



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

London School of Management
Education

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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 London School of Management Education, including key details and basic institutional data.

Mission

Our mission is to provide affordable and high quality training for aspiring and practising managers, health and social care professionals and educationalists, that is innovative and global in perspective and abides by the United Nation's Principles of Responsible Management Education.

Vision

To play a leading role in the delivery of educational services through a shared commitment to academic excellence, research and radical lifelong learning training to equip managers, health and social care professionals, tutors, teachers and trainers with modern and transformational standards.

Strategy

LSME-Strategic-Plan-2021-2026

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

Strategy Alignment

Strategic Alignment

The institution's philosophy is enshrined in its slogan: transforming people with skills. We aim to introduce our students to the innovative skills required for their careers in business, accounting and finance, education, health and social care, tourism, and hospitality.

As a research-informed higher education provider, LSME has an ambitious research agenda, which it promotes through its international research conferences, seminars, UN Principles for Responsible Management Education and by expanding its international research community.

We are forward-thinking and creative in our delivery, and continuously adapting to the changing higher education landscapes and innovating to overcome challenges in our areas of specialisation. The School has a wide network of stakeholders and has been accredited by national awarding bodies to deliver internationally recognised professional qualifications. LSME is committed to providing a wide range of inclusive educational opportunities, supported by a rigorous approach to quality and providing value for money, to young and mature students from all sections of society and meaningfully contributing to the socio-economic development of the country.

Institutional History

Institutional History

The London School of Management Education (LSME) started its journey at the Docklands campus of the University of East London in 2007 with a handful of teacher training students. Became successful in the delivery of Diploma in Teaching in the Lifelong Learning Sector along with Higher National Diploma in Business Management and Health and Social Care. LSME, having established firmly as an alternative provider in the English Higher Education sector, further expanded in 2010 with over 700 students. In 2014, we saw remarkable changes in the growth of LSME, with QAA as the quality assurance body and ISI Educational Oversight. The institution was successful in obtaining government funding in Higher National Diploma, BSc Business Management and Health and Social Care Management and Diploma in Education and Training. Five years later LSME became a registered Higher Education provider with the Office for Students under the Fee cap category with an ambitious Access and Participation Plan.

The College expanded its portfolio of courses in 2019 to include the International Tourism and Hospitality Management, Foundation Year studies for the BSc (Hons) qualifications for Business Management and Health and Social Care Management, MSc Business Management and Master of Education (MEd) programmes. In 2020, the College secured course validation for the Master of Business Administration (MBA) programmes with the University of Chichester.

LSME is a Signatory to the United Nations Principles of Responsible Management Education (UN PRME). The integrated model of teaching and learning provided an opportunity to redesign our curriculum and programmes to ensure that the seven PRME principles are central to our research, teaching, administration, and management. We make a conscious effort to incorporate social responsibility, ethics and sustainability in our teaching and learning activities.

LSME has an ambitious research agenda and has been promoting Responsible Research and Innovations (RRI) since 2015. Thus far, LSME has organised eight international research conferences attended by young and expert researchers from across the globe. Four of these conferences were held in London, while two were held in collaboration with our international partner institutes in India. Two virtual conferences have been held since August 2021. The drivers for adopting RRI as a central theme in our research agenda follow from our belief in PRME and the drive to develop young researchers committed to responsible research that has a direct and meaningful impact on society. It also provides an opportunity to work with like-minded national and international institutes and expand our international outreach.

Giving back to the community is also part of the founding principles of LSME. Our community outreach projects include a close relationship with selected local schools and charities to help the less fortunate to move into higher education.


LSME enjoys over 95% positivity in student satisfaction in the national surveys. In 2023, LSME received an overall Teaching Excellence Framework (TEF) rating of Silver with Gold for Student Experience and Silver for Student Outcomes.

Graduates & Enrollment

2024 Statistics	Number
Graduates	140
Faculty & Staff at the University	32
Faculty & Staff at the Institution	32
Student Enrollment at the University	728
Student Enrollment at the Institution	728
Undergraduate Attendance	711
Masters-Level Postgraduate Attendance	17
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered






Masters Programs

 Master of Business Administration (M.B.A.)  Master of Education  Master of Education (M.Ed.)



Additional

 BSc (Hons) Business Management  BSc (Hons) Business Management and Finance
 BSc (Hons) Health and Social Care Management
 BSc (Hons) International Tourism and Hospitality Management  BSc (Hons) Accounting and Finance
 BA (Hons) Education Studies

Undergraduate Degree Programmes

 BSc (Hons) Health and Social Care Management  MSci in Business Management
 BSc (Hons) International Tourism and Hospitality Management  BSc (Hons) Accounting and Finance
 BSc (Hons) Business Management

Masters Degree Programmes

 MSci in Business Management  Master of Education



Purpose

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

Letter of Commitment



26 August 2025

Dear UN PRME Community,

It is both an honour and a responsibility to reaffirm our institution's continued commitment to the United Nations Principles for Responsible Management Education (PRME). This commitment is not a formality—it reflects our conviction that higher education must play a decisive role in shaping leaders who combine professional excellence with ethical responsibility, environmental stewardship, and social impact.

Over the past year, we have continued not only to embed Responsible Management Education (RME) into every aspect of our academic provision but also endeavoured to assess the students' ability to understand and imbibe the knowledge. Our students are not only learning concepts in the classroom but are also engaging in projects and experiences that strengthen their understanding of sustainability, good governance, social equity, and responsible leadership. From course design to research, from guest lectures to hands-on 'Small Wins' projects, our goal has been to create a culture of responsibility that extends beyond the university and into the communities we serve.

We are especially proud of the growth of our environmental and sustainability initiatives, including the expansion of our short course on Introduction to Environmental Protection and Conservation. This program has sparked enthusiastic participation among students and staff alike, reinforcing our mission to cultivate both knowledge and action. Our collaborative research partnerships now span multiple countries and have begun to generate meaningful insights and practical solutions for global challenges.

Beyond the curriculum, our institution has strengthened its engagement with the local community, hosting dialogues and initiatives that inspire collective action toward sustainability. We are humbled to have received recognition for these efforts, and such acknowledgments motivate us to push further, innovate more boldly, and deepen our impact.

Looking ahead, we see the PRME Commons Platform as a vital resource. It provides the opportunity not only to share our progress but also to learn from peers across the world who are advancing responsible management education in creative and inspiring ways. We value this exchange of ideas and see it as a compass that helps us stay aligned with the broader goals of PRME while also charting our own distinctive path forward.

Our PRME Team views this journey as both a challenge and an opportunity: a challenge to consistently raise our standards of education, research, and engagement, and an opportunity to prepare students who will be future-ready leaders with conscience and commitment. We remain determined to strengthen our contribution to PRME, and we aspire not only to participate but also to lead as a Champion institution in the years to come.

With renewed conviction, I extend our wholehearted support for the PRME initiative and reaffirm our pledge to uphold its principles in both spirit and practice.

Yours Sincerely,

Dr Ravi Kumar
Executive Director

London School of Management Education | Cambrian House | 509-511 Cranbrook Road Gants Hill | Essex IG2 6EY | United Kingdom

Definition of Purpose

Since the submission of the last SIP Report, the teaching staff have been systematically trained to focus on assessing students' understanding and knowledge of the RME, SDGs and Global Compact related learnings during teaching and learning processes. A greater emphasis and focus have been placed on the outcome of the students' learning, through activity-based learning and classroom activities.

Institutional Engagement

76% - 100%

of faculty at London School of Management Education 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.



Who Champions Responsible Management Education at Our Institution

- ❖ Individual leader
- ❖ Senior leadership office
- ❖ Interdisciplinary efforts across business school

Student Voices

The following narratives demonstrate how London School of Management Education has influenced students' academic journey and personal growth.

Student Voice - Syril Luckshman

As part of our Project Management module at Level 5, I had the opportunity to prepare a project proposal and report on a project titled 'Enhancing Water Quality and Sustainability: Implementing Water Filtration Systems for Conservation in NJ Health Care Home' as part of our module assignment. This project was deeply aligned with SDG 6 – Clean Water and Sanitation, and it really opened my eyes to the importance of sustainable practices in healthcare settings.

Through class discussions and collaborative work, we explored how the RME principles and SDGs are not just theoretical concepts but practical tools that guide responsible decision-making. Learning about sustainability, ethics, and stakeholder engagement across different modules helped me understand how future managers can contribute meaningfully to global challenges. PRME gave our learning a real-world purpose, and I now feel more confident in applying these values in both academic and professional settings.

~ Syril Luckshman, BSc (Hons) Health and Social Care Management

Student Voices - Chanudi Ekanayake

Being part of London School of Management Education that embraces the UN PRME has truly transformed my perspective on business and leadership. Through courses grounded in ethics, sustainability, and social responsibility, I have come to understand that profit alone is not the measure of success. Responsible management means considering the long term impact of our decisions on people, the planet, and future generations.

The emphasis on values such as inclusivity, transparency, and global citizenship has shaped me into a more thoughtful and purpose-driven leader.

Thanks to LSME and PRME, I feel equipped not only to enter the workforce but to contribute meaningfully to a more sustainable and equitable world.

~ Chanudi Ekanayake, Business Management Student

Student Engagement

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

Values Voices

Contributor's voice

With UN PRME taking a more front seat in recent times, I've seen real change in how I teach, and more importantly, in how our students live, learn and lead. Embedding the PRME principles has shifted my day-to-day practice: every lecture now includes discussions about ethics, sustainability, and global responsibility; assessments ask students to consider social and environmental impact; and I collaborate more with colleagues and industry partners to bring in live case studies. For students, this means they graduate not just as managers, but as responsible citizens: more aware of unfairness, more committed to inclusive workplaces, and empowered to make change at home and in society. PRME has helped turn abstract values into concrete habits for both me and my students.

~ HS, Lecturer and Programme Leader



Teach

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



Courses that support RME

London School of Management Education reports 5 courses in 2024 that support responsible management education and sustainable development goals.

BSc (Hons) Business Management

| BBM

In this course at the introductory level students develop a knowledge of basic concepts. In terms of skills development, students will have mastered techniques in areas such as problem-solving and skills that enable them to communicate accurately and effectively. Students leaving the programme having completed Level 4 would be eligible for the award of Certificate in Higher Education.

Intermediate level where students learn to effectively engage with the programme content by applying principles within a range of contexts and evaluate the appropriateness of different approaches to solving problems. Students leaving the programme having completed Levels 4 and 5 would be eligible for the award of Diploma in Higher Education. The final honours level where students develop the professional skills and understanding necessary to make an immediate and effective impact in the workplace. They will develop an understanding of a complex body of knowledge, and through an ability to evaluate evidence, arguments and assumptions, will be able to use analytical and problem solving techniques to understand complex situations and assist with their management. Students will also have developed skills that allow them to communicate either formally or informally in a range of styles appropriate to a given situation.

Graduate Business Management programmes are undergoing a fundamental transformation as a result of the UN Sustainable Development Goals (SDGs), which are shifting them away from conventional profit-centric models and towards accountable, systemic leadership. Two main curricular strategies are used to carry out this transition: pervasive integration and specific discussions during seminars. In order to address particular goals like SDG 12 (Responsible Consumption) and SDG 13 (Climate Action), subjects like Business law, Business Finance, English for Academic Purpose, strategic Management, Strategic Human Resource Management and Corporate Social Responsibilities are used. Responsible Operations and Just in time Management are addressed through the module Operations Management. More importantly, the objectives are being integrated into core modules like Marketing, and International business, where students use case studies to create sustainable business models and assess organisational impact. This gives aspiring leaders the critical thinking abilities and moral principles necessary for contemporary corporate governance. JS, Senior Lecturer and Programme Leader



BSc (Hons) Health and Social Care Management

| BHM

At the introductory level of the LSME BSc (Hons) Health and Social Care Management course, students will develop knowledge of basic concepts. In terms of skills development, students will have mastered techniques in areas such as problem solving and skills that enable them to communicate accurately and effectively. Students leaving the programme having completed Level 4 would be eligible for the award of Certificate in Higher Education. The intermediate level is where students will learn to effectively engage with the programme content by applying principles within a range of contexts and evaluate the appropriateness of different approaches to solving problems. Students leaving the programme having completed both Levels 4 and 5 would be eligible for the award of Diploma in Higher Education. The final honours level is where students develop the professional skills and understanding necessary to make an immediate and effective impact in the workplace. They will develop a sense of a complex body of knowledge, and through an ability to evaluate evidence, arguments, and assumptions, will be able to use analytical and problem-solving techniques to understand complex situations and assist with their management. Students will also have developed skills that allow them to communicate either formally or informally in a range of styles appropriate to a given situation.

LSME BSc (Hons) Health and Social Care Management course is designed to help students either already working in the Health and Care sector or aspiring Health Care professionals to excel in their area of work and speed up the process to become managers. The course will teach several business management concepts to support students develop business competency and become leaders in their area of work. In fact, the course embedded with Principles of Responsible Management Education themes and our students imbibe majority of the concepts of PRME, SDGs and sustainable development.



Master of Education

| MED

The Master of Education (MEd) programme consists of 5 compulsory Level 7 modules, which are both specialised and personalised. including a Research project dissertation. This has been developed with reference to the Framework for Higher Education Qualifications (FHEQ) and the QAA Master's Degrees in Education benchmark statements. Students who have successfully completed the Master of Education Degree should be able to display mastery of a specialised area of knowledge and skills in education as well as an excellent ability to conduct independent research in education. The learner will also develop technical or professional skills in leading and supervising others including accepting accountability for educational leadership decisions.

The Programme Team systematically integrates Sustainable Development Goals (SDGs) across all curriculum materials, including schemes of work, lesson plans, assignment briefs, module reviews, and module guides. This ensures Education students not only understand sustainability principles but actively demonstrate their application in classroom practice. To address diverse learning needs, comprehensive initial assessments identify individual requirements, followed by one-to-one consultations where individual learning plans are developed. This tailored approach ensures every student receives appropriate support to progress and achieve their potential. Students engage critically with sustainability through structured debates examining SDG integration in education, exploring contemporary sustainability challenges, and proposing innovative solutions. They then apply this knowledge practically by embedding SDG goals within their subject-specific lesson plans. These lessons are delivered in authentic teaching contexts and critically evaluated through assignments for the Process of Learning and Issues and Innovations in Pedagogy modules. Additionally, students debate curriculum gaps, particularly regarding climate change, biodiversity, and ecological literacy integration. Equity and inclusion is an integral part of the Education programmes. Students demonstrate their ability to identify and address barriers faced by marginalised groups; considering gender, race, disability, and socio-economic status through their lesson plans and presentations across Process of Learning, Issues and Innovation, and Education Policy modules. Assessment practices emphasise ethical development and collaboration. Students employ formative assessment strategies that reward ethical reasoning and cooperative learning, whilst engaging in peer and self-evaluation processes that promote accountability and reflective practice. Pedagogical approaches prioritise dialogue-based teaching, enabling students to explore complex values and ethical dilemmas within their teaching sessions. This methodology enhances metacognitive development, equipping future educators to foster critical thinking and ethical awareness in their own students. Through this comprehensive approach, the programme cultivates education professionals who are technically proficient, socially conscious, and committed to sustainable, inclusive practice.



BSc (Hons) International Tourism and Hospitality Management

| BTH

BSc (Hons) International Tourism and Hospitality Management programme is designed by the London School of Management Education as a high-quality programme to develop a range of cognitive and intellectual skills specific to tourism and hospitality management. The BSc (Hons) International Tourism and Hospitality Management programme has been constructed with regard to the Framework for Higher Education Qualifications (FHEQ) with modules at Levels 4, 5 and 6 aligned with the QAA descriptors for the qualifications of Certificate in Higher Education, Diploma in Higher Education and a Bachelor's Degree with Honours. In addition to the close link with the QAA benchmarks, the London

School of Management Education recognises the need to provide a programme that is current, relevant and with a curriculum catering to the needs of students from diverse backgrounds within London borough of Redbridge and its surrounding areas. The programme also includes a Foundation Year as an option for students who are considering higher education as an option but may face academic barriers. It is designed to remove academic gaps, improve literacy and familiarise students with the UK higher education system.

Following the removal of global travel restrictions caused by the Covid-19 Pandemic, there has been an upsurge of people wishing to travel domestically and internationally. They want to explore parts of the world, and see the life differently given the bitter experience of the Covid-19 restrictions. With this new era of increased travel, it opened up avenues for growth of tourism and hospitality industry. To fill the gap in human resources for the tourism and hospitality industry training and education is required. Hence, LSME started this programme to ensure that there are competent professionals filling the gap. However, the sector has to become more ethical, responsible, sustainable and eco-friendly in order to cater to the new breed of young travellers with a conscience. Therefore, UN PRME, SDGs and the Global Compact have a huge role to play in the delivery of this programme. We have been instilling these critical skills in our graduates to make them better leaders with a sustainable and environment-friendly mindset.



BSc (Hons) Accounting and Finance

| BAF

The BSc (Hons) Accounting and Finance Degree offered by the London School of Management Education is aligned with the benchmarks for knowledge and skills required to become a professional in Accounting and Finance. The suite of modules is fit for professional body requirements such as ACCA and CIMA Global. The Accounting and Finance honours degree programme supports the development of a range of cognitive and intellectual skills together with techniques specific to accounting and finance.

Accountants, Auditors and Finance Managers have a profound responsibility over responsible management and practices in the corporate sector. They have huge role in ensuring that businesses are ethical, accountable, responsible, good governance and most importantly practices abide by the financial regulations. Our students, learn substantially about their roles and responsibilities beyond the theories they learn through PRME and Global Compact. Being part of the PRME activities and the teaching and learning environment created in LSME, enshrined in the UN PRME, gives them the edge above others. Our graduates are sustainable development and environmentally conscious along side being ethical leaders, who steer away from corruptions and other irregular financial practices.



Teaching Voices

The following statement demonstrates ways in which educators at London School of Management Education support sustainability and responsible management in their classrooms.

Programme Leader talking

As a lecturer at the London School of Management Education, I have found the integration of the United Nations Principles for Responsible Management Education (UN PRME) to be both intellectually enriching and pedagogically transformative. These principles have provided a robust framework for embedding ethics, sustainability, and social responsibility into our teaching practices and curriculum design.

The adoption of UN PRME has enabled us to cultivate a learning environment that encourages critical reflection, ethical reasoning, and a commitment to global citizenship. Our students are not only equipped with technical and managerial competencies but are also challenged to consider the broader societal and environmental implications of their decisions. This holistic approach to education fosters the development of responsible leaders who are prepared to address complex global challenges with integrity and purpose.

From the business management perspective, UN PRME has reinforced the importance of interdisciplinary collaboration and continuous improvement in our academic delivery. It has inspired us to incorporate real-world case studies, engage with community-based initiatives, and promote inclusive dialogue around sustainability and ethics.

In conclusion, the UN PRME initiative has significantly enhanced the academic and moral fabric of our institution. It aligns seamlessly with our mission to prepare students for meaningful and responsible careers in management and leadership.

~ Dr VM, Senior Lecturer & Programme Leader for MSc BM & MBA

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.



Experiential Learning



Somewhat

Teaching and learning at our institution moderately support 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.



Research

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

Research vs Research for RME/Sustainable Development

0 Peer-reviewed articles were published by London School of Management Education from this past calendar year.	vs	0 Peer-reviewed articles were published by London School of Management Education from this past calendar year in support of RME.
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Research Funding

In 2024, London School of Management Education was awarded funding for research that is:



Regional

Socializing Research

In 2024, London School of Management Education contributed research findings to:

- ❖ Open-access platforms



Partner

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

Institutional Partnerships

❖ None

Student Organization Partnerships

❖ None



Practice

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

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Student equity, diversity, inclusion
- ❖ Ethical leadership or good governance policies

Policy Documents Related to RME and/or Sustainability

LSME-Policy-Student-Engagement-Policy-and-Procedures

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

LSME-Policy-Equality-Diversity-and-Inclusion-Policy

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

Practice Awards

In 2024, London School of Management Education received 1 award for responsible and/or sustainable practices.

Green Business of the Year - 2025

Granter: Barking and Dagenham Chamber of Commerce

Grantee: London School of Management Education

Award Description:

The Barking and Dagenham Business Awards 2025 are designed to recognise and celebrate the outstanding achievements of businesses, organisations, and individuals contributing to the borough's economic and social vitality. The awards span multiple sectors, from construction and environmental innovation to diversity, inclusion, and local government planning. The winner of the prestigious award must demonstrate a continuous commitment to environmental preservation, the sustainability of Business and Products, and Services. Also, provide evidence of the Green best practices currently implemented and its future plans. Furthermore, the winner must demonstrate the business benefits of environmental products and actions. Services Designed with Consideration for the Environment accreditations and the contributions made to Barking and Dagenham.

Practice Voices

The following statement from stakeholders at London School of Management Education demonstrates our commitment to sustainable and responsible practices.

Staff Participation in Environmental Projects - Sanjeevika Dissanayake

"Seeing the first bees visit the blooms reminded me how small actions can create meaningful change."

The Rewilding and Bee Conservation Project initiated by LSME was a quiet but powerful experience. Planting wildflower seeds for the project turned out to be far more than a simple gardening activity for me. Watching those tiny seeds sprout into colour and life filled me with quiet pride and hope. When I saw the first bees hovering over the blossoms, it was a gentle reminder that small efforts can have a real impact.

This experience stays with me every time I notice a bee or a patch of wildflowers. It's a personal promise to keep protecting the delicate balance of nature and to keep encouraging others to do the same. This simple act showed me that caring for our planet doesn't require grand gestures, just commitment and heart. It also reflects the PRME principles and supports SDG 15 (Life on Land), proving that even the smallest efforts can help protect biodiversity and build a more sustainable future.

Sanjeevika Dissanayake
Student Support and Engagement Officer



Share

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



Engagement Opportunities

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

- ❖ Relevant organised by the School
- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

London School of Management Education communicates its policies and progress on sustainable development and responsibility with:

- ❖ Boards and advisory committees
- ❖ Alumni and donors
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Prospective and current students
- ❖ Research and academic networks



SIGNATORY

London School of Management Education



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