



Sharing Information on Progress 2026

London School of Management
Education

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	10
5. Values	12
6. Teach	14
7. Research	20
8. Partner	23
9. Practice	25
10. Share	28

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](#) 

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

2025 Statistics	Number
Graduates	147
Faculty & Staff at the University	35
Faculty & Staff at the Institution	35
Student Enrollment at the University	900
Student Enrollment at the Institution	900

2025 Statistics	Number
Undergraduate Attendance	890
Masters-Level Postgraduate Attendance	10
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Masters Programs

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

Additional

 MSc Business Management

Undergraduate Degree Programmes

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

Masters Degree Programmes

 Master of Education
  MSci in Business Management



Purpose

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

Definition of Purpose

At LSME, Purpose means using education to develop knowledgeable, responsible and socially conscious graduates who can contribute positively to their professions, communities and wider society. It guides us to combine academic achievement with ethical awareness, sustainability and responsible decision-making, ensuring that education contributes to both individual advancement and the common good.

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.



How We Define Values

At LSME, Values are the principles that shape how we teach, work and relate to others. They reflect our commitment to respect, transparency, inclusion, ethical behaviour and social responsibility. Through these values, we encourage our students and staff to consider the wider impact of their decisions on people, society and the environment.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across parent organization
- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Senior leadership office

Student Awareness

76% - 100% of students at London School of Management Education are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% 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.



Teach

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

How We Define Teach

At LSME, Teach means helping students connect academic knowledge with the real challenges facing organisations, communities and society. We integrate ethics, responsible management and sustainability into learning and encourage students to question, discuss and apply these ideas through assessments, practical activities, research and real-world experiences.

Courses that support RME

London School of Management Education reports 4 courses in 2025 that support responsible management education and sustainable development goals.

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 students receive 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 group; 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) 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



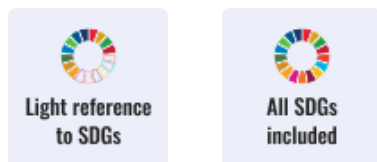
BSc (Hons) Health and Social Care Management | BHM

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.



Educator Recognition

At London School of Management Education, we recognize educators for quality of teaching in the following ways:

- ❖ Professional development opportunities
- ❖ Financial incentives
- ❖ Faculty promotion and tenure consideration
- ❖ Course evaluation scores

Barriers to Innovative Curriculum

In 2025, London School of Management Education identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Time constraints
- ❖ Traditional employer expectations
- ❖ Scalability issues

Barriers to Innovative Pedagogy

In 2025, London School of Management Education identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Administrative hurdles
- ❖ Limited interdisciplinary teaching approaches
- ❖ Scalability issues



Research

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

How We Define Research

At LSME, Research means ethical and responsible enquiry that addresses real challenges facing organisations, communities and society. We encourage research linked to sustainability and the SDGs and organise an annual research conference under the broad theme of Responsible Research and Innovation, bringing together students, staff and external researchers to share knowledge.

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.
---	-----------	---

Research Funding

In 2025, London School of Management Education was awarded funding for research that is:



No funding

Socializing Research

In 2025, London School of Management Education contributed research findings to:

- ❖ Open-access platforms

Research Barriers

In 2025, London School of Management Education identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Administrative barriers
- ❖ Funding challenges
- ❖ Publishing barriers
- ❖ Skills and expertise gaps

- ❖ Technology and resource access
- ❖ Time constraints



Partner

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

How We Define Partner

At LSME, a Partner is an organisation or institution with which we collaborate to advance responsible management education, sustainability and wider social impact. Partnerships may support academic exchange, research, student opportunities, community engagement, widening participation and shared initiatives that contribute to the PRME Principles and Sustainable Development Goals

Institutional Partnerships

- ❖ Local institutions and associations
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ None

Student Organization Partnerships

- ❖ None



Practice

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

How We Define Practice

At LSME, Practice means putting the PRME Principles into action through our everyday teaching, research, governance and engagement with students and communities. It involves embedding responsible management, ethics, sustainability and social responsibility into institutional activities and continuously improving how these principles are applied in practice.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

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

[View document](#) 

[Download document](#) 

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

[View document](#) 

[Download document](#) 

Practice Awards

In 2025, 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.



Share

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



How We Define Share

At LSME, Share means openly communicating our progress, experiences and learning in responsible management education and sustainability. We share knowledge, research, good practice and lessons learned with students, staff, partners and wider communities through teaching, research, conferences, publications, institutional reporting and collaborative dialogue

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:

- ❖ 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
- ❖ Relevant organised by the School

Communication Audiences

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

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

Communication Barriers

London School of Management Education faces the following barriers in transparent communications:



**Feedback
loops**



Media visibility



**Engagement
gaps**



SIGNATORY

London School of Management Education



Address

Cambrian House, 509-511 Cranbrook Road, Gants Hill, Essex, IG2 6EY
United Kingdom



Website

<http://lsme.ac.uk/>