



# Principles for Responsible Management Education (PRME) Sharing Information on Progress (SIP) Report 2023



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ACCREDITED FOR BUSINESS EXCELLENCE



**UNIVERSITY OF  
WESTMINSTER<sup>®</sup>**  
**PROUD  
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Overall: **Silver**

Student experience: **Silver**

Student outcomes: **Silver**

Teaching Excellence Framework

**UNIVERSITY OF  
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## Contents

|  |           |
|--|-----------|
| <b>OUR COMMITMENT TO PRME .....</b>                            | <b>3</b>  |
| A message from the Head of College .....                       | 3         |
| <b>ABOUT THE UNIVERSITY OF WESTMINSTER.....</b>                | <b>4</b>  |
| <b>UN SUSTAINABLE DEVELOPMENT GOALS (SDGS) .....</b>           | <b>5</b>  |
| Measuring progress against SDGs.....                           | 5         |
| Sustainable Development Advisor.....                           | 5         |
| Times Higher Education (THE) Impact Ranking Results 2022 ..... | 5         |
| Future plans and priorities .....                              | 6         |
| Equality, Diversity and Inclusion (EDI) .....                  | 6         |
| Our priorities and the SDGs .....                              | 7         |
| <b>ABOUT WBS.....</b>  | <b>8</b>  |
| Our Schools .....  | 8         |
| School of Applied Management (SAM) .....                       | 8         |
| School of Finance and Accounting (SFA).....                    | 9         |
| School of Management and Marketing (SMM) .....                 | 9         |
| School of Organisations, Economy and Society (SOES).....       | 10        |
| Teaching and learning .....                                    | 10        |
| Research .....   | 11        |
| <b>PROGRESS AGAINST PRINCIPLES 2021-2023 .....</b>             | <b>12</b> |
| Principle 1: Purpose.....                                      | 12        |
| Principle 2: Values .....                                      | 14        |
| Principle 3: Method.....                                       | 17        |
| Principle 4: Research .....                                    | 18        |
| Principle 5: Partnership .....                                 | 19        |
| Principle 6: Dialogue.....                                     | 19        |
| <b>UN PRME OBJECTIVES, STATUS AND GOALS 2023 .....</b>         | <b>21</b> |

## OUR COMMITMENT TO PRME

### A message from the Associate Head of College

Westminster Business School (WBS) is proud to be a signatory of the Principles for Responsible Management Education (PRME) and a member of the international PRME community. One of the largest and most experienced providers of business and management education in London, our community of over 6,000 students and 250 educators and researchers brings together one of the most diverse cultural and international populations of any Business School in the UK.

A key change since our 2021 report is that in the 2022 University Strategy, Sustainable Development is one of our top three priorities. People are at the heart of everything we do. We welcome the contribution that staff, students and partners from different backgrounds, cultures and experiences bring, enriching the broader student experience for the benefit of all. We prepare our students to develop successful careers, meeting challenges and opportunities in their professional lives with flexibility and durability, all the while contributing to a richer, happier society.

To achieve this, we recognise they need to acquire not only business knowledge but also the values and attributes required to inspire others and transform futures – their own, their organisations and wider society. As such, PRME principles and the UN Sustainable Development Goals (SDGs) are important components of the University's Education for Sustainable Development (ESD) strategy, which our Business School strategy in turn supports.

I am pleased to reconfirm our commitment to uphold the PRME Principles and our engagement in a continuous process of improvement in their application. In this, our fourth Sharing Information on Progress (SIP) report, I am delighted to share our recent progress, which includes the University's attainment of the Teaching Excellence Framework TEF Silver in 2023. This acknowledges us as delivering very good quality education.

We support social impact through our cutting-edge research, innovation support and providing a relevant, responsive course portfolio, not to mention through the provision of staff and student volunteering and consultancy to NGOs, community organisations, charities and social enterprises and more. However, there is still further work to do, so our future targets are designed to guide our next steps on this continuous journey of improvement.



**Dr Paul Elmer**  
Associate Head of College  
Westminster Business School

## ABOUT THE UNIVERSITY OF WESTMINSTER

Established in 1838 to educate the working people of London, the University of Westminster became the city's first polytechnic with a mission to provide grounded, holistic education with wide horizons and opportunities. This is so that people from every background can realise their true potential, contributing to a richer, happier society.

Led by Vice-Chancellor and President Dr Peter Bonfield since 2018, the University was restructured into three Colleges, one of which is Westminster Business School (WBS). Our extensive range of industry partners includes large corporates, SMEs and charities, which offer placements and work experience to our students.

Westminster has always strived to create course offerings that respond imaginatively to the varied needs and aspirations of our different audiences. As a diverse and dynamic international education institution, with more than 18,250 students from 169 different nations, situated at the heart of London, we are ever mindful of the impact we have on our environment and local, national and international communities. We have a firm and historic commitment to equality and diversity, building an environment that is welcoming and inclusive for all our students and colleagues.

Our aim is to be a sustainable and socially responsible higher education institution (HEI) and we recognise that our activities have the potential to impact the local, national, and global environment both positively and negatively. As such, we are committed to managing and reducing our environmental impacts, by developing our operations in a sustainable manner, adopting best practice and putting sustainable thinking at the forefront of our decision-making process. The Sustainable Development Goal (SDG) framework was adopted in 2018 to help shape everything that we do in our teaching, research and operations.

Using the SDGs to guide our decision making, we believe that we have made great strides towards reducing the environmental impact of campus operations, not least in our attempts to empower students to become stewards of the SDGs; global citizens who champion sustainability in their future roles. SDGs have been incorporated into the University's Cross Cutting Priorities to better support the development of operational plans to address them.

Continuing our contribution to the SDGs, we will focus on empowering staff and students to get involved, helping us to achieve our objectives by embedding sustainability and social responsibility across University activities and in all the work we do. We have pledged to provide sustainability education to every single student.

### PRME | SPOTLIGHT



#### **Barefoot Entrepreneurship**

**Dr. Maria Granados, School of Management and Marketing**

The study looks at the challenges faced by barefoot entrepreneurs who are trying to make a difference in extreme poverty. It focuses on marginalized waste pickers in Colombia and how their efforts to gain legitimacy for their work have been met with resistance from those in power. The study shows that the more these entrepreneurs try to gain acceptance, the more they face exclusion. Regulatory change is needed to address this issue.

Granados, M.L., Rosli, A. and Gotsi, M., 2022. Staying poor: Unpacking the process of barefoot institutional entrepreneurship failure. *Journal of Business Venturing*, 37(3),

## UN SUSTAINABLE DEVELOPMENT GOALS (SDGs)



The University of Westminster’s [“Being Westminster”](#) 2022 – 2029 Strategy sets out three priorities: Well-being, Inclusion and Sustainable Development, taking inspiration from the Goals to “drive our actions, activities and governance across our University, in line with our progressive, responsible and compassionate values”.

The Business School has continued to add value to society locally, nationally and internationally, engaging with our internal and external communities through research, learning and teaching. Not only have we developed new programmes, such as our newly validated BA Sustainable Business Management degree and our Sustainability Management and Innovation MSc, in response to global environmental, social, and economic challenges, but we have also continued to increase institutional accountability by establishing internal structures to monitor activities and progress towards SDGs. This places us in a strong position moving forward to build on our achievements to date.

### Measuring progress against SDGs

#### Sustainable Development Advisor

The University appointed a Sustainable Development Advisor in early 2022 to focus our work on linking research, teaching, operations and communications to the SDGs. There is also a wider network of colleagues and students progressing the SDGs through various sub-groups across the University.

The Sustainability Advisor is part of the University’s Sustainability Team and reports to the University Executive Board (UEB), the University’s senior management committee, to ensure that inclusion, sustainability and social responsibility activities are united into one cohesive programme and reporting mechanism. Chaired by the Vice-Chancellor, UEB’s membership includes the Deputy Vice-Chancellors, Pro Vice-Chancellors and Heads of Colleges, and the University Secretary and Chief Operating Officer.

#### Times Higher Education (THE) Impact Ranking Results 2022

Our impact has been externally measured and recognised through submission for a third year running to the *Times Higher Education (THE) Impact Ranking*. Launched in 2018, these are the only global performance tables to assess universities against the UN’s 17 SDGs using carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas: research, stewardship, outreach and teaching.

**Global Ranking: 77th out of 938 universities**

Our various access measures, resources, and policies to support and empower our female students and colleagues is reflected in our results for SDG 5. Our research on gender equality also contributed to our positive outcomes, including scoring 97.4 out of 100 for publications on the subject.

**5 GENDER EQUALITY**



**Global Ranking: 29th out of 796 universities**

Our commitment to creating an inclusive University is also reflected in our outcomes for SDG 10. Our proportion of disabled students is 10 times the global average, and we employ over double the global average proportion of disabled staff members. We also have comprehensive measures against discriminatory behaviours which stands us out globally.

**10 REDUCED INEQUALITIES**



Historically, the University has submitted in seven SDG categories, which serve to both highlight our achievements and enable us to learn from other higher education institutions (HEIs) around the world to better understand how we can improve our performance. For 2022, there were also submissions in

**SDG 7: Clean and Affordable Energy SDG 13: Climate Action SDG 15: Life on Land SDG 16: Peace, Justice and Strong Institutions**

Overall, the University of Westminster has been recognised **in the top 15% of universities worldwide for our work on contributing towards the United Nations' 17 Sustainable Development Goals (SDGs)**. In seven of the 11 SDGs in which Westminster participated, the University performed in the top 25% of institutions globally. The University ranked 29th for our contribution towards SDG10: Reduced Inequalities, and 77th for SDG5: Gender Equality, reflecting our strong commitment to Equality, Diversity and Inclusion and creating a more welcoming environment for our students and colleagues.

This impressive performance reflects Westminster's commitment to the SDGs and our values to bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world.

## Future plans and priorities

Moving forward, the University is developing an Education for Sustainable Development (ESD) strategy in partnership with the University Centre for Education and Teaching Innovation (CETI). Workshops and resources around the SDGs and sustainability pedagogy for teaching and research are being developed to provide necessary training for our colleagues to pass on the knowledge to our students. CETI has launched a successful **Green Fund** scheme to provide grants of up to £5,000 to students to carry out projects that address environmental and/or social sustainability issues. We have also worked in collaboration with the Quintin Hogg Trust (QHT) to include a section on SDG impact in the annual report for projects funded by the QHT, to monitor, measure and report on the positive impact being made by our researchers.

## Equality, Diversity and Inclusion (EDI)

We have continued efforts to embed Equality, Diversity and Inclusion (EDI) across the University, establishing an EDI Committee, supported by our strong and independent colleague networks. Each of the Schools in WBS has a staff EDI champion and a student champion. 2021 saw the launch of the **Equality, Diversity and Inclusion Strategy**, laying the foundations for long-term critical work. The Strategy is implemented via an annual **EDI Action Plan** and specific workstreams, each with their own action plans, timelines, teams and targets.

Following the publication in 2020 of 15 commitments to ensure that we operate as an actively anti-racist and inclusive institution, a Working Group of the EDI Committee, which includes the BME Network co-chairs, is in place to gather regular updates on, and monitor progress against these commitments. We publish annual updates to recognise progress and acknowledge that impact may vary in terms of the on-the-ground experience of colleagues and students. For two years QHT is funding EDI-driven events and capacity-building programmes. The Programme Board includes the Head of the Business School.

## PRME | SPOTLIGHT

### Green Fund Project 2022

Students from the MSc Sustainability and Innovation Management course hosted a Conference on Food Waste in June 2022, inviting partners from Industry and Campaigners. Chefs accomplished in recipes using potential Food waste also impressed delegates with Savory Muffins and other delicious snacks with drinks provided by Toast Ale brewed using surplus fresh bread



## Our priorities and the SDGs

Diversity, inclusion and equality of opportunity sit at the core of how we engage with students, colleagues, applicants, visitors and all stakeholders. *Being Westminster* outlines our commitment: “We will excel in our commitment and our contribution to the United Nations’ Sustainable Development Goals as well as improvements in traditional university ranking schemes; we will be pioneers in health and wellbeing, for our community and the world around us;”. We adopted the SDGs’ framework to support this core social mission and to record, measure and improve our contribution to a wide range of social, environmental and economic outcomes and benefits. We have now prioritised several of these, according to where we feel able to make the most significant differences.

|  |   |
|--|---|
|  <p><b>3</b> GOOD HEALTH AND WELL-BEING</p>            | <ul style="list-style-type: none"> <li>• <b>Health and wellbeing</b></li> </ul> <p>We support our students and colleagues to function well in the world; experience positive relationships and have a sense of purpose while at the University.</p> <p><b>University Mental Health Charter Programme</b></p> <p>The University proudly renewed its partnership with charity Student Minds to create cultural change as part of the University Mental Health Charter Programme. The Programme brings together 58 universities committed to prioritising mental health and wellbeing, sharing best practice and creating cultural change. The University continues to work with the University of Westminster Students’ Union towards achieving the aims of the Charter, so that the priorities for action are informed by students’ experiences and views</p> <p><i>Shortlisted for the Green Gown Awards: Mental health, design and wellbeing project</i></p> |
|  <p><b>4</b> QUALITY EDUCATION</p>                    | <ul style="list-style-type: none"> <li>• <b>Curriculum and research</b></li> </ul> <p>We ensure that the SDGs and sustainability are considered as part of our curriculum and through our research communities. Links to the SDGs are being identified as we start developing opportunities for further embedding these in the curriculum and research at Westminster to develop our ESD strategies. Our Course Validation process assesses Course contribution to the SDG’s.</p>   |
|  <p><b>10</b> REDUCED INEQUALITIES</p>               | <ul style="list-style-type: none"> <li>• <b>Equality, diversity and inclusion</b></li> </ul> <p>EDI is at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.</p> <p><b>Centre for Employability and Enterprise</b></p> <p>The University has successfully submitted a planning application to turn 29 Marylebone Road into the UK’s most inclusive Centre for Employability and Enterprise, with accessibility, inclusivity and sustainability at its heart. Located across the road from Marylebone Campus, the Centre is set to bring employers and the University’s communities under one roof. It will provide our students, alumni, and the wider community with access to inspirational employer-led events and activities as well as training and networking opportunities.</p>   |
|  <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> | <ul style="list-style-type: none"> <li>• <b>Sustainable campus and environmental management</b></li> </ul> <p>We ensure sustainability is considered across all our University sites by embedding Environmental Management into our decision-making processes. Our revised environmental targets prioritise waste reduction and ensuring that standards such as BREEAM are considered in all capital projects. We hold the <i>Soil Association Bronze Award</i> and publish our <a href="#">objectives</a></p>  |
|  <p><b>13</b> CLIMATE ACTION</p>                     | <ul style="list-style-type: none"> <li>• <b>Environmental sustainability</b></li> </ul> <p>Our newly revised 2035 net-zero target shows our commitment to taking action against Climate Change. Alongside improvements to our scope 1, 2, and 3 benchmarking, we have developed decarbonisation plans for all of our sites and increased renewable on-site generation by 50%.. The University is Ecocampus Gold</p> <p><i>Shortlisted for the Green Gown Awards: The Cavendish Living Lab</i></p>   |
|  <p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>         | <ul style="list-style-type: none"> <li>• <b>Partnerships and people</b></li> </ul> <p>We measure our impacts not only through our operational targets, but also by how well our University communities reflect the values of the SDGs. We are continually developing our ESD programmes and identifying ways we can measure the reach and impact of our sustainability research.</p>  |

## ABOUT WBS

Westminster Business School (WBS) is known for practical and applied teaching, rooted in the University's 180-year history as one of the first Polytechnics. Our mission is to build a Business School that is distinctive, globally-connected, research-engaged and financially strong; a provider of choice for applied and professionally-accredited management education that meets the needs and expectations of employers and the professions.

Based in the heart of London's political, media, financial and retail services, we bring professional practice to the classroom through industry speakers, field trips, real-life case studies, problem- and work-based learning. Our goal is to transform the prospects of our 5,148 undergraduate and 1,127 postgraduate students, equipping them with the knowledge, skills and mindset to succeed in management and, through research and knowledge exchange, to positively influence and shape policy and management practice.

From short courses and apprenticeships to doctorates, the School's course portfolio covers a wide range of disciplines. This includes broad-based degrees in management, digital business and international business, alongside more specialised programmes in marketing, accounting, finance, HRM, economics, sustainable management, entrepreneurship, construction and property management. Development. Our executive courses in project management, ACCA preparation and property surveying, are held in high regard.

### Our Schools

WBS is structured into four academic Schools, each led by a Head, who sits on the College Executive Group (CEG), our highest governing body.

#### School of Applied Management (SAM)

We draw on subject expertise from: information management, operations management, digital business, project management, property management, development and investment and construction. These subjects share a common goal to improve the performance of global enterprises and the built environment using advanced techniques and technologies, particularly digital. Our graduates gain skills to create value by reducing risk, managing cost, delivering return on investment, and ensuring projects and assets are delivered safely and sustainably.

Teaching is informed by an extensive research portfolio, which includes: the production of 'digital twins' in construction; the application of information and communication technology, particularly emerging digital technologies, in organisational settings; the management of complex programmes and international projects; and new thinking in real estate appraisal, together with energy use in buildings and design technology for low carbon building.

## PRME | SPOTLIGHT

### Meeting needs of professions

Many of our courses enjoy recognition, endorsement and accreditation from a wide range of national and international professional bodies, including:

- Association for Project Management (APM)
- Association of Chartered Certified Accountants (ACCA)
- Chartered Association of Building Engineers (CABE)
- Chartered Financial Analysts (CFA)
- Chartered Institute for Securities and Investment (CISI)
- Chartered Institute of Building (CIOB)
- Chartered Institute of Management Accountants (CIMA)
- Chartered Institute of Marketing (CIM)
- Chartered Institute of Personnel and Development (CIPD)
- Chartered Institute of Purchasing and Supply (CIPS)
- Chartered Management Institute (CMI)
- Digital Marketing Institute (DMI)
- Global Best Practice Solutions (AXELOS)
- Institute of Data and Marketing (IDM)
- Project Management Institute (PMI)
- Royal Institute of Chartered Surveyors (RICS)

### Key ranking achievements

- In seven of the 11 SDGs in which Westminster participated, the University performed in the top 25% of institutions globally.
- 14th in the UK for Building (*The Times Good University Guide 2023*)
- Ranked 11<sup>th</sup> in the UK and 34<sup>th</sup> in the world for the percentage of international students (*THE World University Rankings 2022*)



### Key research groups

- **Centre for Employment Research (CER)** contributes to public policy in skills, labour markets, employment relations and equality and diversity.
- **Centre for the Study of the Production of the Built Environment (ProBE)** explores labour issues affecting the construction industry, including vocational education and training, low energy construction and climate change.
- **Centre for Digital Business Research** examines the methods and technologies underpinning the digital transformation of modern 21st century enterprises
- **Inclusive and Sustainable Business Research Group**



Longstanding relationships with the professions, employers, government, and public bodies allow us to prepare our graduates and apprentices for the workplace. Authentic assessments, for example, include working on ‘live’ industry-hosted case study projects. As a result, 91% of our students find employment or further study six months after graduating (2020/21), 75% in highly skilled employment or further study. Most of our courses carry professional body accreditation, including APM, PMI, RICS, CABE and CIOB, while our vibrant apprenticeship provision, in surveying, project management and building control, further strengthens our links with employers.

### School of Finance and Accounting (SFA)

Preparing our diverse body of students to excel in professional careers in financial management and the global financial and corporate services sector, SFA has an exceptional record in teaching finance, accounting and financial analytics subjects. Our education practices are grounded in theory, embedding the latest technological and financial market resources to develop future employability skills. For example, our new MSc Fintech with Business Analytics includes study of “Legal Aspects of International Finance, Sustainability and Innovation. We continue to use the latest Bloomberg system in the Financial Markets Suite.

The School enjoys close working relationships with the Confederation of British Industry (CBI) and professional bodies, such as ACCA, CIMA, CISI and the CFA Institute. We are an ACCA Gold Approved Learning Partner and a CISI Centre of Excellence in Financial Markets. Active in applied research, our staff contribute to improving practice in the accounting and finance professions, as well as informing public policy and lending their expertise to companies and financial institutions through consultancy and other advisory services.

### School of Management and Marketing (SMM)

Focused on launching professional management and marketing careers, SDGs are embedded into learning and teaching whenever we refresh curricula – for example our specialist undergraduate degrees in International Marketing, Marketing Communications, Digital Marketing and Marketing Management were revalidated in 2023 and we have introduced a new course, BA Sustainable Business Management.

We collaborate with professional bodies including the IDM and CIM, preparing students and external managers in the practice and skills required for digital marketing. Our priority in the last two years has been to embed authentic learning, teaching and assessment; all modules now include authentic assessment and we have expanded our collaboration with Employers to achieve this.

We have a strong focus on improving student employability, addressing SDGs 3, 5 8 and 10. This also encompasses EDI, where we are leading the way in addressing differential graduate outcomes gaps through are work with students, disseminating research, running pilot projects and through initiatives on “Black Safe Organisations”.

Our staff work with many commercial companies and marketing agencies, which provide guest speakers, case studies, internships and applied assignments to help develop students' technical skills and critical thinking. We also host the Research Group in Inclusive and Sustainable Business in addition to conducting research centred on management, strategy and marketing.

## School of Organisations, Economy and Society (SOES)

The School's mission is to educate, inspire and empower its students to be enterprising, socially aware and resilient professionals in business, community organisations or in the public sector. SOES draws on expertise in human resource management (HRM), organisations, leadership, economics, international development, international business, sustainability and social and commercial enterprise development. Our research interests lie in economics, development policy, reward management, employee relations, change management, entrepreneurship and sustainability. We host two research centres, CER and ProBE.

SDGs pervade our teaching and research activities through undergraduate specialisms in Social Enterprise and International Business, and Masters' covering areas such as Sustainability Management, Enterprise and International Development Management. We take our commitment to EDI extremely seriously and have reviewed the curriculum, teaching materials and delivery to ensure what is provided to students is authentic and inclusive.

## Teaching and learning

We're committed to the UN Sustainable Development Goal 4.7 – Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). We work to provide Westminster students at all levels with a strong understanding of sustainability and the interconnected nature of social, environmental and economic factors, alongside a 'sense of belonging to a common humanity'. The University's Sustainability Team and the Centre for Education and Teaching Innovation (CETI) are driving our progress on Education for Sustainable Development by adapting existing models of learning, developing new approaches to learning, empowering academic colleagues to become Sustainable Development educators, and continuing to transform our campuses into ESD learning ecosystems. Our portfolio is directed towards emerging labour markets, with a clear intent to deliver "*decent work and economic growth*". Students now consider problems and engage in tasks that promote solutions, for example, for: **sustainable industry and infrastructure**, in supply chains; **responsible consumption and production**, in marketing and in strategic management; and **gender equality at work**, tackling human resources problems.

We have started taking action towards our responsibility to educate all our students about Sustainable Development and the various global issues that the SDGs address. The University's Centre for Education and Teaching Innovation is driving our progress on Education for Sustainable Development (ESD) in partnership with the Sustainability Team and various stakeholders across the University. The first objective is to map out courses that already deliver ESD in the curriculum, and the outcomes from students enrolled on those programmes.

### PRME | SPOTLIGHT

#### Diversity Fashion Show

The School of Management and Marketing's Diversity Fashion Show ran for the first time in 2022, led by a team of 25 students working with Senior Lecturer and EDI Lead, Naseem Joban. The show celebrated the reclaiming of culturally African, Arab and Asian beauty through fashion and beauty artifacts. It focused on promoting diversity and sustainability within fashion and included three main themes; hijab fashion; African fashion and sustainability, an important contemporary issue in the fashion industry. The show aimed to raise awareness and challenge the biases our students have experienced in their lives.



## Research

The College has built a diverse and collegial research culture spanning a wide range of business research activities, reflecting our varied disciplines. We aim to inform and engage academic debate, shape social and political narrative, positively change practice in business, industry and society, and influence policy makers in London, the UK and globally.

In the Research Excellence Framework (REF) 2021 Westminster has been identified as a UK higher education institution which made significant impact in several fields

The world-leading impact the University achieved includes the first in-depth retrospective of Black British music, revolutionising understanding of its cultural significance to the nation. Research submitted in Business and Management gained the 2nd highest impact score nationally, subject areas. Making remarkable impact through research was underpinned by a strong research environment.

Since its foundation in 1838 as one of the UK’s first polytechnic institutions, the University of Westminster has been committed to making a difference, through improving lives, reducing inequality and promoting inclusion. In order to optimise the conditions to do this even more effectively via research, the University has overhauled the structure of its research support, helping to focus its resources to the areas where Westminster can make the biggest impact in people’s lives.

Accordingly, in 2019 the University launched four cross-university Research Communities to facilitate national and international research collaborations, networks and partnerships. These are Arts, Communication and Culture; Diversity and Inclusion; Health Innovation and Wellbeing; and Sustainable Cities and the Urban Environment. Support to enable impact on these areas has expanded significantly through new professional service support and investment in seed-funding for projects that facilitate our growing focus on public engagement and external partnerships.

The impact of our research also underpins our position in the world top 15% of universities for the UN Sustainable Development Goals as reported in the 2022 Times Higher Education Impact rankings.

### WBS Performance in REF 2021

| WBS         | 4* | 3* | 2*  | 1*  | U/C | GPA  |
|-------------|----|----|-----|-----|-----|------|
| Overall     | 20 | 12 | -17 | -15 | 0   | 0.67 |
| Outputs     | 8  | 8  | -4  | -12 | 0   | 0.37 |
| Impact      | 62 | -2 | -37 | -23 | 0   | 1.45 |
| Environment | 0  | 50 | -38 | -13 | 0   | 0.63 |

\* Rounded to nearest integer

### Supporting doctoral research

We host c.60 doctoral researchers at any given time, all of whom are supervised by at least two doctoral supervisors and a dedicated PhD team. Staff publish a wide range of scientific outputs. Recent research publications include:

- **Linda Clarke, Melahat Sahin-Dikmen & Christopher Winch** (Kings College ) 2023 Building it Green, European Report Funded by Canada Climate Literacy Research Inc
- **Maria Georgiadou**, Cascone, P., Schiano-Phan, R., Lau, B., Georgiadou, M.C. and Laddaga, M., 2022. Performative housing for extreme climatic conditions: the African Off-grid Housing (AOH) research project case study. *TECHNE-Journal of Technology for Architecture and Environment*, pp.187-199.
- **Franz Buscha**, Buscha, F., Gorman, E. and Sturgis, P., 2023. Selective schooling and social mobility in England. *Labour Economics*, 81, p.102336.
- **\*Richard Dorsett**, Dorsett, R. and Thomson, D., 2023. How Incarcerating Children Affects their Labour Market Outcomes. *Journal of Social Policy*, pp.1-22.
- **Peter Urwin**, Gorman, E., Thomson, D., Urwin, P. and Min, Z., 2023. Education pathways to the labour market for 16-year-olds who struggle to achieve maths and English in General Certificate of Secondary Education. *International Journal of Population Data Science*, 8(2).

## PROGRESS AGAINST PRINCIPLES 2021-2023

### Principle 1: Purpose



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

Our continued purpose is to transform the prospects of our students by equipping them with the knowledge, skills and mindset to succeed in management and, through research and knowledge exchange, to positively influence and shape policy and management practice. Both WBS and the wider University of Westminster are deeply committed to the UN SDGs, recognising not only our responsibility, but also our capacity and potential to create positive change towards a sustainable future through innovation and collaboration.

Outlined within *The Westminster Business School Strategy 2018-2023*, responsible management education sits at the heart of what we do – in our promotion of socially responsible leadership and sustainable practices in education, and in our research, knowledge exchange and preparation of graduates to positively influence and shape policy and management practice. The School's commitment to PRME is explicitly referenced in College values (see *Principle 2*).

#### Supporting innovation and enterprise in London, the UK and across the globe

Our central London location means we are ideally placed to engage with decision makers in business, commerce and trade in Britain's capital and beyond. Using our expertise and resources, we partner a range of organisations to develop anything from new business models to new technologies, products, strategies and processes. We also engage high profile speakers to inform, inspire and engage our own students, the public and business community.

Our researchers have worked with [Alara Wholefoods](#), for example, to calculate and alert customers of the carbon footprint of its breakfast cereals and our International Business and Management MSc students undertake a 'live' [project brief](#) each year. Our MSc Project Management and MSc Entrepreneurship, Innovation and Enterprise Development students both have modules where charity fundraising is embedded in the assessment. Student work placements support our West London community too, including Queens Park Rangers (QPR), one of London's most progressive and community- focused football clubs, and Marylebone Cricket Club to help Lord's Cricket Ground become net carbon zero.

## PRME | SPOTLIGHT



#### London Student Sustainability Conference

The University collaborated with five other London universities to deliver the London Student Sustainability Conference (LSSC) in February 2022. The conference highlighted student research and projects which create positive impacts in the world. Entirely student-led, the conference offered students a chance to exhibit their work through presentations, posters, and performances, and connect and work with other students across London and different disciplines. The next LSSC will take place in February 2023, with nine participating universities.

We believe strongly that education leads to significant sustainable development benefits for individuals, communities and countries. It is also a means of supporting and accelerating global capacity to implement the SDGs.

In support of SDG 4 Quality Education, the University is developing an institution-wide Education for Sustainable Development (ESD) strategy, in collaboration with all four Colleges and CETI. Workshops and resources on the SDGs and sustainability pedagogy for teaching and research are being developed to train staff to pass on the knowledge to students. Since 2019, we have participated in the SDG awareness week organised by National Union of Students (NUS) and we have run two rounds of carbon literacy training for students and staff.

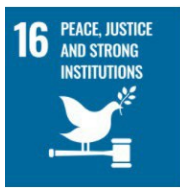
In keeping with the College's core mission, our ESD goal is to prepare students to be active leaders in a fast-changing global society, with the ability to think critically and creatively around pressing concerns and challenges. Our courses highlight cultural, legal, ethical and economic perspectives and challenges facing modern businesses, individuals and communities. Through final projects, live briefs and case studies, students have ample opportunity to start making a difference long before they graduate.

Nowhere is the impact once students graduate better illustrated than the annual ***Westminster Alumni Awards***. In 2022 the Entrepreneurial Award went to Sofia Fominova (Marketing Management MSc, 2017 and Entrepreneurship, Innovation and Enterprise Development MSc, 2018). Co-Founder of Net0, a carbon management platform that helps businesses and governments transition to net zero. This year, two of our students attained awards.

### Westminster Alumni Awards

- **2023 Nevine Country**, who graduated from the Marketing Communications MA course in 2005, is the winner of the **Entrepreneurial Award**. Nevine is the founder of Playdate, the UK's first dating app for single parents. After finishing her MA at Westminster, she established her own marketing agency.
- **The Social Impact Award**, which recognises a graduate who has made a positive contribution to the lives of others. The award was given to Betty Nairuba, who graduated from International Development Management MA in 2015. After studying at Westminster, Betty returned to Uganda. As Executive Director of Concern for Neighbours and Community Engagement, she works to make an impact in the lives of marginalised people in local communities. Through the charity initiative, over 1,000 adolescent mothers have been supported to return and stay in school, and 500 disabled women and teenage mothers have been empowered economically through vocational and entrepreneurship skills training. This has enabled them to realise their potential and participate in community development.

Principle 2: Values



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

WBS embraces the values of the wider University. Our integrated School and University of Westminster values are as follows:

- **Progressive:** We look forward, anticipate what’s changing and embrace the new with energy and imagination. In all areas of business and management, our programmes are continually adapted to the practical needs of employers and the professions.
- **Compassionate:** We are thoughtful and sensitive, supportive and encouraging, making time to talk, especially when the pressure is on. As a University community we are inclusive and united, careful to consider what enables each and every one of us to play our part, and our School structure enables and reinforces this.
- **Responsible:** Individually and collectively, we take responsibility for our actions, work to the highest ethical standards and help each other to do the right thing. We support the Principles of Responsible Management Education (PRME) and encourage our students to embrace the virtue of sustainability in business and enterprise.

We view professional education as a partnership and encourage all staff and students to be:

- **Responsible:** Accountable for ourselves and our actions
- **Engaged:** Actively learning, teaching and working
- **Respectful:** Considerate of others and their ideas
- **Informed:** Aware of policies, procedures and developments
- **Clear:** Thoughtful and constructive communicators
- **Prepared:** Ready to learn, teach and support one another
- **Punctual:** Meeting deadlines and being on time
- **Lifelong learners:** Committed to personal and professional growth

Our aim is that graduates will possess the following graduate attributes:

- Be critical and creative thinkers
- Be literate and effective communicators
- Be entrepreneurial
- Be global in outlook and community engaged
- Be socially, environmentally and ethically aware

PRME | SPOTLIGHT

Universities and Social Mobility Report

The University scored second highest among universities in England for social mobility. The report, published in November 2021 by the Institute for Fiscal Studies and the educational charity Sutton Trust, is the most comprehensive of its kind and looks both at the share of students from low-income backgrounds at the university and whether their university studies have helped move them up to the top of the income ladder.

Authentic, personalised and purposeful education

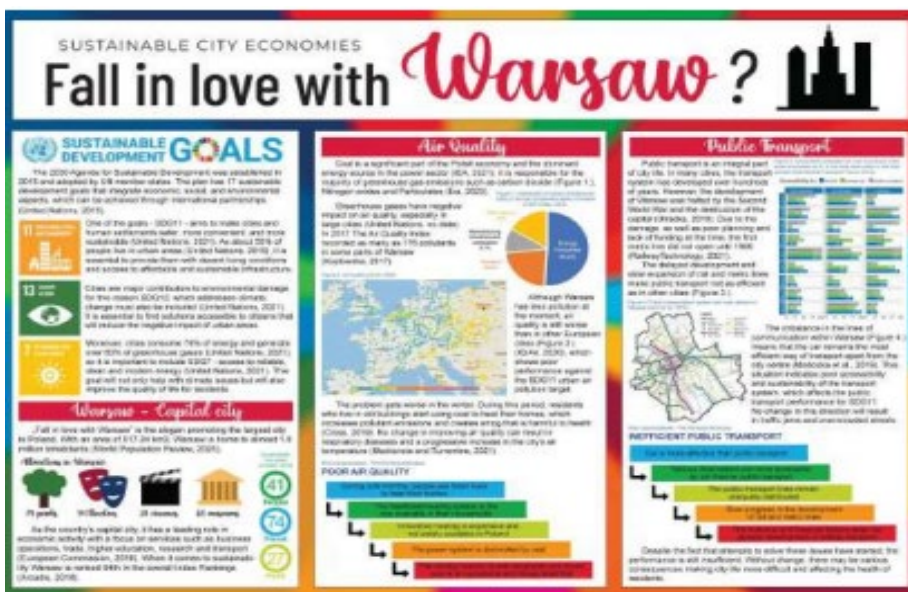
The University’s Education Strategy 2023-2029 objective is to offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. Our strategy is underpinned by three core principles:

- Our education is inclusive, accessible and challenging. We are committed to removing the barriers to success and contributing to social justice.
- The wellbeing of our students and colleagues is our priority and underpins our student and colleague support structures, curriculum design and learning environment development.
- We lead change. Taking inspiration from the UNESCO Education for Sustainable Development programme, we support our students to become changemakers who can tackle interconnected global challenges to people, planet and prosperity

We have developed new programme and module options in response to global environmental, social, and economic challenges, and to widen access, particularly by expanding subjects offered via work-based Degree Apprenticeships.

| Portfolio development 2021-2023                                    |
|--|
| <b>New undergraduate courses</b>                                   |
| BA Sustainable Business Management                                 |
| BA Contemporary Retail   |
| BSc Fintech with Data Analytics                                    |
| <b>New postgraduate courses</b>                                    |
| MSc Fintech and Business Analytics                                 |
| MSc Marketing Analytics (in development)                           |
| <b>New short courses</b>   |
| Data Analytics and Business Intelligence                           |
| <b>New modules</b>   |
| Sustainable Marketing (Levels 6 and 7)                             |
| Sustainable Finance (Level 6)                                      |
| Social and Green Innovations (Level 6)                             |
| Ethics, CSR and Sustainability in Sport (Level 6)                  |
| Marketing for a Sustainable World (Level 7)                        |
| Ethics and Corporate Social Responsibility in Accounting (Level 5) |

Revalidation of our Marketing Undergraduate programmes in January 2023 was guided by PRME principles and a new module in Sustainability Marketing introduced. We are also launching a new course BA Sustainable Business Management. The Sustainable City Economies (SCE) module exemplifies the aims of ESD. Cities are the arena of turbulent and contradictory interplay between drivers influencing profitable business opportunities, social equity and environmental stability. The SCE module uses cities as a ‘field of enquiry’ for exploring both global and local issues of urban development and sustainability in the context of varied socio-economic, political and natural environments, introducing both theory and practice of managing ‘profit, people, planet’ conundrum. SCE’s teaching team invited the University’s Sustainability Team to help judge their annual poster competition. Many congratulations to the three winners for their analyses of Brussels, NewDehli, and Warsaw respectively.



## Employer Advisory Boards (EABs)

In addition to the formal processes outlined previously for quality assurance, **School Employer Advisory Boards (EABs)** implement our partnership approach, facilitating regular consultation with alumni and business representatives, providing a direct and formalised link to society and industry. Launched in October 2019 across the University and chaired by Heads of School, EABs meet once a term. The four EABs in WBS include representatives from a broad range of sectors, who advise on outline proposals for new taught programmes in order to ensure course content:

- Engages with the needs of the graduate employment market
- Embeds skills and experiences that help students become successful work-ready graduates
- Equips our students with the relevant digital skills needed for success in their respective industries.

EABs help to ensure that our students' learning experience reflects the ever-changing priorities and challenges facing the world today. For example, consultation with EAM members in September 2019 about issues relating to sustainability informed the subsequent revalidation of our Business Management programmes. EABs also provide a structured forum for employers to have input into the advancement of Westminster's employability strategy including work-based learning and placements projects.

### Employer Advisory Board (EAB) membership 2020/21

we are refreshing these during 2023/24

| School of Applied Management (SAM)  | School of Finance and Accounting (SFA)  |
|---|---|
| <ul style="list-style-type: none"> <li>• John Barfoot, Learning, Education and Academic Director, Chartered Association of Building Engineers (CABE)</li> <li>• Lorraine Eaton, Technical Training Manager, Lendlease</li> <li>• David Cutner, Tannery Engagement Director, Qualus Ltd</li> <li>• Daniel Hughes, Fund Manager, Premier Miton Investors</li> <li>• Lillian Magero, Liberty Mutual</li> <li>• Nick Fell, Partner, Rapleys</li> </ul>  | <ul style="list-style-type: none"> <li>• Rishav Borah, Director, Barclays PLC</li> <li>• Harry Tsokanis, Director, JP Morgan</li> <li>• Elizabet Bennett, Operational Risk Manager, Vanguard</li> <li>• Sotiris Kyriacou, Head (Accountancy), NHS</li> <li>• Sadeq Al Safarini, Senior Treasury Consultant, Go Cardless</li> <li>• Olu Ademuwagun, CEO, Fonzo Energy</li> <li>• Edward Van Low, VP, Datavision</li> <li>• Mario Ortega, Analyst, Evercore</li> <li>• Sheila Chauduri, Director for India, Smart Talkers</li> <li>• Helen Brand, CEO, ACCA Global</li> </ul>   |
| School of Organisations, Economy, and Society (SOES)  | School of Management and Marketing (SMM)  |
| <ul style="list-style-type: none"> <li>• Hristina Ivanova, Student Services Provider, University of Bedfordshire</li> <li>• Stephanie Easton, Head of People, London Marathon Events</li> <li>• Kat Eletsikh, International Brilliance Awards Manager, BOC Global Events Group</li> <li>• Jenna O'Byrne, Data Insights Deputy Director, Department of Health and Social Care</li> <li>• Brent Hamerla, Founder and Director, Shaping Talent</li> <li>• Arvind Khoda, HR Business Partner, Rail Safety Standard Board (RSSB)</li> <li>• Jenny Garrett, Career Coach/Leadership Trainer and Speaker, Jenny Garrett Global</li> <li>• Ian Smart, Co-Founder, NED and Executive Coach, Impact Central</li> <li>• Evelyn Anyiri, International Pricing Manager, Royal Mail</li> <li>• Malaka Awad, Leadership Development Specialist, London Leadership Centre</li> <li>• Gabriella Campbell, Vice President - Regulatory Business Analyst, Citi</li> <li>• Karen Emmanuel, CEO, Key Production Group/Curious PR</li> <li>• Jamel Banda, Head of Treasury, Ghana International Bank</li> </ul> | <ul style="list-style-type: none"> <li>• Kate Burnett, Talent General Manager, DMA</li> <li>• Marc Guitart, CEO and Founder, Brandlond</li> <li>• Monica Rodriguez-Barolome, Country HR and VP, Total Country Services UK</li> <li>• Dr Russell Rook, Chair and Founder, The Good Faith Partnership</li> <li>• Tom Armitage, Head of Talent and Performance, The Telegraph Group</li> <li>• Hayley Millard, Client Manager, Kantar Marketplace</li> <li>• Paul Mitchell, Education Manager, QPR Community Trust</li> <li>• David Paul, Exec Director, Head of Create, Ipsos MORI</li> <li>• Eva Peris, VP of Sales and Marketing, Ironhack (Tech School)</li> <li>• Margaret Sherer, CEO and Founder, Cittadina Marketing</li> <li>• Zainab Zorkong, Assistant Director (Better Regulation), Department of Business Energy and Industrial Strategy</li> </ul> |



### Principle 3: Method



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

The primary goal of the University's Education Strategy 2023-2029, is to help students and colleagues from different backgrounds fulfil their potential and contribute to a more sustainable, equitable and healthier society.

Our strategic aims are to:

- Teach in a way that is, practical, active, inquiry/problem-focused and socially engaged
- Provide personalised learning and flexibility for students
- Embed critical thinking, employability, enterprise and global fluency in our courses and in co-curricular activities.

The University's Centre for Education and Teaching Innovation (CETI) engages in curriculum horizon scanning and acts as a central hub to support staff across all Colleges to identify, encourage, support and research the development of new curricular opportunities that meet the ever-changing needs of the 21st century.

The practical and applied learning we provide in WBS is underpinned by engagement and interaction with industry and the professions, so students see the theory and skills they are being taught put into practice. One particular study trip, linked to the assessed group work of the *International Marketing and Communication* module, was used as a *Students as Co-Creators* project to explore how such experiential learning helps to develop students' 6Cs – Cross-cultural competence, Collaboration, Communication, Critical thinking, Creativity and Compassionate. Students visited a number of different companies, including Jaguar Land Rover, the Morgan Motor Company and Aston Martin, to discuss issues associated with global branding. Selecting one company, they had to write a short situation analysis describing its business environment, how it competes, challenges faced and future business prospects, using appropriate models such as the 'brand onion' and 'brand triangle'. Challenged on the 6Cs several times, they found the learning experience beneficial overall – applying theory in practice and developing individual skills working in cross-cultural teams. They concluded that learning could have been enhanced by more team-building activities when not on industry visits, a recommendation for future study trips.

**PRME | SPOTLIGHT**



#### **Campus Hydroponic Wall**

Our campus reception features a Hydroponic wall growing varieties of lettuce. This was originally part of a Green Fund Project and is now jointly maintained by the School of Architecture and Cities and Westminster Business School as a showcase for Sustainability for all students.

## Principle 4: Research



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

The University focuses its research on four thematic priorities that capture our recognised strengths in research, our values and the impact we have on the world. They also link to the UN SDGs and ‘[The Grand Challenges](#)’ identified as key priorities in the Government’s Industrial Strategy (AI and data, ageing society, clean growth, future of mobility).

- **Diversity and inclusion:** Understanding issues that enable or prevent particular groups taking a full part in society as citizens in a global world, employees, students, members of families and communities.
- **Health Innovation and Wellbeing:** Developing solutions to better manage and prevent disease, helping populations stay healthier at home, in healthcare settings and at the workplace.
- **Sustainable Cities and the Urban Environment:** Exploring new and sustainable ways of moving people and goods around global cities.
- **Arts, Communication and Culture:** How changes in the environmental, technological and communication landscape are transforming social, cultural and political issues globally.

The WBS research mission, as highlighted in *The Westminster Business School Strategy 2018-2023*, is to deliver internationally excellent business research that advances the theoretical and applied knowledge frontier to inform, engage and shape academic research, inform practice in business, industry and society, and influence policy makers in London, the UK and globally. Our aim – via University approved research centres, CER, ProBE and the Centre for Digital Business Research – is to produce distinctive and powerful research impact that resonates through society and reinforces our disciplinary strengths in key business fields, such as economics, marketing, management science and accounting and finance.

Our researchers remain actively involved in teaching at undergraduate and postgraduate level. This not only enables the regular transfer of new knowledge and findings of academic and applied research, the latter conducted in collaboration with companies and organisations, but also highlights to students the practical ways in which research can impact on organisational and business practices and policies.

The University’s interdisciplinary research and teaching hub, CETI, is designed to provide strategic academic leadership in learning and teaching and curriculum development and innovation. Its goal is to ensure that we are at the cutting edge of inspiring, transformative learning and teaching and that a culture of pedagogic scholarship and research permeates into all areas of our activities.

**Principle 5: Partnership**



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

The University’s Global Engagement Strategy places partnership development and the expansion and enhancement of our international networks at the heart of the University’s approach to internationalisation, reflecting the opportunities and challenges of a dynamic global higher education landscape.

In support of this, WBS is committed to developing teaching, research and mobility partnerships that deliver exciting study and internship opportunities, globally relevant education, and internationally recognised research. We recognise the crucial value that a global engagement agenda brings to a Business School, not only in bringing global experiences for our students and staff, but also attracting international students who help to enrich the student experience.

**Gender empowerment for Social Enterprises**

Supported by the University’s Participatory Research Fund allocation, academics from Westminster Business School have developed an online guide for social enterprises interested in gender empowerment, in collaboration with social enterprise UK. It aims to increase awareness of gender issues and provide examples of gender empowerment practices. The guide outlines suggested indicators that can be used to measure the impact of social enterprise practices and identifies potential challenges which can arise in the process of empowering female employees.



**Principle 6: Dialogue**



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

WBS is driven by the desire to make a real impact on our world by building innovative educational programmes and undertaking practical and applied research and consultancy in collaboration with industry and the professions. Engaging in consultation, conversation, debate and discussion with both internal and external stakeholders is fundamental, not least to share and receive feedback and knowledge, but also to ensure that our contributions remain relevant and achieve results which resonate.

We capitalise on our business connections and use the expertise of our staff, students and alumni to kickstart discussions which inspire others and raise the profile of particular concerns through media interviews, articles, events and seminars.

Recent examples include:

Dr Sumita Ketkar, Senior Lecturer in the School of Organisations, Economy and Society in Westminster Business School has co-authored a policy brief with academics at the International Management Institute Kolkata (IMI-Kolkata) which provides practical steps to policymakers to help bridge the gender pay gap. The




policy brief has been published on Think20 India's (T20) website which is an official engagement group of the G20.




The policy brief was co-authored with Roma Puri and Sahana Roy Chowdhury, both Associate Professors in International Management at IMI-Kolkata.

The policy brief outlines that the gender pay gap (GPG) is a complex issue that various forums, including the G20, have attempted to discuss. It states that mitigating the GPG requires large-scale transformative changes, but constraints on financial resources and public spending, along with cultural norms and deep-seated societal beliefs, make it a difficult task. The authors argue that proposed actions must therefore be economically prudent and actionable.

The authors hope that these proposals can help policymakers to move the needle on gender equity, promote social justice, and improve economic outcomes.

## UN PRME OBJECTIVES, STATUS AND GOALS 2023

| Principle   | 2021-2023 objectives   | Status  | 2023-2025 goals   |
|---|--|---|---|
| <b>Strategy</b><br> | <ul style="list-style-type: none"> <li>• Ensure that all of the College strategic priorities reflect our commitment to PRME</li> <li>• Develop a clear strategy (including KPIs) for the further development of the PRME agenda within each School</li> </ul>  | <ul style="list-style-type: none"> <li>• Submitted to THE Impact Rankings for two years</li> <li>• Awarded Social Enterprise Gold Mark</li> </ul>                     | <p>We will launch a physical Social Enterprise Hub in at 29 Marylebone Road by 2025</p> <p>Refresh the School Strategy in 2023/4 including a new Mission statement</p>  |
| <b>Values</b><br>  | <ul style="list-style-type: none"> <li>• Ensure that the PRME agenda is regarded as a critical element of the programme validations / reviews and quality assurance processes</li> <li>• Continue to review curricula to ensure all aspects of the PRME agenda covered</li> <li>• Enhance our operational processes to promote further behaviours which reflect PRME principles</li> </ul> | <ul style="list-style-type: none"> <li>• SDGs influence new course development and existing course reviews</li> <li>• 15 commitments to EDI published 2020</li> </ul> | <p>We will further increase opportunities for our students to learn more about sustainable development and the SDGs in line with their future career plans. We raise awareness of PRME amongst our academic staff, supporting them as they explore opportunities to develop their own scholarship with regards to the SDGs and curriculum.</p>        |
| <b>Method</b><br> | <ul style="list-style-type: none"> <li>• Reviewed our current teaching practice and share best practice related to the teaching of responsible management, University wide event on SDG's in the Curriculum, June 2023</li> <li>• Encourage the adoption of innovative pedagogies designed to facilitate student engagement with responsible</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Course Leaders Development Forum and CETI workshops help us share best practice</li> </ul>                                   | <p>The University is developing a more systematic approach to integrating sustainability and SDGs into teaching and learning. Curriculum and is working on ESD Framework, Policy and Guidelines. We continue to explore how we might better capture and record information on relevant activities and progress on PRME principles within Schools.</p> |

| Principle  | 2021-2023 objectives  | Status   | 2023-2025 goals   |
|--|---|--|---|
| <b>Research</b><br>    | <ul style="list-style-type: none"> <li>Develop a cluster of research around the pedagogic approaches to responsible management education. This work will seek to identify and evaluate innovative ways of engaging students in responsible management activities</li> <li>Encourage all researchers to consider PRME implications and opportunities associated with their research findings</li> </ul> <p>Strengthen the mechanisms to ensure that leading edge research informs our teaching of PRME issues</p>      | <ul style="list-style-type: none"> <li>School research already actively engages with development and SDGs</li> <li>New Research groups include Entrepreneurship and Social Innovation and Inclusive and Sustainable Business Group</li> </ul>  | <p>Our vision is to carry out research that combines academic excellence with impact, the goal being to produce research outputs and drive change towards sustainable and responsible business practices.</p>   |
| <b>Partnership</b><br> | <ul style="list-style-type: none"> <li>Engage in more collaboration and partnerships with other members PRME members</li> <li>Develop relationships with socially and environmentally responsible organisations willing to support our initiatives to develop responsible graduates who will help to shape a better future for all</li> <li>Support and develop collaborative projects with Industry and pursue multidisciplinary projects to tackle the issues relating to ethics, CRS and sustainability</li> </ul> | <ul style="list-style-type: none"> <li>Student-run Enactus group launched in 2021</li> <li>Member of UK Chapter of PRME with WBS staff attending events</li> <li>Close links developed with organisations such as the Carbon Trust and Social Enterprise UK and now the Carbon Literacy Project.</li> <li>We also actively engage with Businesses committed to EDI.</li> </ul> | <p>We will empower and engage our students, colleagues and local community to become active citizens for sustainability. In our institutional partnerships, a guiding principle will be to partner with institutions which have similar values and commitment to sustainability and the SDGs.</p> |
| <b>Dialogue</b><br>  | <ul style="list-style-type: none"> <li>To engage further with members of our local community and the wider academic community and act as a forum to share knowledge and best practice</li> </ul>  | <ul style="list-style-type: none"> <li>Increased engagement with employers and local organisations, from the Baker Street Quarter to Indian Institute of Management</li> </ul>   | <p>To work with New West End to explore partnerships relevant to our newer degrees such as Contemporary Retail BA.</p>  |

# WESTMINSTER BUSINESS SCHOOL

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[Website](#)

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**