to design, assess, prioritise, and monitor bioeconomy investments and policies. The flexibility and scalability of our decision support procedure is tested in Colombia to foster a regional and local transition to bioeconomy initiatives that consider the local capital assets and the stakeholders' views. The heterogeneous character of the Colombian environment, economy, society and culture represents an ideal condition to test the strength of the decision support procedure to promote bioeconomy in low and middle-income countries. Our empirical results highlight the benefit of adopting a formal assessment framework that includes strategic national indicators, regional features and stakeholders' views. In terms of the Colombian regional bioeconomy ambitions, we highlight the need for expanding knowledge hubs and participatory stakeholder networks and buttressing appropriate financial mechanisms.



The importance of rebuilding trust in fisheries governance in post-Brexit England

| [DOI](#)

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Date of publication: March, 2024

Department: Management

The sustainable management of common pool resources, like fisheries, relies heavily on trust and reciprocity between managers and stakeholders (fishers). The UK Fisheries Act of 2020 and the Joint Fisheries Statement of 2022 seek to reinvent post-Brexit fisheries governance and the economic and environmental sustainability of the sector. Management of the fisheries sector through Fisheries Management Plans (FMPs) is still under development but changes in governance arrangements are likely to significantly impact fishers' livelihoods. This highlights a need for improved collaboration between fishers and the governing institutions. Using a novel survey design, representatives of the English fisheries sector were surveyed to capture their level of different forms of trust (rational, affinitive, system-based) towards national and regional governing institutions. Overall, low levels of trust were found, although regional institutions (i.e., Inshore Fisheries and Conservation Authorities) were more trusted than national institutions (i.e., Department for Environment Food and Rural Affairs and Marine Management Organisation). Exploring different forms of trust revealed nuance between the institutions and distinctive regional differences. To build on this, interviews were conducted revealing feelings of apathy and conflict towards the governing institutions rather than inclination towards collaborating. Trust has a role in fostering more resilient fisheries management and fishers discussed the need for sustained institutional efforts to rebuild trust post-Brexit through greater transparency, face-to-face interaction, and meaningful consultation. Our research also reveals that FMPs will need to factor in geographical differences and that current institutions will need to work more collaboratively in order to foster local adaptive management.



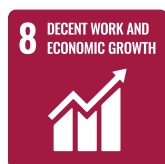
A rapid review of reviews on the nature of the relationship between learning and development and employee engagement, wellbeing, attraction and retention

Authors: Dr Helen Fitzhugh; Norwich Business School, University of East Anglia | Professor Kevin Daniels; Norwich Business School, University of East Anglia

Date of publication: January, 2025

Department: Human Resource Management

This report provides insight into the nature of the relationship between learning and development (L&D) and employee engagement, wellbeing, attraction and retention. It aims to inform evidence-based decision-making in the UK civil service on how to develop and improve L&D opportunities to provide a broad set of employee and organisational benefits.



Better guidance on managing common mental health problems in the workplace: Supplementing what with how.

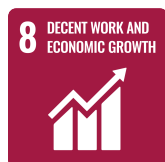
| [DOI](#)

Authors: Professor Kevin Daniels, Norwich Business School, University of East Anglia, United Kingdom

Date of publication: June, 2025

Department: Human Resource Management

There are many actions employers can take to help prevent common mental health problems occurring in their workplaces and help those affected return to work at full capacity. However, working age common mental health problems in developed economies are persistent and resistant to change. Because of the complex etiology, recurring and often chronic nature of common mental health problems, solutions based purely on workplace regulation are not feasible. Instead, regulatory agencies may supplement regulatory frameworks with guidance on good practice. I review guidance frameworks influential in the UK (three issued by governmental agencies, two by non-governmental agencies), indicating guidance is relatively strong on what to achieve but less so on how to achieve it. Drawing on research on the implementation of workplace health and wellbeing initiatives, I suggest ways in which guidance from regulators can be extended and how that guidance can best influence organizational practice.



Mindfulness for performance and wellbeing in the police: Linking individual and organizational outcomes

| [DOI](#)

Authors: Helen Fitzhugh; Norwich Business School, University of East Anglia, UK | Kevin Daniels; Norwich Business School, University of East Anglia, UK | George Michaelides; Norwich Business School, University of East Anglia, UK | Sara Connolly, Norwich Business School, University of East Anglia, UK | Emike Nasamu, University of Chester, UK

Date of publication: September, 2024

Department: Human Resource Management

This article reports on the largest randomized control trial (with followup) to examine the effects of mindfulness among police officers and staff. The benefits of mindfulness for wellbeing are established, but less is known about long-term impact on employee wellbeing and the implications of individual outcomes at organizational level. In the RCT, both the wellbeing and performance of users of two mindfulness apps over 24 weeks improved as compared to a control group. In responding to calls for consideration of relevance alongside rigor in public administration field experiments, the study also investigated how a large-scale wellbeing intervention was implemented and applied cost-effectiveness methodology to link individual and organizational outcomes and demonstrate cost savings. This additional contextualization showed how to improve implementation of wellbeing interventions for public personnel and demonstrated a method for rigorously assessing whether interventions deliver on both an individual and organizational level.



An analysis of how a collaborative teaching intervention can impact student mental health in a blended learning environment

| [DOI](#)

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Date of publication: November, 2023

Department: Education policy | Teaching intervention | Collaborative Learning

There is increasing evidence that students face i) mental health challenges, ii) these challenges have increased following the Covid-19 pandemic, and iii) isolation has had a negative impact on student mental health. However, few studies offer practical pedagogical solutions with strategies to enhance student mental wellbeing. In a blended learning environment, during the Covid pandemic, we develop a mental health teaching intervention that promotes collaborative learning (theory) and group cohesion to enhance student mental wellbeing. Using a mixed method approach, questionnaire data (85) provides empirical evidence that a collaborative learning mental health intervention has been successful in promoting student wellbeing. We also provide evidence that seeking help from professionals has an incrementally positive influence on student mental health. The results of this study can therefore be used to inform administrators and educators about student mental health care in normal times, as well as future disaster scenarios.



Organisational Change towards Sustainability: From Ambition to Impact through mindsets and communities of practice

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Date of publication: August, 2023

Department: Human Resource Management | Sustainability

In this chapter it is argued that building a sustainability mindset amongst organisational members is a key mechanism to enable business models to transition to a transformative sustainable mode of operating in the world. The organisational sustainability literature calls for a mindset paradigm shift at organisational level yet says little about the learning processes that may underpin or enable such a mindset shift. A recursive model of learning is proposed that explains the building of a sustainability mindset and unpacks the behavioural competences. The emphasis on technological innovation has marginalised the individual and their agency in generating change around sustainable practice, yet the lack of competence or know-how is often identified as a key barrier to moving organisation-centric sustainability objectives forward. Building a sustainability mindset unpacks how systems thinking and collaborative behaviour manifest in situ and can enable sustainable transitions through practice, bridging individual and organisational level actions.



The effects of the EU non-financial reporting directive on corporate social responsibility

| [DOI](#)

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Date of publication: March, 2024

Department: Social and environmental performance | CSR

Using a large sample of EU non-financial firms over the period 2008–2018, this study examines the effect of the 2014 EU Non-Financial Reporting Directive on corporate social responsibility (CSR) and finds that the Directive has led to an increase in CSR transparency and performance. Further, it shows that the association between the Directive and CSR transparency is stronger for smaller firms, firms highly followed by analysts and firms headquartered in countries with strong legal systems. The adoption of CSR reporting after the Directive's enactment, small firm size and investments in research and development strengthen the positive effects of the Directive on CSR performance. However, the mandating of CSR reporting assurance by some EU member states seems not to have any significant impact. Lastly, our study shows that after the Directive's enactment, firms adopting CSR reporting experienced lower systematic risk and cost of equity. Our study contributes to the debate about whether and how non-financial disclosure should be regulated and shows the positive effects of the 'comply or explain' approach. It also provides insights for the EU in relation to the recently approved proposal to extend CSR reporting regulation to listed small and medium-sized enterprises and mandate CSR reporting assurance.



Satisfaction with one's job and working at home in the COVID-19 pandemic: A two-wave study

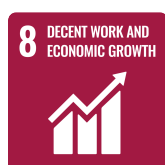
| [DOI](#)

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Date of publication: October, 2022

Department: Human Resource Management

As greater numbers of people have worked at home during the COVID-19 pandemic, workers, organisations and policy makers have begun considering the benefits of a sustained move towards homeworking, with workers' satisfaction with homeworking often cited as a key driver. But is satisfaction with homeworking that relevant to workers' overall job satisfaction? In this study, we examine whether job and homeworking satisfaction are predicted by different demands and resources, namely, those well established in the job design literature (workload, job autonomy and social support) for the former and those specific to the context of homeworking (loneliness, work–nonwork interference, work–nonwork interference and adequacy of homeworking environment) for the latter. We also explore whether homeworking satisfaction mediates the relationship between homeworking demands and resources and job satisfaction. Findings of a study of university workers during the COVID-19 pandemic (N = 753 in Phase 1, 471 in Phase 2) support our expectations about the domain-specific nature of the predictors of job and homeworking satisfaction, autonomy is positively related to job satisfaction, while loneliness, nonwork-to-work interference and inadequate homeworking environment are negatively related to homeworking satisfaction. Results also support the argument that satisfaction with homeworking mediates the relationship between homeworking factors and job satisfaction, reinforcing the value of differentiating the two concepts.



Research Barriers

In 2024, Norwich Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Funding challenges
- ❖ Methodological limitations
- ❖ Participant recruitment
- ❖ Publishing barriers
- ❖ Research impact and application
- ❖ Skills and expertise gaps
- ❖ Technology and resource access
- ❖ Time constraints
- ❖ Data Issues

Additional Evidence

Food for Thought Seminars related to RME

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Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

NBS builds mutually beneficial partnerships across education and business sectors. These collaborations support student exchanges, internships, placements, and sponsored research. Our partners actively contribute to academic and research programmes, enhancing knowledge transfer and real-world impact. Our aim is to build partnerships that can impact all stakeholders in a meaningful way.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ Enactus

Partnerships

The following provides more details on 2 key partnerships at Norwich Business School.

Majmaah University

Majmaah University Partnership for PRME

From 12-26th July 2025, Norwich Business School hosted a Summer programme for the Majmaah University students from Saudi Arabia. The programme was entitled “Digital Technologies and Sustainability” and covered a number of themes oriented the contemporary use of Information Technologies and the implications for sustainability. The programme was:

- UN Sustainability Development Goals (SDGs)
- Environmental Sustainability
- Social Sustainability
- Economic Sustainability
- Digital Transformation
- Digital Technologies & Development
- Launching Sustainable Ventures in the Digital Age
- Entrepreneurial Marketing in the Digital Age

- Artificial Intelligence and Sustainability
- Generative AI and Sustainability
- Emerging Technologies and Sustainability
- Sustainability Case Study

Enactus

At the time of writing this report approx. 72,000 Enactus university students on 1,730 campuses in 33 countries are actively living as entrepreneurial, values-driven social innovators. Their commitment to action and outcomes is positively impacting the lives of 1.3 million people each year.

In the UK & Ireland, more than 4,000 students in over collaborate with leading academics, alumni, and business advisors from over 20 leading companies to create hundreds of student-led businesses, impacting over 12,000 lives each year.

Enactus UEA has been running successful social enterprise projects in and around Norwich since January 2014 and is one of 77 Enactus university teams in the UK & Ireland. Enactus UEA recent project success comes from about 15 active student members across 10 Schools in the University – being about social enterprise and collaborating with local businesses, typically half of the active students in Enactus are studying with Norwich Business School.

Enactus UEA has scored some notable successes in recent years, having been invited as one of the top five university teams to the ExCel Centre, London in April 2024 to participate in the Enactus UK & Ireland National Champions Competition, with their Soapful Hands hygiene poverty project.

Amy Brereton, the Executive Director of Enactus UK & Ireland said - “Enactus UEA has exemplified the true spirit of Enactus this year, demonstrating fantastic passion and innovation. With a beneficiary-focused approach and a commitment to simplicity, they've built their project from the ground up. I couldn't be prouder of their achievements and look forward to what they will accomplish next.”

Finbarr Carter, UEA's Student Enterprise Officer and lead Adviser for Enactus UEA said – “UEA has a proud tradition of launching business ventures that both deliver social and environmental change and create profit. In recent years Enactus has actively engaged with the services of UEA Student Enterprise to boost the skills, knowledge and resources of the team. In June 2024 they won the pitch off at the UEA Startup Accelerator and in March 2025 they were winners of the UEA Change Makers competition – great recognition for all their hard work.”

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Norwich Business School support sustainability and responsible management education.

Employability partnerships for PRME - Aviva

Event: Broadening Horizons Executive Education programme

Company: Aviva

Participant: Emma Beevor

Job Title: Senior Sustainability Manager

The Norwich Business School Broadening Horizons programme session on Sustainable Management was excellent, informative and thought provoking. It helped me and my team to reflect on how Aviva approach sustainability. It also helped us to clarify who were our stakeholders for the Aviva sustainability report, who was our real target audience. It also supported the professional developer of my junior colleagues who was also on the programme.

Employability partnerships for PRME - Cornwall Insights

Event: Norwich Business School Employability Week

Company: Cornwall Insights

Participant: Samuel Peek / Tom King

Job Title: Account Manager / Senior Analyst

"You don't need to be a scientist to work in the renewable energy industry, with Cornwall Insights".

Two data scientists from Cornwall Insights led an interactive workshop for Norwich Business School students helping them to understand how the analysis and interpretation of data can support the renewable energy industry and move towards sustainable energy policy. The interactive session was very well received by students and enabled colleagues to network with the organisation.

Jack Whybrow, Associate Professor in Business Statistics in Norwich Business School said:

"This was a great opportunity for students to understand how organisations use data for the good of the environment and to generate revenue for an organisation. The speakers were really inspirational, and the tasks given were challenging, but able to be completed by the best students. Cornwall Insights also presented at our Food for Thought seminar series."

Employability partnerships for PRME - Aviva2

Event: Broadening Horizons Executive Education programme

Company: Aviva

Participant: Erik Nelson

Job Title: Senior Media Relations Manager

The Broadening Horizons programme served as an inspirational return to the classroom for me, and peaked my interest in learning more about sustainability, with a view to potentially working in a more sustainability-focused role someday. Special mention to the lectures by Tony (and also for attending the terrific social functions) - I found his lessons both interesting and urgent.

The BH courses were thoughtful, provocative and relevant, and led by the UEA's incredible professors who brought the subjects to life in a compelling way. All in all, a great learning opportunity.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

Practice for NBS is about how the school integrates responsible management into action, in everything we do in learning, research, and collaboration with partners. We are ambitious for our staff and students with everything we teach, and in our research success and our collaborative initiatives. We are forward-thinking and make space for innovation and creativity, seizing opportunities that are responsible and sustainable to transform education for the better.

Institutional Policies and Practices

- ❖ Campus operations guides
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

















Policy Documents Related to RME and/or Sustainability

transport-targets-2025

[View document](#)  [Download document](#) 

University of East Anglia UKAS ISO 14001
Certificate - E8721 (ID 30828) (1)

[View document](#)  [Download document](#) 

water-consumption-target-2025	View document 	Download document 
waste_targets-2025_signed	View document 	Download document 
university-research-ethics-policy	View document 	Download document 
uea-sustainable-business-travel-policy-2025	View document 	Download document 
biodiversity-targets-2025	View document 	Download document 
Environmental Management System-report 2024	View document 	Download document 
environmental-sustainability-policy-2025-26-docx	View document 	Download document 
environmental-sustainability-strategy-2030-v1-0	View document 	Download document 

Practice Awards

In 2024, Norwich Business School received 1 award for responsible and/or sustainable practices.

Green Flag Award

Granter: The Green Flag Award

Grantee: University of East Anglia

Award Description:

The Green Flag Award® scheme recognises and rewards well managed parks and green spaces, setting the benchmark standard for the management of recreational outdoor spaces across the United Kingdom and around the world - including parks, university campuses, community gardens, cemeteries, nature reserves, etc. Sites are assessed on criteria such as: Environmental management and sustainability practices Cleanliness, safety, and maintenance Community involvement and

inclusivity Support for biodiversity and landscape heritage Visitor facilities and overall welcome For universities, winning a Green Flag Award usually means their campus grounds and green spaces are well-maintained, sustainable, and supportive of biodiversity.

Additional Evidence

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Responsible procurement policies

Responsible procurement policies

Over 60% of an organisation's carbon emissions are generated through purchasing products and services. We recognise this fact and we are committed to making purchasing decisions that minimise resource use and waste disposal impacts.

The Procurement Team have produced a training package for all staff spending University money to ensure they understand the laws regarding public procurement.

The aim of this training is to explain rules on procurement at the University and to give you some ideas as to the sustainability issues to consider when ordering goods and services.

Procurement is the process of acquiring goods and services from third parties.

Not everyone is involved in buying goods and services for UEA, but all staff are affected by, and can influence, purchasing decisions on both.

From: [Sustainable Procurement](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Student equity, diversity, inclusion

Student equity, diversity, inclusion

We're proud of the increasing diversity of our campus. We're equally proud of the work we do with staff, students and organisations around Norwich and Norfolk.

We work regionally and nationally to achieve our aim of being an inclusive place to study and work.

UEA is a University of Sanctuary, an accreditation given to universities that show an ongoing commitment to creating a welcoming culture of inclusivity and awareness.

UEA is proud to welcome people seeking sanctuary (asylum seekers and refugees) into their community, recognising the wealth of experience and knowledge they bring.

From: [Equality, Diversity, Inclusion and Wellbeing](#) / [University of Sanctuary](#)

See also: [Committee For Equality, Diversity and Inclusion](#) / [Equality, Diversity and Inclusion - Norwich Business School](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Sustainability strategy or strategic plan (school or university level)

Sustainability strategy or strategic plan (school or university level)

The Sustainability Committee is a vital part of all that we do at UEA. Sustainability is an over-arching value of the University, and the Committee helps us shape the ways our community can respond to the global climate and biodiversity crises. It is the forum through which UEA demonstrates publicly how we are addressing the United Nations' Sustainable Development Goals (SDGs) and showcases our aspirations and achievements as a leading institution in tackling climate change.

From: [About Us - Sustainability](#)

AACSB_Eligibility_Application_NBS-
SREC_Input_FINAL

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Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Buildings/real estate

Buildings/real estate

We are very proud of our built estate, and we continually strive to ensure that every newbuild or renovation project meets the highest sustainability standards.

From: [Projects - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Campus operations guides

Campus operations guides

The team is tasked with creating and implementing a work plan of myriad projects and activities that deliver the highest environmental return on investment. Pulling on the expertise and jurisdictions of the members to put in place lasting foundations and enablers whilst meeting our ambitious goals.

Priority Target for 2030

Increase the surface of 'no mow' areas by 20%, using 2024 as baseline, by 2026.

From: [About Us - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Carbon reduction or offset commitments

Carbon reduction or offset commitments

People & Planet's University League is a comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet. It is our ambition to return to the Top 20 of this table by 2030.

From: [People and Planet University League - Sustainability](#)

In 2021, the Vice Chancellor announced our net zero ambitions:

- A reduction in campus emissions (Scopes 1 & 2) of at least 80% by 2030 against a 2015 baseline
- Net zero emissions (Scopes 1, 2 & 3) by 2045 or earlier
- Not relying on offsetting for Scope 1 & 2 carbon emission targets

The Energy Implementation Team is responsible for monitoring progress against our Net Zero plan and report to the University Sustainability Committee.

From: [Net Zero UEA](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Climate action plan

Climate action plan

ClimateUEA tells our collective climate story during this critical time for our planet.

We've led the way in climate research for 50 years, using our world-leading expertise to tackle the unprecedented environmental and social challenges caused by climate change.

Our research informs policy, helping shape a global response to climate change. We bring together a multidisciplinary team of experts to collaborate, innovate and discover, whilst training the next generation of climate thought leaders.

From: [ClimateUEA](#)

See also: [Timeline - ClimateUEA](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Curriculum guidelines

Curriculum guidelines

We will continue to develop and advance the education of the next generation of outstanding graduates using progressive approaches to address the key issues of our changing world. Beyond specialist environmental courses and modules, we will also utilise our whole campus, community and course provision to provide opportunities to inform, educate and empower our students so they are able to contribute to positive social change, both within the university and beyond our boundaries. Global and societal environmental challenges require borderless solutions, so we will build on our reputation and expertise in interdisciplinarity, providing opportunities for students to work across subject areas to address sustainability challenges.

Norwich Business School is committed to demonstrating environmentally sustainable practices through the delivery of its student experience and support initiatives. These efforts span from welcome activities for new students to providing resources that help students manage climate-related anxiety. The School, will promote awareness of sustainable choices, foster the development of green skills, and actively engage the student community in a two-way dialogue regarding how the University of East Anglia (UEA) should respond to the challenges of environmental sustainability.

From: [About Us - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Accreditation body recommendation documents

Norwich Business School is aligning its policies with accreditation standards by embedding responsible management, sustainability, and ethical leadership into MBA program outcomes and teaching, in accordance with AMBA's requirements for corporate social responsibility and societal wellbeing.

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Employee equity, diversity, inclusion

Employee equity, diversity, inclusion

Norwich Business School's Athena SWAN Bronze award recognises our commitment to advancing gender equality.

Advance HE's Athena SWAN Charter recognises work undertaken to address gender equality in higher education and research. It celebrates good employment practices, a positive environment for both staff and students and tackles barriers to progression, covering all gender identities.

Central to the School's strategic mission is to be an advocate for responsible business by recognising and embedding the importance of equality, diversity and inclusion into the organisation, its culture, operations, relations and practices.

Dr Christoph Wu and Ms Victoria Tiplady, Co-Directors of Equality, Diversity and Inclusion at Norwich Business School, said:

"We strive to create an open and inclusive place of work and study, where all staff and students belong, grow and are valued. We believe that environments in which staff and students can thrive, apply their full selves and in which excellent work is recognised, are enriching and meaningful. As Equality and Diversity Directors, we are committed to celebrating our diverse community and overcoming any challenges we face. Most of all, Norwich Business School is open for new and different ideas and open for business."

From: [Equality, Diversity and Inclusion - Norwich Business School](#)

See also: [Equality, Diversity, Inclusion and Wellbeing](#) / [Committee For Equality, Diversity and Inclusion](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Travel guides

Travel guides

Everyone at UEA can help reduce the impact that our travel has on the environment. Some options are even cheaper and get you fitter than driving. We offer our staff and students many travel incentives to promote sustainable travel options.

From: [Travel - Sustainable Campus](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Water

Water

We take water efficiency seriously, as Norfolk is one of the driest areas of the UK.

Norwich receives the same average annual rainfall as Addis Ababa, Ethiopia, and half as much as Sydney, Australia.

Significant amounts of energy and chemicals are used to treat and pump drinking water – which has an environmental impact, including greenhouse gas (GHG) emission. UEA's annual water supply and disposal costs in 2023/24 were over £1M. When combined with the unknown potential costs of exposure to climate change risks, there are significant incentives to reduce water waste.

From: [Water - Sustainable Campus](#)

See also: [About Us - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Zero-waste guides

Zero-waste guides

The team is tasked with promoting a Reduce, Reuse and Recycle approach and engage the whole campus community in making sustainable purchasing decisions to minimise our environmental impact.

Priority Target for 2030

- Achieve 60% recycling/reuse yearly rate for UEA waste (excluding construction waste) by August 2030.

From: [About Us - Sustainability](#)

See also: [Recycling and Waste Disposal Guide - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Environmental stewardship policies

Environmental stewardship policies

The team is tasked with creating and implementing a work plan of myriad projects and activities that deliver the highest environmental return on investment. Pulling on the expertise and jurisdictions of the members to put in place lasting foundations and enablers whilst meeting our ambitious goals.

From: [About Us - Sustainability](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Ethical data sourcing guides

Ethical data sourcing guides

Ethics is not merely a matter of minimal compliance with concordats, policies, procedures and codes of practice. Proper ethical research demands that ethics considerations should be in the forefront of our thinking and routinely inform all that we do.

Although each discipline has its own ethical traditions, there are generic ethical principles that apply to all disciplines. The University's core principles for ethical research are:

- research should aim to maximise benefit for individuals and society and minimise risk and harm.
- the rights and dignity of individuals and groups should be respected.
- wherever possible, participation should be voluntary and appropriately informed.
- research should be conducted with integrity and transparency.
- lines of responsibility and accountability should be clearly defined.
- independence of research should be maintained and where conflicts of interest cannot be avoided, they should be made explicit.

From: [UEA Ethics Review Processes - About UEA Research and Impact](#)

See also: [Research Integrity and Ethics Training - About UEA Research and Impact](#)

NBS Accreditation, Ethics Process and Procedures

NBS has a clear mechanism to support the School's ethics process and procedures. Chair of the NBS-SREC Dr Scott Summers has recently produced a summary of published policies and procedures to support legal and ethical behaviours across all stakeholders (students, faculty, staff) for its upcoming AACSB Eligibility Application. This summary seeks to support the NBS application for accreditation by providing details of the School's ethics process and procedures.

The university has a number of policies and procedures in place to help support staff, PGRs, and students; below is a detailed list of these:

- UEA Research Integrity and Ethics guidance: Link to guidance about Research Conduct and Requirements.
- Research Ethics Policy.
- Guidelines on Good Practice in Research.

- Ethics Review Appeal Procedures.
- Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding.
- Procedures for Dealing with Allegations of Misconduct in Research.
- Procedures for Investigating Allegations of Research Misconduct Made Against Students.
- NHS Health and Social Care Research.
- Open Access Policy.
- Research Data Management Policy.
- Research Data Management Procedures and Guidance.
- The UEA has a number of Research Guidance Notes (currently 37) to support staff and students when undertaking research, alongside resources to support the Ethics reviewers such as guidance on the use of transcription services and survey platforms.
- Research Ethics LearnUpon Training: Mandatory training for all UEA Academic staff and technicians. (Information and link to the Research Integrity and Ethics online training course on UEA LearnUpon).
- How to Submit an Application - Staff: video walkthrough guide on submitting an Ethics application using Ethics Monitor by Kate Russell (UREC Chair).
- User Guide for S-REC Reviewers: PowerPoint presentation describing the process of reviewing an ethics application submitted for review in Ethics Monitor.

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Greenhouse gas emissions

Greenhouse gas emissions

Together as a University, as a leader in climate research and collaborating with our global and local partners we need to ensure we have a workplace and world fit for a dynamic and sustainable future.

From: [Net Zero UEA](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Local staff/student/faculty transportation

Local staff/student/faculty transportation

The University's Transport team provides information and guidance on the best ways to travel to and from UEA

We aim to promote and encourage sustainable travel options, while continuing to support the day-to-day parking needs of campus.

From: [Travel and Transport](#)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME: Open-access guides

Open-access guides

UEA has an institutional Open Access Policy. Many research funders stipulate that any research arising out of their funding must be published open access. The Open Access Policy for the 2021 Research Excellence Framework (REF2021) stated that research articles and conference proceedings must be deposited in an open access repository in order to be eligible for submission to REF2021. The guidelines for the next REF (REF2029) are now available: [REF2029 Open Access Policy](#). The new policy builds on the requirements from REF2021, with new conditions applying for certain types of output from 1st January 2026.

From: [What is Open Access? - Open Access - UEA Library at University of East Anglia](#)



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At NBS, we foster a culture of dialogue and transparency, engaging and organising public events and various media contributions. This strengthens our learning, aligns us with our shared values, and deepens our strong civic duty. Through collaboration and mutual support, we continuously evolve to better serve students, partners, and community.

Engagement Opportunities

Norwich Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ We are currently working to offer engagement opportunities

Communication Audiences

Norwich Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Norwich Business School faces the following barriers in transparent communications:



**Accessibility
issues**



**Audience
reach**



**Data privacy
regulations**



**Engagement
gaps**



**Feedback
loops**



**Ownership
issues**

SIGNATORY

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