

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

Loughborough Business School

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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 Loughborough Business School, including key details and basic institutional data.

Mission

Mission

We turn theory into practice by bringing together deep partnerships with purposeful organisations, career-accelerating education, and world-leading research.

Vision

Vision

The first-choice business school for purpose-led people and organisations.

Strategy

Mission vision strategy or purpose

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Strategy Alignment

Strategic alignment

As Loughborough Business School (LB) operates as an integral part of Loughborough University rather than as an independent entity, Responsible Management Education (RME) is governed both at School level and within the broader University framework. Both the University's strategy, *Creating Better Futures. Together*, and the School's strategy, *Progress with Purpose*, place RME at the centre of their objectives. Consequently, new governance structures are being developed at both levels to reflect RME's growing importance and to enhance accountability.

The University has recently introduced its sustainability strategy, which sets out a new governance framework, commitments, likely operational areas affected, and an implementation roadmap (see extracts below).

Meanwhile, the School has also introduced a Responsibility Plan, including objectives, KPIs, and projects. Led by the Dean, this plan aims to strengthen RME integration across education, research, partnerships, and operations. Extracts from these plans are provided on the following pages.

Institutional History

RME governance


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Graduates & Enrollment

2024 Statistics	Number
Graduates	815
Faculty & Staff at the University	3923
Faculty & Staff at the Institution	221
Student Enrollment at the University	18930
Student Enrollment at the Institution	3602
Undergraduate Attendance	3115
Masters-Level Postgraduate Attendance	387
Doctoral Student Attendance	100
Certificate, Professional Development, or Continuing Education Attendance	112

Degrees Offered


Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)





Masters Programs

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










Doctoral Programs

 Doctor of Philosophy (Ph.D.)


Undergraduate Degree Programmes

 Accounting and Finance BSc (Hons)  Finance BSc (Hons)
 Economics and Finance BSc (Hons), Economics and Management BSc (Hons), Economics BSc (Hons)
 Business Analytics BSc (Hons), International Business BSc (Hons), Management BSc (Hons), Marketing Bsc (Hons)

Masters Degree Programmes

 The Loughborough Full-Time MBA
 Accounting and Finance MSc, Finance and Global Trading MSc, Finance and Management MSc, Finance MSc
 Business Psychology MSc, Information Systems and Digital Innovation MSc, International Business MSc, Management MSc, W
 Business Analytics MSc  Economics MSc  Human Resource Management MSc
 Marketing MSc  Project Management MSc  Supply Chain Management MSc

Postgraduate Degree Programmes

 PhD/MPhil

Certificates, Professional Development, or Associate Programmes



Economics with a Foundation Year for Elite Athletes



Business with a Foundation Year for Elite Athletes



Purpose

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

Letter of Commitment

A Statement from the Dean



We are delighted to present our Sharing Information on Progress (SIP) Report, prepared in accordance with the latest Principles for Responsible Management Education (PRME) reporting guidelines. Loughborough Business School is proud to uphold the values of the PRME as a committed signatory.

The current economic climate, alongside the urgent drive towards net zero emissions, marks a pivotal stage in our industrial evolution – one that demands we move beyond consumption-driven growth to models that balance economic, environmental and societal needs. This transition requires businesses to innovate and adapt rapidly. As a business school, we recognise our critical role as a driving force in shaping this change through future-focused research, education, and engagement.

Our strategy, *Progress with Purpose*, has marked a significant step change in our commitment to PRME principles and the United Nations' Sustainable Development Goals (SDGs). As detailed in this report, we are embedding these principles more deeply and systematically into our teaching, research, engagement and operational practices. This ensures that our students, staff and partners are equipped to meet the complex challenges of the future.

We are proud to have joined the 2024-2025 PRME Champions Cycle and the Global Business School Network (GBSN), connecting with like-minded institutions committed to fostering purposeful change and supporting sustainable and inclusive economic development. Our student participation for the first time in the Positive Impact Rating (PIR) and the Global Business Change Maker programme with GBSN and Change the World both reflect our growing emphasis on impact measurement and our commitment to student engagement. Our development of a Responsibility Strategic Plan, which I will personally lead, will help operationalise the University's recently introduced strategy, set clear objectives, projects and measures of success and strengthen governance to embed RME across all we do. Our ongoing engagement with the PRME UK & Ireland Chapter continues to enhance our contributions locally and globally.

Our institution is deeply committed to embedding Equity, Diversity and Inclusion (EDI) across all aspects of our work, reflected in our recent achievement of an Athena Swan Bronze Award. We also recognise the importance of the energy transition, which features in the School's Carbon Action Plan managed by our Sustainability Committee. Our academic community produces research that informs responsible leadership and the circular economy, while our refreshed programmes equip students with skills to drive positive, systemic change worldwide.

Together, we can look forward to a fairer, more sustainable, and responsible future – one where growth and opportunity are equally available to all. We are proud of our achievements to date and remain committed to partnering with PRME to drive meaningful progress for both people and the planet.

Prof Jan Godsell
Dean, Loughborough Business School

Definition of Purpose

At Loughborough Business School, purpose means driving economic, environmental and social progress through responsible management education. Our strategy, Progress with Purpose, embeds sustainability and responsibility across teaching, research and engagement, ensuring our community is equipped to address complex global challenges and create a fairer, more sustainable future.

Institutional Engagement

51% - 75% of faculty at Loughborough Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

At Loughborough, the University's values of authenticity, responsibility and collaboration align with the Business School's purpose-led focus on ethics, sustainability and social responsibility, ensuring integrity and impact across teaching, research and partnerships.

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 contributor

Student Awareness

26% - 50% of students at Loughborough Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Loughborough Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Five minutes with Peggy Alexopoulou

What's your job title and how long have you been at Loughborough?

I am a University teacher in International Business, Strategy and Innovation and have been here since 2022. I also worked at the London campus for about four years. Since 2023, I have been an Athena SWAN champion for the Business School.

Tell us what a typical day in your job looks like?

My days can differ greatly depending on the semester and the modules been taught as well as other responsibilities. I usually start my day with teaching, followed by in-person and/or Teams meetings with students or colleagues. I prefer to focus on my research in the afternoon once all meetings and teaching preparations are completed.

What's your favourite project you've worked on?

My favourite project has been working on the first-ever Athena SWAN submission for the Business School. Collaborating with many colleagues over nearly two years towards a common purpose and shared vision, greater gender equality and inclusive working practices, has been incredibly rewarding and fulfilling. It has been an amazing journey, full of learning, collaboration, and ultimately success.

What is your proudest moment at Loughborough?

I am proud that the Business School received its first Athena SWAN Bronze award as well as when my students achieve their goals and succeed in reaching their aspirations.

Which University value do you most resonate with and why?

All the university values resonate with me. I believe that collaboration fosters authenticity, which in turn inspires creativity, ambition and a strong sense of responsibility – for ourselves, others and our environment.

Tell us something you do outside of work that we might not know about?

I enjoy spending time with my family and walking with my dog, Lassie. I love the outdoors and am constantly searching for stunning beaches to explore.

What is your favourite quote?

Be kind.

Source: Loughborough Life (August 2025)



Teach

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



How We Define Teach

Teach, in this context, means embedding responsible management concepts and the SDGs into learning environments through curriculum design, pedagogy, and extra-curricular activities. At Loughborough Business School, this includes integrating sustainability and ethics into modules, dedicated courses, and masterclasses, ensuring students engage with responsible management throughout their educational experience.

Courses that support RME

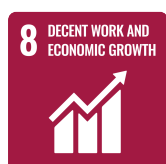
Loughborough Business School reports 4 courses in 2024 that support responsible management education and sustainable development goals.

Sustainability Accounting and Accountability

| 25BSP434

This module critically examines the role of accounting and accountability in addressing the economic, environmental, and social dimensions of sustainability. It situates financial reporting and management accounting within the broader context of sustainable development, highlighting their capacity to both inform and influence organizational decision-making and stakeholder engagement. Attention is also given to corporate governance and responsibility, with an emphasis on how governance mechanisms shape sustainability outcomes and accountability practices. In addition, the module explores emerging developments in sustainability accounting, considering the challenges and opportunities posed by evolving frameworks, standards, and stakeholder expectations. Through theoretical and applied perspectives, students will develop the analytical skills necessary to assess how accounting and accountability can contribute to, and be transformed by, the pursuit of sustainability.

This module enables students to critically engage with how accounting informs and shapes sustainability. They develop analytical skills to assess reporting quality, understand governance and human rights issues, and apply theory to real-world challenges such as climate change, modern slavery, and NGO accountability—equipping them to become responsible professionals.



Sustainability and Responsible Leadership Practices

| 25BSP335

BSP335 – Sustainability and Responsible Leadership Practices introduces students to the concepts and practices of responsible business in the context of global sustainability challenges. The module explores how different business models address complex societal and environmental issues,

balancing social and sustainable objectives with financial goals. Students analyse real-world case studies from around the world, examining the governance structures, political economy, and funding mechanisms that shape responsible business. Key themes include social and environmental impact, the role of sustainable development goals, community and government partnerships, and the circular economy. Through participative lectures, discussions, and a reflexive synthesis report, students develop the ability to critically appraise business models, apply frameworks and tools, and design proposals that support responsible leadership and sustainable practices.

This module impacts students by broadening their understanding of how businesses can address complex societal and environmental challenges while pursuing financial objectives. Through critical engagement with global case studies, governance structures, and sustainability frameworks, students develop both analytical and practical skills for evaluating and applying responsible leadership practices. The emphasis on the Sustainable Development Goals, circular economy, and social value creation fosters an ethical and sustainability-oriented mindset, while the reflexive synthesis report enhances their ability to communicate insights clearly. Overall, the module equips students with a global perspective, transferable skills, and the confidence to contribute to more responsible and impactful forms of business leadership.



Sustainable Economic Development and Policy

| ECB032

This module examines contemporary economic issues and the policies designed to address them, with a particular focus on sustainable development. It builds on core microeconomics and macroeconomics by exploring topics such as economic growth, inequality, labour markets, and the stability of public debt, alongside the role of governments, monetary authorities, and international institutions in shaping policy. Students engage critically with theories, models, and empirical evidence to assess the effectiveness and trade-offs of different economic policies, including their alignment with the Sustainable Development Goals. Through a mix of lectures, workshops, group presentations, and reports, the module develops students' ability to analyse real-world policy challenges, apply economic reasoning, and communicate their findings effectively.

This module equips students with the knowledge and analytical skills to understand and critically evaluate contemporary economic challenges and policy responses at both national and international levels. By linking core economic theories with real-world issues such as inequality, labour markets, and sustainable development, it strengthens their ability to apply economic reasoning to complex problems. The group assessments enhance teamwork and communication, while the focus on

research and data builds strong independent learning and critical thinking skills. Overall, the module fosters a deeper awareness of the role economic policy plays in promoting sustainable development and prepares students to engage thoughtfully with global policy debates.

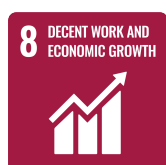


Responsible Marketing

| 25BSP129

This module explores the responsibilities organisations have for the societal impacts of their marketing activities. It examines ethical decision making, corporate social responsibility, sustainable and social marketing, stakeholder engagement, and the role of regulation and professional standards. Drawing on academic theory, industry insights, and the UN Sustainable Development Goals, the module challenges students to reflect on how marketers can respond responsibly to change and contribute to societal well-being. Through a combination of lectures, independent study, and applied assessments, students develop the knowledge, skills, and cultural intelligence needed to evaluate marketing practices critically and design responsible marketing approaches.

This module impacts students by fostering a strong awareness of the ethical and societal implications of marketing decisions and practices. It equips them to critically evaluate marketing strategies through the lens of responsibility, sustainability, and stakeholder impact, encouraging them to think beyond purely commercial outcomes. By engaging with real-world cases, professional insights, and the UN Sustainable Development Goals, students develop cultural intelligence, adaptability, and reflective skills. The applied assessments, such as creating a marketing asset and report, strengthen their ability to translate theory into practice, ultimately preparing them to become responsible, ethical, and future-oriented marketing professionals.



Educator Recognition

At Loughborough 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

- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

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

Barriers to Innovative Curriculum

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

- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Compliance and legal concerns

- ❖ Curriculum inertia
- ❖ Faculty resistance
- ❖ Measurement and benchmarking issues
- ❖ Outdated infrastructure
- ❖ Overloaded faculty
- ❖ Resistance from students
- ❖ Risk aversion
- ❖ Time constraints

Barriers to Innovative Pedagogy

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

- ❖ Assessment rigor concerns
- ❖ Administrative hurdles
- ❖ Classroom infrastructure limitations
- ❖ Faculty confidence gaps
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Technology gaps
- ❖ Time constraints



Research

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

How We Define Research

In our institution, research is understood as rigorous, responsible inquiry that generates knowledge addressing societal, economic, and environmental challenges. Guided by ethical standards and the Research Principle, we define it as producing impactful insights that advance academic excellence while contributing to sustainable development and positive change.

Research vs Research for RME/Sustainable Development



Research Funding

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



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, Loughborough 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 Barriers

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

- ❖ Time constraints
- ❖ Skills and expertise gaps
- ❖ Participant recruitment
- ❖ Funding challenges
- ❖ Data access and management



Partner

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

How We Define Partner

In this context, we define a partner as any organisation or group with whom we engage to advance responsible management education and practice. At Loughborough, partners include businesses, government, civil society and academia, with relationships ranging from informing and dialoguing to problem-solving and formally governed collaborations.

Institutional Partnerships

- ❖ AMBA (Association of MBAs)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)

Student Organization Partnerships

- ❖ Enactus
- ❖ Hindu Students Council
- ❖ Muslim Student Association
- ❖ Sikh Students Association
- ❖ UNESCO Student Initiatives



Practice

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

How We Define Practice

Practice means embedding sustainability and EDI principles in governance and operations. At our institution, this translates into initiatives such as the Carbon Action Plan, Athena Swan and Race Equality awards, and policies that integrate responsible, accountable management into daily practices, shaping a resilient, inclusive, and sustainable campus.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Practice info 2025

View document  Download document 



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

Share means openly communicating progress, challenges, and innovations in sustainability and EDI. At our institution, this involves reporting on carbon reduction, diversity initiatives, and embedding the SDGs, while exchanging best practice with staff, students, and external partners to strengthen collective impact and learning.

Engagement Opportunities

Loughborough 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)
- ❖ Public events and panel discussions
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

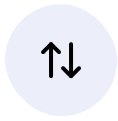
Communication Audiences

Loughborough 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

Loughborough Business School faces the following barriers in transparent communications:



**Inconsistent
updates**



**Data privacy
regulations**

SIGNATORY

Loughborough Business School



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United Kingdom



Website

<https://www.lboro.ac.uk/schools/business-school/>