

PRME SHARING INFORMATION ON PROGRESS REPORT

2019

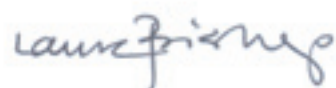


The Principal's Renewal of Commitment

I am very pleased to provide the Sino-British College's latest Sharing Information on Progress (SIP) report. SBC is, at its core, a teaching-focussed institution that excels at student development, particularly linked to internationalisation. With our partners, we are dedicated to engaging our students and to providing the best of Chinese and British education, which includes our commitment to the PRME principles as an Advanced Signatory. This report outlines our activities inside and out of the classroom, guided by our core values of Responsible Leadership, Enterprise & Innovation and Cultural Empathy. For example, since our previous SIP in 2018, our energetic SBC students and staff continue to contribute to significant social activities, including the Heart and Hope initiative in western China and the Shanghai United Foundation.

Throughout the year we welcome academic staff from our PRME signatory British partner universities, who co-deliver with our SBC academic staff on business and management programmes here in Shanghai. Our local partner university, the University of Shanghai for Science and Technology, supports our students with, for example, responsible leadership camps and participation in cultural activities.

As an Advanced Signatory of the Principles for Responsible Management Education, SBC is committed to our Values, the Principles of PRME and to the Sustainable Development Goals. I hope you enjoy reading about our progress in this report. We look forward to continuing this vital work in partnership with our students, our staff, and our PRME partner universities.



Professor Laura C Bishop
February 2020



Executive Summary

- Sino-British College is a joint venture college, located in central Shanghai, delivering British degrees, dual British & USST degree programmes and British sub-degree qualifications.
- Our British partner universities for business and management degrees are PRME signatories.
- Our engagement with PRME comes from our own commitment and flows from our partners' commitment through their curricula and the co-delivery of students' teaching and learning.
- SBC continues to develop its research capability and profile and is focused on PRME Principles to guide this development.
- This report sets out our progress since the previous SIP of March 2018. The layout of the report is framed by the Principles and connections to SDGs are highlighted throughout the report.



Background

The Sino-British College (SBC) is an embedded international university college of the University of Shanghai for Science and Technology (USST), established as a joint institute by USST and nine north of England universities in the NCUK consortium. Being at the centre of a network of ten universities, one Chinese and nine in the UK, the College is in an unrivalled position to provide opportunities for all the students, staff and associated stakeholders in the network.

Our founding British partner universities are:

- University of Bradford
- University of Huddersfield
- University of Leeds
- Leeds Beckett University
- Liverpool John Moores University
- Manchester Metropolitan University
- University of Salford
- University of Sheffield
- Sheffield Hallam University



Our local partner and hosting university, with SBC as an embedded college, is the University of Shanghai for Science and Technology. SBC was established in September 2006 following approval by China's Ministry of Education (MoE). The MoE renewed SBC's licence in 2016, allowing operation until 2032. SBC became a signatory to PRME in 2016 and is now an Advanced Signatory.

SBC occupies its own campus on an historical educational site, originally established as a German medical school in the late nineteenth century and now a campus of USST.



Executive Summary

SBC currently offers:

- British degree programmes from:
 - *University of Huddersfield*
 - *Sheffield Hallam University*
 - *Liverpool John Moores University*
- dual degree programmes for eligible students with the British partners and with USST.
- sub-degree foundation programmes from NCUK, as a pathway to degrees with the NCUK partners.



Liverpool John Moores University

In December 2019, SBC received the “Special Recognition Award” as a long-term and highly valued NCUK Partner.



With around 1,300 students and 130 staff, both academic and professional support, the College is organized into 3 schools:

- School of Business and Management
- School of Engineering and Computing
- School of Languages, Education and Cultures

Operational management is effected by the college’s Executive Committee, which meets 2-3 times each month. Strategy and oversight is undertaken by the Management Council, with representation from all the stakeholders and meets normally twice yearly.

SBC is a member of the UK-China Joint Institute Alliance, which is jointly sponsored by the China Education Association for International Exchange (CEAIE) and the British Council. The Alliance is committed to promoting substantive cooperation between Chinese and British institutions. SBC also engages with the wider British Council activities, conferences and consultations.

SBC is a member of the British Chamber of Commerce Shanghai and contributes fully to its activities and consultations. SBC actively engages with the Chamber’s members and interest groups.

Teaching, Learning and Student Engagement

Principle 1 | Purpose

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

Principle 2 | Values

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

Principle 3 | Method

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

PRINCIPLES



Since the previous report, Teaching and Learning related to sustainability has been expanded at SBC. New modules that include sustainability are found across the School of Business and Management and the School of Engineering and Computing.

We work in a collaborative framework with our partner universities and we have the significant advantage that our British partners for the business and management degree programmes are PRME signatories. As a result, their incorporation of the PRME principles across their teaching and learning cascades to SBC's students when on-going improvements are implemented at both the degree and the individual module levels.

The quality of SBC's Teaching and Learning is recognised by our partners, for example Dr Ijeoma Okpanum was the winner of an Inspirational Teaching Award (Overseas Partner) from Sheffield Hallam University's in 2019.



School of Business and Management

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PRINCIPLES

The most recent SIP from Sheffield Hallam University's Sheffield Business School particularly highlighted how SBC undergraduates studying the Sheffield Business Management programme benefit from modules "Responsible and Ethical Business Practice" delivered in Shanghai and facilitated by Sheffield and SBC academics.

Our events management undergraduates are on the University of Huddersfield's Huddersfield Business School BA Events Management degree programme. Huddersfield's recent SIP set out how the PRME Principles are implemented through the revision of learning outcomes and curricula. As the revision are made, these benefits flow through to their programme co-delivered here in Shanghai by both Huddersfield and SBC academics.

Specific developments related to the teaching of sustainability include the addition of Events Operations Management and Environmental Management as modules on the Events Management degree.

The new module Events Operations Management emphasises using skills relevant to the events industry informed by principles of ethics, sustainability and responsibility. The students will explore and use a range of event planning models, techniques and tools relevant to the delivery and implementation of events. Risk management, health and safety, event licencing, crowd management, public safety and security are discussed. The module relates to [SDG 8 \(Decent Work and Economic Growth\)](#) and [SDG 9 \(Industry, Innovation and Infrastructure\)](#).



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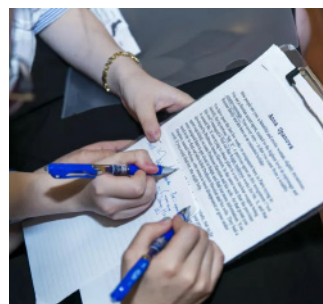
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PRINCIPLES



The new module Environmental Management has environment-based exercises in its curriculum that encourage the students to proactively immerse and engage themselves with issues related to sustainability. The exercises include:

- Timelines of Sustainability – identifying events contributing to the sustainability debate, e.g. conferences, regulations, incidents, publications, social movements.
- Mistake Sequence – Using a selected disaster, identify errors leading to the disaster and opportunities where a disaster could have been averted.
- The identification of ‘Fixes’ for an environmental problem – e.g. chewing gum, footpath erosion, plastic bag use.
- SDG country profiling – select a country and gather information on its progress towards the SDGs.
- GDP/Social Progress Indicator comparisons.



The module content and exercises relate to many SDGs, specifically, [SDG 6](#) (Clean Water and Sanitation), [SDG 7](#) (Affordable and Clean Energy), [SDG 12](#) (Responsible Consumption and Production) and [SDG 13](#) (Climate Action).

School of Engineering and Computing

Principle 1 | Purpose

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Principle 2 | Values

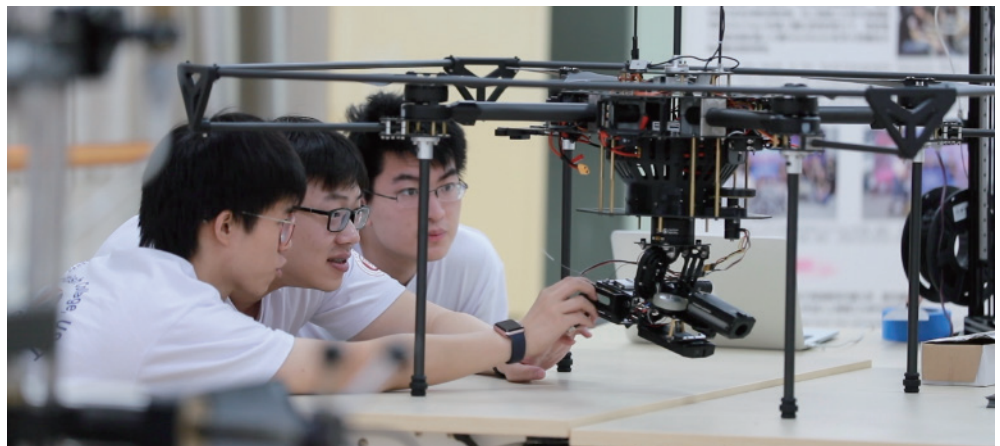
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PRINCIPLES

The level 4 module, Electrical Engineering Practice 1 which is a module on the newly validated Electrical and Electronic Engineering Programme with Liverpool John Moores University investigates the benefits and issues of renewable energy sources, and the environmental and ethical responsibilities for engineers. Although these themes were previously present in the programme, they are now better highlighted and emphasised. The module relates to [SDG 7 \(Affordable and Clean Energy\)](#), [SDG 8 \(Decent Work and Economic Growth\)](#) and [SDG 9 \(Industry, Innovation and Infrastructure\)](#).



The final year module Industrial Management on the Industrial Electronics and Control Engineering and Manufacturing Systems Engineering programmes awarded by Liverpool John Moores University contains learning outcomes related to sales and intellectual property. The ethical issues associated with both sales and intellectual property (IP) are embedded and have been significantly enhanced in the delivery since SBC's 2018 SIP report. The module relates to [SDG 8 \(Decent Work and Economic Growth\)](#) and [SDG 9 \(Industry, Innovation and Infrastructure\)](#). Some examples include:

- Issues with counterfeit products and; the counter action (supported by IP) taken when counterfeit products exist.
- The ethical issues associated with sales.
 - Deception - Misleading customers to clinch the sale.
 - The Hard Sell - Pressure to make fast decisions on a complicated purchase.
 - Bribery - Payments, gifts or other inducements to secure a sale.
 - Reciprocal Buying - Only agree to buy if the seller agrees to buy something from the buyer.

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PRINCIPLES

Student Exchanges

Our students also connect with each other and experience each other's setting. For example, student mentors from Sheffield Business School spent time in Shanghai during October 2018 meeting and working with SBC students on the Sheffield BA Business Management degree programme. Students studying on the BA Events Management programme in Huddersfield spent 2 weeks in Shanghai during July 2019 as part of promoting intercultural awareness. Students from SBC spent time at our partner, the University of Leeds, during summer 2019. Various themes related to sustainability were discussed during the exchanges, which relate to [SDG 17 \(Partnership\)](#) and [SDG 4 \(Quality Education\)](#). An expanded programme of summer schools will be offered for 2020.



Group Photo of Leeds International Summer School-2019 Students

Responsible Leadership and Social Contribution

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Students on the dual degrees partnership programmes with USST benefit very significantly from the commitment by USST to develop responsible leadership through off-site team development camps and related to [SDG 4 \(Quality Education\)](#) and [SDG 8 \(Decent Work and Economic Growth\)](#).

Social contribution is well exemplified by the Heart and Hope project which goes from strength to strength since its inception in 2012. Student and staff volunteers from SBC travel to a remote mountainous area in western China each summer, teaching school students, providing educational equipment and supporting other local initiatives through donations of books, stationery and charitable donations. The Heart and Hope project relates to [SDG 4 \(Quality Education\)](#).



'Heart and Hope' Educational Support Team

Closer to home during 2019, BA Events Management students worked with the Shanghai United Foundation to raise funds to support public welfare activities. The volunteer activity with the Shanghai United Foundation related to [SDG 1 \(No Poverty\)](#).



Poster of SBC FUN Fair

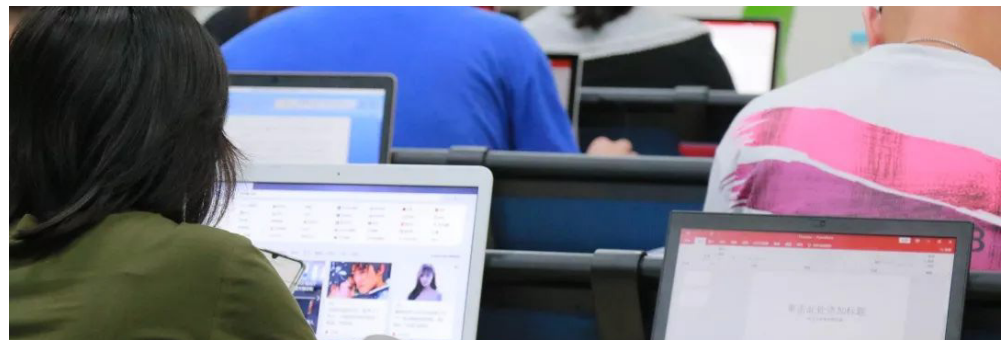
Support for cultural heritage by SBC students was recognised during 2018 when the SBC summer social practice team won awards from 2 national on-line publications for their work learning about and teaching the intangible cultural heritage of Chinese paper cutting. A mixed team of Chinese and international SBC students won second prize in the ShanghaiEye "Biculture Voice" competition for promoting cultural understanding through the study of classical Chinese poetry. The activities related cultural understanding and preservation link to [SDG 8 \(Decent Work and Economic Growth\)](#).

Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

As identified in the previous SIP (2018), SBC’s research activity continues to develop but is focused around the PRME agenda. The college has also experienced a change in leadership and strategic direction. The conference series at SBC discussed in the previous SIP has been paused but our commitment to contributing to research and scholarly activity around PRME continues, with publications in peer reviewed journals. As we highlight in the Objectives section at the end of this SIP, we are realigning our research goals to reflect our core activities; expertise in higher education using English as a medium, of instruction. To support this, we are working with our partner, the University of Huddersfield, to provide our academic staff with postgraduate qualifications in teaching and learning in higher education, including original pedagogical research. This will enable our academic staff to research and disseminate their pedagogical practice.

Our students have also engaged in scholarly pursuits linked to sustainability in their final year projects.



School of Business and Management

Dr Lionel Huntley Henderson, the head of school, is involved in research related to PRME and sustainability as a researcher and an editor. Dr Henderson published an article PRME 2068¹ in the journal Futures. The research relates to [SDG 16 \(Peace, Justice and, Strong Institutions\)](#) and [SDG 17 \(Partnership for the Goals\)](#). Highlights of the publication PRME 2068 are below.

1. Henderson, L. H., Wersun, A., Wilson, J., Yeung, S. M. C., & Zhang, K. (2019). Principles for responsible management education in 2068. *Futures*, 111, 81-89



Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Highlights

- The Futures of institutionalising responsible management.
- Redefining the principles for the Principles of Responsible Management Education such that they map against emerging 'wicked problems'.
- The legitimacy of the Principles for Responsible Management Education independent of the United Nations.
- Decentralising the Principles for Responsible Management Education governance and configuration, facilitating evaluation of the local impact of, and responses to, global 'wicked' issues.
- Management education in 2068 may cease to be a discrete discipline but, rather, be imagined as one which fully supports, and is integrated with, other disciplines.

Dr Henderson is working on research related to disparities in healthcare access and outcomes in rural Canada, viz. digitalization solutions. He presented an extended abstract, Canadian Medicare 2047, at the International Conference of Digital Health and Medical Analytics in Zhengzhou China, held on August 23-25 2019. He is currently completing the research, which relates to [SDG 3 \(Good Health and Well-being\)](#) and [SDG 10 \(Reducing Inequality\)](#).

Dr Henderson is a guest editor for the journal Futures' forthcoming Special Edition Institutions Addressing Sustainability: What Will Work in 2040?¹ The Special Edition, in part, builds on the findings in the article PRME 2068, and welcomes the acceptance of papers to imagine plausible futures 10 years after the SDGs intend to be achieved.





Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Dr Ijeoma Okpanum is working on research related to responsible leadership. Her paper aims to contribute to the emerging discussion on responsible leadership by exploring the influence of responsible leadership on employees' workplace behaviour such as trust. The primary objective is to understand the underlying drivers for employees trust in this new organizational era where employees are more aware of the importance of ethics and corporate social responsibility for organizational success. To achieve this objective, her paper builds upon two essential perceptual pillars of employees proposed by Trevino, Hartman & Brown (2000): perceptions of the leader as an ethical person (e.g. individual traits such as honesty, integrity, benevolence) and the perception of the leader as an ethical manager (eg role modelling, decision making, strong ethics message that influences employees' behaviour and actions). By exploring these pillars, Dr Okpanum's research aims to understand more clearly the antecedents for employees trust and challenges faced by responsible leaders in contemporary organizations, therefore strengthening the conceptual foundation of responsible leadership. Dr Okpanum is currently completing the research, which relates to [SDG 8 \(Decent Work and Economic Growth\)](#) and [SDG 16 \(Peace, Justice and Strong Institutions\)](#).



School of Engineering and Computing

Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



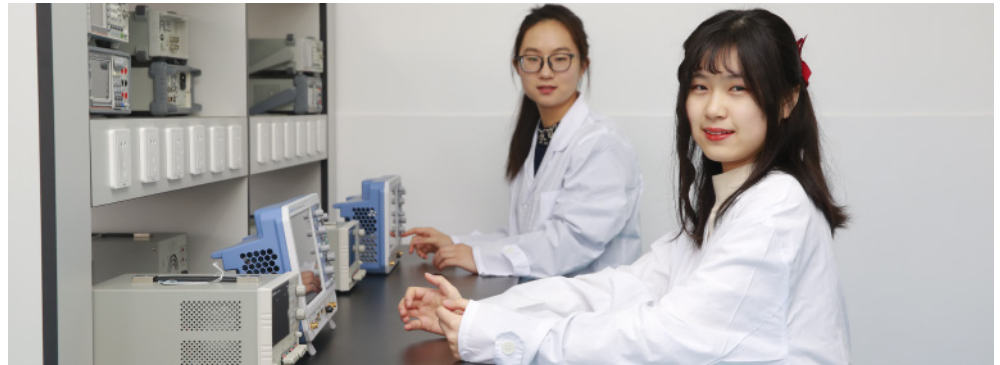
Dr Jean Paul Kone has conducted research within the energy sector, especially research on clean and efficient energy technologies with specific interest in materials, combustion processes, fluid flow and design optimization. The published results from his research on proton exchange membrane (PEM) fuel cell contributed to further develop the open-source computational fluid dynamics (CFD) modelling approaches and knowledge base, to facilitate the development of the PEM fuel cell technology.¹ He has also conducted research on CFD modelling and simulation of multiphase flow in PEM fuel cells which are electrochemical devices used to convert chemical energy of hydrogen into electrical energy without producing any pollutants.² He presented an open-source code CFD-based tool capable of accurately predicting the distribution of the major physical quantities which are transported within a PEM fuel cell.³ The tool is being used to rapidly gain important insights into the cell working processes which are essential for design optimization.^{4,5} It is thus in-line with the international energy agency annex for advanced fuel cell modelling's objectives as it contributes to further develop the open-source modelling approaches and knowledge base, to facilitate the development of PEM fuel cell technology and thereby minimize costs. Dr Kone's research relates to [SDG 7 \(Affordable and Clean Energy\)](#).

1. Kone, J-P et al, (2018) CFD modelling and simulation of PEM fuel cell using OpenFOAM, *Energy Procedia*, 145; 64-69
2. Kone, J-P et al, (2018) An Open-Source Toolbox for Multiphase Flow Simulation in a PEM Fuel Cell, *Computer and Information Science*, 11:3; 10-34
3. Kone, J-P et al, (2018) An Open-Source Toolbox for PEM Fuel Cell Simulation, *Computation* 6(2), 38
4. Wang, Bo, Zhang, Xinyu, Yan, Yuying, and Kone, Jean-Paul. Experimental and Numerical Investigation of Near-Nozzle Flow Behaviour Under Flash Boiling Conditions. *Proceedings of the ASME 2017 Internal Combustion Engine Division Fall Technical Conference*. Volume 1: Large Bore Engines; Fuels; Advanced Combustion. Seattle, Washington, USA. October 15–18, 2017.
5. Kone, J.-P., Zhang, X., Yan, Y., Hu, G., & Ahmadi, G. (2017). Three-dimensional multiphase flow computational fluid dynamics models for proton exchange membrane fuel cell: A theoretical development. *The Journal of Computational Multiphase Flows*, 9(1), 3–25.

Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Students on the BSc Industrial Electronics and Control Engineering and BSc Manufacturing Systems Engineering undertake final year projects related to sustainability. Examples of their projects, related to [SDG 3 \(Good Health and Well-being\)](#), [SDG 6 \(Clean Water and Sanitation\)](#) and [SDG 7 \(Affordable and Clean Energy\)](#):



Student	Project Topic
Wenjiang WANG	Study of a Green Energy Controller System
Huiting QIN	Development of a Remote Air Quality Monitor
Dong LIU	Design and Fabrication of a Low Cost and High Efficiency Air Purifier
Liang XU	Development of Hearing Aid Speaker
Shengtao PENG	An Environmental Control Device Using IoT
Kedi WU	Design and Construction of an Automated Waste Classification System
Yide FENG	Study of the Controller Used in Hybrid Green Energy Systems
Jiahong ZHAO	System for Night Time Monitoring of Alzheimer Patients
Yihong ZHANG	Design and Construction of a 3D Printed Prosthesis
Zixiang HUANG	An Investigation Into Energy Harvesting
Yinda FU	Design and Prototyping: Stair Assistance Equipment for the Elderly

Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

PRINCIPLES

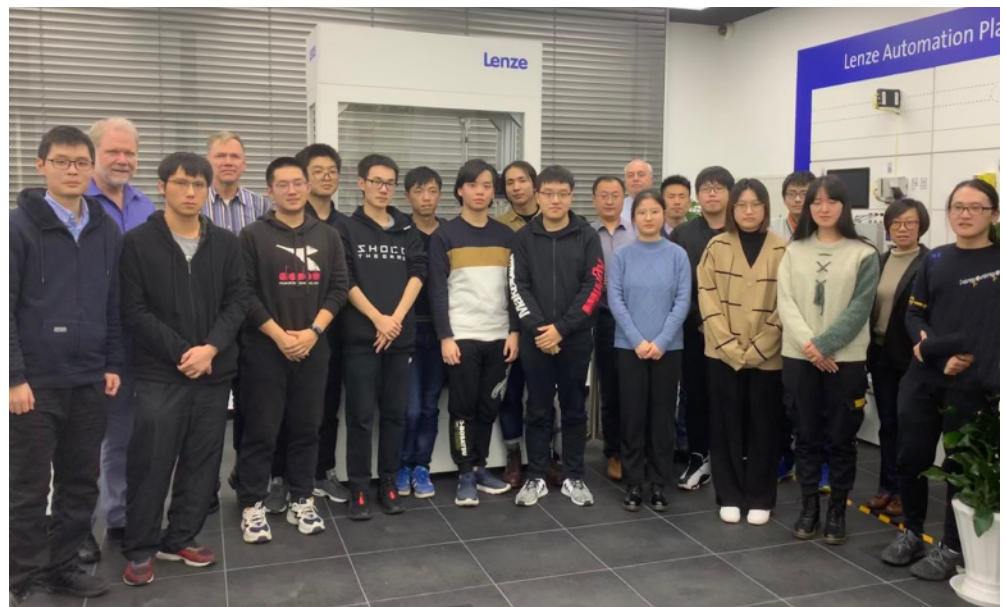
As highlighted in previous reports, we are long-standing supporters of the Actor project. In October 2018, SBC's Actor team won the national Shell Powering Progress Together contest in Xi'an with a concept of life in 2050.



SBC's Actor Team

SBC is an active member of the British Chamber of Commerce Shanghai, with representation on the organising committees of the Education and the Women in Business Interest Groups.

We welcome external speakers from business onto campus, particularly around innovation and entrepreneurship, with a series on this theme through December 2019. Local business host visits by our students, for example to Lenze in November 2019. We arrange and support our students in extensive internship engagement with local businesses.



Group Photo at Lenze

SBC's partnership with The British Chamber of Commerce Shanghai and industry links with [SDG 17 \(Partnership\)](#).

Principle 6 | Dialogue

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

PRINCIPLES

Dialogue and co-operation is at the heart of our work. We are the creation of 10 universities from 2 countries coming together. We work at an intense operational level with 4 universities, our 3 British delivery partners and our host university and dual degree partner USST.

SBC is a member of the wider NCUK grouping of 59 education centres in 19 countries and SBC participates in the annual NCUK partnership conference, addressing trans-national education in all its forms.



We are a member of the UK-China Joint Institute Alliance, which is jointly sponsored by the China Education Association for International Exchange (CEAIE) and the British Council. The Alliance is committed to promoting substantive cooperation between Chinese and British institutions. At the most recent conference during October 2019 at Haining International Campus of Zhejiang University, undergraduates from SBC and other member institutions came together to address important issues.



Undergraduates from SBC at Haining International Campus of Zhejiang University

SBC also engages with the wider British Council activities, conferences and consultations.

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We routinely host visits from the Shanghai and national governmental bodies. SBC is frequently consulted on operational issues by other Chinese and international universities considering international partnerships. We have hosted visits from the UK government's Department for Education (Director General for Education Standards) in 2018 and the China government's Ministry of Education (Director General for International Co-operation) in 2019 to understand the collaborative nature of our education, to meet our students and to provide advice going forward. In 2018 we hosted a visit by the British Consul-General in Shanghai.



Visits from the UK Government's Department for Education



Visits by the British Consul-General in Shanghai

In October 2019 we hosted a visit from a Deputy Mayor of Liverpool, one of Shanghai's twin cities, fostering further understanding and partnership.



Visit from a Deputy Mayor of Liverpool

The various forms of dialogue with our stakeholder institutions and guests links to [SDG 17 \(Partnership\)](#).

**Principle 7 |
Organisational
Practices**

We understand that our own organisational practices should serve as examples of the values and attitudes we convey to our students.

Through the leadership of USST, SBC provides our students with significant role models and practices.

For example, starting in the summer of 2019 SBC followed the leadership of the Shanghai municipal authorities and USST and set in place a major waste reduction and sorting programme. All waste is now sorted at source into 4 categories:

- Food waste, for treatment and composting.
- Recyclable material.
- Hazardous waste requiring further treatment before disposal and Residual waste, which cannot be treated or recycled.

Disused commercial buildings on the campus were cleared during 2019, which opened up new green spaces. A planting day was held, engaging students in choosing and planting the cleared areas.

In May 2019, a student mental health seminar was held bringing together counsellors and SBC staff to explore ways to support our students.

International Women’s Day was strongly supported by USST and SBC, with the vice-dean of SBC, Prof Linda Liu, recognised with an award for her leadership as a role model for women’s participation.



Student Mental Health Seminar



Prof Linda Liu

These organisational activities address [SDG 3 \(Health\)](#), [SDG 5 \(Equality\)](#), [SDG 11 \(Cities\)](#) and [SDG 12 \(Sustainable Consumption\)](#).

Self-Assessment and Future Objectives

SBC continues to enjoy the support of its PRME partner universities in the development of teaching and learning. This, we believe, is an exemplar of good practice with international collaboration between universities delivering popular and ground breaking opportunities to study. In the next few years, we intend to work pro-actively with our PRME delivery partners to jointly develop curricula to better and more explicitly embed the SDGs. This aim is supported through our partnership with the University of Huddersfield to enable all our teaching staff to so contribute by providing postgraduate-level professional development and qualifications.

Our students engage in significant extracurricular activities which support the PRME principals and SDGs. One example of this, The Heart and Hope project, is a significant initiative for our students and we propose to develop and expand the scope and depth of these and other socially responsible projects.

As we were founded as a teaching-focussed

institution, we have identified research as an area for improvement. As a leading provider of TNE, our renewed strategy is to pivot further research and dissemination to leverage our particular expertise in international education. This will engage the cross-cultural challenges and language-focused nature of our teaching and learning in partnership with our university partners in China and Britain. We also intend to fully support the other research outlined in this report and to grow our research capacity by positively resourcing this activity.

We are pleased that the UNPRME office is reviving the East Asia Chapter for PRME and pledge SBC to play a full part in the revived chapter. Additionally, we are ambitious to become PRME Champions during the next period. To this end we will work with our colleagues in our non-PRME partners' business schools to help them achieve PRME signatory status. Our experience in implementing the PRME principles as one of only 22 signatories in China can also provide a valuable resource to others who seek to make this innovation.

For more information please visit our website at www.sbc.usst.edu.cn
Follow the Sino-British College, USST on Wechat, please scan the QR code or search our ID "SBC-USST"



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The Sino-British College, USST
上海理工大学中英国际学院

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

