

## **UN PRME Sharing Information on Progress (SIP) Report for London South Bank University (2019)**

At London South Bank University (LSBU), we are delighted to report on our third Sharing Information on Progress since we became Principles for Management Education (PRME) signatories. We are very much committed to delivering education and producing research that embeds and contributes to the United Nation's Sustainable Development Goals (UN SDGs). The world we live in is rapidly changing, from climate change, social and political unrests, to the digital economy, these are challenges increasingly facing humanity, our local and global leaders. At LSBU we are aware of the impact our education, research and enterprise has on shaping the future responsible citizen and leader and we take that responsibility very seriously by adopting values, developing a culture that embraces the 17 UN SDGs in every aspect of what we do. Our staff and students have undertaken real-life projects, initiatives and research projects that make a difference to our communities and stakeholders at large. Some of those projects are outlaid throughout this report.

### **London South Bank University at a glance**

At London South Bank University, we have been transforming lives, communities and businesses for over 120 years. Originally the Borough Polytechnic Institute, we laid down roots in south London in 1892 and has been improving the lives of students, businesses and the local community ever since.

Our original aim 'to promote the industrial skill, general knowledge, health and well-being of young men and women' remains central to our mission today. Our practical and vocational approach ensures our students will leave equipped with the skills to meet the challenges of today's workplace.

From providing a safe haven as a community center serving hot meals during the Second World War, to attracting one-quarter of students from the local area in our annual intake today, we remain rooted in the local community and dedicated to delivering quality education to all.

LSBU is made up of seven schools – School of [Applied Sciences](#), School of [Arts and Creative Industries](#), School of [The Built Environment and Architecture](#), School of [Business](#), School of [Engineering](#), School of [Health and Social Care](#) and the School of [Law and Social Sciences](#) – which are equally committed to the six principles of PRME.

### **LSBU's mission and vision (*Principle 1: Purpose and Principle 2: Values*)**

Our mission is to be recognised as an enterprising civic university that addresses real world challenges.

By 2020, we want to be London's top modern university and our [Corporate Strategy 2015–2020 \(PDF File 749 KB\)](#) sets out how we'll achieve this vision:

#### **Student success**

We want to be recognised for providing a personalised and practical education that will set graduates up for a successful career and prepare them to hit the ground running.

#### **Real world impact**

Our [teaching](#) is accredited, applied and professional, while our [research](#) creates new knowledge with practical applications, helping to find solutions to global issues.

#### **Access to opportunity**

We've built strong links with local and international partners, creating new [global opportunities](#) while engaging with our [communities](#) and widening participation.

#### **Strategic enablers**

We make sure we have the right [facilities](#), systems and people to deliver our strategy.

### ***Our values are EPIIC***

Our staff and students embody and embrace our values of:

**Excellence** We are known for working to a high standard and providing a quality service to all.

**Professionalism** Everyone takes personal accountability and responsibility, leads by example and inspires others.

**Integrity** We communicate with transparency and respect, creating a working and learning environment based on trust.

**Inclusivity** We celebrate being a diverse and vibrant community, where there are no barriers to inclusion and where we view the differences between people as a source of strength.

**Creativity** We are innovative, generating ideas and opportunities that are useful in solving problems and enhancing the reputation of the University.

We follow a range of initiatives to achieve and maintain these values:

[Equality and diversity](#): Our [Equality, Diversity and Inclusion Policy \(PDF File 251 KB\)](#) sets out our aims to ensure that everyone who studies and works here does so free of discrimination.

[Customer service](#): We work in partnership with the Institute of Customer Service to improve our services to customers.

[Health and wellbeing](#): We've been acknowledged for our work to make LSBU a safe place for all and developing a culture of wellbeing.

[Armed forces](#): We've been recognised for supporting the needs of the military community.



The university continues to deliver on its 2015-2020 strategy and has made great improvements across different league tables. On the complete university guide LSBU has moved from 108<sup>th</sup> in 2018, 93<sup>rd</sup> 2019 to 87<sup>th</sup> in 2020. On the Guardian league table LSBU moved from 92<sup>nd</sup> in 2018, 78<sup>th</sup> in 2019 to 68<sup>th</sup> in 2020. The university's teaching excellence was acknowledged through achieving the Silver status on the Teaching Excellence Framework 2018.

LSBU has also been named University of the year for Graduate Employment by The Times and the Sunday Times Good University Guide for an unprecedented two consecutive years 2018 and 2019.



The Accounting and Finance courses moved from 25<sup>th</sup> to 7<sup>th</sup> in the 2019 and 2020 Guardian league tables respectively, continuing to improve the student experience, adding value and broadening prospects for their graduates.

### **Creating an environment that embraces un SDGs (*Principle 3: Method, Principle: 5 Partnership and Principle 6: Dialogue*)**

#### *The accounting conference*

In November 2017 and November 2018 the Accounting, Finance and Economics division have organised their annual accounting conference. In 2017 the theme was “the Future of Accounting: Success in a changing world”. The day covered topics that are affecting the accounting industry, along with industries globally. Some of these being technology, cloud accounting, and innovative software, all of which are changing the landscape in which accountants operate. The event brought together a whole host of experts and on the day we welcomed Alan Hatfield, Executive Director, Strategy & Development, at the [ACCA](#), along with Mark Protherough, Executive Director, Learning & Professional Development, [ICAEW](#), and Noel Tagoe, Executive Vice President Academics (Management Accounting), Association of International Certified Professional Accountants.



In 2018 the theme for the conference was “The Dark Side of Accounting: Ethical dilemmas and sustainability challenges” which brought together over 160 delegates from accountants, accounting students, professional bodies (ACCA, ICAEW, CIMA, ICB,

AIA and IFA) and academics to discuss topical issues around sustainable challenges and ethical dilemmas facing the world and how can accountants be a force for good. Some of the topics discussed were Artificial Intelligence, money laundering, blockchain and what makes good governance. In addition to those topics in depth discussions took place around how integrated reporting and UN sustainability goals are reshaping the profession the Financial Reporting Council's future was questioned. The topics of a compulsory module's assessment on the final year of our BA (Hons) Accounting and Finance were linked to those of the conference where students had the opportunity to hear from the experts themselves, ask questions and network.

Our Accounting and Finance provision is deemed relevant and innovative by the accounting professional bodies and a panel of experts which saw the university win the PQ Award of Public Sector Accountancy College of the year for two years running (2017 and 2018) and the award of Innovation in Accounting in 2019.

### *The Institute of Directors (IoD)*

Students activities and enthusiasm for the Institute of Directors (IOD) continues with over a 100 students every year are taking advantage of the student membership paid for by the business school. The membership enables our students to take part in networking events at the IOD's headquarters in Pall Mall London, attend seminar series as well as be part of the prestigious IOD Young Directors' Forum. The Young Directors Forum (YDF) is a platform for young directors and future leaders with the shared vision of creating events that fit their interests and needs whilst providing experiences and networking opportunities whilst engaging their minds with the core business topics of today and tomorrow.

In 2017 a team of students from LSBU and NTU have raised the £ £12,645.86, through the £10 challenge, for Centrepont a charity organization which provides housing and support for young people in London, and other cities across the country. The charity aims to end youth homelessness, and give young people a better future. In 2018, LSBU students raised over £5,800. The £10 challenge requires a team of students under the mentorship of a business professional generate business ideas that can lead to maximizing gains from the £10 initial investment Together with a business mentor from the IoD they were required to test business ideas to turn the into as much as possible within 2 weeks. Apart from raising money for a great cause,



students developed their entrepreneurial, communication, team-working, budgeting and strategic skills. They also experienced mentoring by a business professional at first hand.

### *Network of International Business Schools (NIBS)*

Our students and staff have also been actively involved in the Network of International Business Schools (NIBS) by representing the UK at the NIBS worldwide case competition. The competition is “a test of problem-solving ability, business acumen, cultural insight, communication skills, and teamwork. Teams of four undergraduate students compete on behalf of their respective universities.



Students have a limited time to analyze written business cases, assess the challenges facing the organization, and present recommendations to panels of senior managers, policymakers and academics.” (NIBS

website). In the case of LSBU, the team of students is made up from representatives from our four main undergraduate courses which are BSc (Hons) Economics, BA (Hons) Accounting and Finance, BA (Hons) Business Management and BA (Hons) Marketing. The LSBU team achieved a Bronze medal at the competition in 2017 that took place in Rauma (Finland) and represented the UK in 2018 in Guatemala and 2019 in Canada.

### **Research at LSBU** *(Principle 5: Research)*

Following LSBU's 2016 Annual University Research Audit (AURA) results, 15 research centres and 37 research groups were created across the university delivering world-class research, creating an environment that maximises the impact and reach of our leading-edge research. A list of all the research centres and research groups can be found [here](#).

## *London Centre for Business and Entrepreneurship Research*

The London Centre for Business and Entrepreneurship Research is led by Professor Karin Moser. Our research focuses on five research areas that are vital for contemporary business, management and entrepreneurship:

- succeeding in a globalised and intercultural environment
- influencing digital technologies on work processes, management and markets
- forecasting business and market developments
- ethical, sustainable and social entrepreneurs
- developing the right management skills for those challenges

Our centre members have long-standing expertise in finance, economics, human resources, organisational behaviour, marketing, entrepreneurship, governance and enterprise education. They have strong ties with small and medium-sized enterprises and the public sector.

Following on the future objectives of the last SIP report, the London Centre for Business and Entrepreneurship Research has been delivering on key aspects of responsible management education. The groups are as follows:

### **Digital economy**

This research group is led by Professor Karin Moser and aims at providing insight into how to respond to the challenges and opportunities of the digital age by understanding online consumer behaviour and the role of social media in marketing; how to manage virtual teams and remote collaborations successfully; how to prevent online fraud; and what the value of big data is to businesses.

### **Entrepreneurial skills development and experiential learning**

The research group is led by Professor Jon Warwick and aims at developing the next generation of managers by researching state-of-the-art experiential learning and teaching methods such as coaching, decision making skills and cultural competencies development, live case experiential teaching, integration of the latest digital technology

for student feedback and the introduction of state-of-the-art business simulations into teaching.

### **Business ethics and corporate social responsibility**

This group is led by Cherry Cheung and is focusing on investigating how to lead a business in a responsible, ethical and sustainable way; apply the principles of lean management and integrated reporting; manage and value equality and diversity; and develop successful social entrepreneurship.

### **Intercultural management**

This group is led by Dr Rea Prouska and looks into providing evidence of how to succeed in a global business across cultural and national boundaries and how to work with a diverse workforce and international collaboration partners by developing intercultural skills and understanding cultural, regional and national differences in consumer behaviour, work relationships and attitudes, cultural norms and values, crisis management, governance and social policy.

### **Economic and financial modelling**

This group is led by Dr Gurjeet Dhesi and is focusing on understanding financial markets and consumer behaviour that is believed to be central to a strategy for any entrepreneur or business. Our research focuses on predicting financial markets and modelling consumer behaviour, applying behavioural economics to understand employee and stakeholder behaviour and understanding markets and developing economies in transition.

### ***Nathu Puri Institute for Engineering and Enterprise***

Some of the current research projects that are taking place are listed below:

*Understanding engineers' contribution to the organisational creative process within sustainable production solutions by Doctoral Researcher Thomas Empson*

This research follows creative innovations within leading UK engineering firms working in the field of sustainable development. The aim of this research is to map and analyse the creative contribution of engineers throughout the project lifecycle within



sustainable production projects. This research utilises a number of contemporary frameworks to gather qualitative and quantitative data to profile the contributions of engineers. Findings will enable engineering organisations to consider improved management and control of creativity within sustainability initiatives.

*Measurement of infrastructure projects' success against sustainable development goals by Doctoral Researcher Paul Mansell*

The research aims to expand current thinking on the relationship between engineering projects and society. It uses empirical evidence from a survey of 325 engineering project managers and 40 interviews with engineering organisations' CEOs and Heads of Sustainability to analyse a current gap in measuring the societal objectives of the United Nations' (UN) Sustainable Development Goals (SDGs) at project level. Engineering projects are a fundamental mechanism to deliver the SDG priorities but a restricted 'output/finance' definition of project success undermines the likelihood of achieving the 2030 SDG targets - this research aims to develop a governance framework to close the gap.

*Understanding how high-tech entrepreneurs successfully pivot as part of the entrepreneurial journey by Doctoral Researcher Pavan Kumar Sala*

This research will investigate how entrepreneurs can change direction or pivot as part of the entrepreneurial journey. The research will focus on high-tech entrepreneurs through investigating the types of pivots and the factors that cause them as well as the role of technology in pivoting. This will be investigated through use of a survey instrument with high tech entrepreneurs alongside other research techniques to be developed.

In this time of global disruption, we provide a focal point for innovative and critical engagement with social, legal and political responses to the changing landscapes of the twenty-first century. Through the work of our research groups we examine key issues of social justice reform in diverse areas such as access to justice, crime, disability, human rights, migration and sustainability. Ultimately, we seek to challenge otherisation and work to ensure understanding and inclusiveness.

## *Centre for Social Justice and Global Responsibility*

The Centre operates through seven interdisciplinary research groups covering Crime and Justice; Critical Autism/Disability Studies; Education and Social Justice; Law and Access to Justice; Race, Gender and Sexualities; Space, Place and Society; and Sustainability – Policy, Practice and Pedagogy.

- Forced migration in post-independence Eritrea by (Professor Gaim Kibreab
- Sexuality and human rights in postcolonial societies by Dr Shaminder Takhar
- An exploration of the sensory school from the perspectives of autistic pupils by Professor Nicki Martin
- Erasmus Project: Speaking up for Refugees (European Network of Champions for Refugees). Co-funded by the European Citizens Programme of the EU. Lead Collaborator: Mykolas Romeris University (Lithuania) (Adrian Budd, Ros Wade, Shaminder Takhar, Joseph Oluwale (PhD student) & Gaim Kibreab)

## *Centre for Energy and Environment Research*

Our research supports sustainable chemical technologies, renewable sources of energy, green energy, clean technology, modelling for urban pollution management, multiphase fluid flow in fractured reservoirs, enhanced oil recovery, fluid flow assurance, rock characterisation, explosion and fire safety and hydrogen hazards.

We have established relationships with a variety of small and medium-sized enterprises and large industrial organisations including Sellafield Ltd, The Welding Institute, National Nuclear Laboratory, BOC, Airbus, MEL Chemicals, Purolite International Ltd, PricewaterhouseCoopers, Uptown Oil Ltd, GlaxoSmithKline plc, Johnson Matthey and AstraZeneca.

Since 2014, our members have already published more than 30 peer-reviewed journal papers, along with refereed conference papers, book chapters, edited books and had several patents approved. They have an outstanding track record in impactful research.

## ***Centre for Civil and Building Services Engineering***

LSBU's Centre for Civil and Building Services Engineering Research (CCiBSE) is a truly integrated research centre within the School of Built Environment and Architecture. The centre draws on over 70 years of academic and applied research experience in Energy, Civil and Building Services Engineering and LSBU's solid and long-standing professional reputation in the construction and property industry.

This unique nexus of expertise positions CCiBSE to provide sustainable solutions for the interdisciplinary challenges facing the built environment and to deliver positive impact on strategy, policy and practice within the Built Environment.

The centre is committed to developing research that could minimise the environmental impact and carbon emissions associated with the built environment, as well as developing the industry's skills and providing pathways between fundamental research, applied research, knowledge transfer and enterprise.

CCiBSE has world leading expertise in Civil and Building services engineering. These disciplines have been brought together collaboratively and constructively with the aim of delivering for society on climate change and sustainability.

The research ethos of the centre are to:

- Bring cross sectorial research themes together to innovate distinctive and beneficial collaboration with industrial & other partners
- Develop research and engineering solutions that benefits Society and the Built Environment
- Disseminate and impact policy and practice

## ***The centre for Sustainability: Policy, Practice and Pedagogy***

London South Bank University (LSBU) launched a research group, 'SUSTAINABILITY: Policy, Practice and Pedagogy', in London on 2 November 2017.

This Sustainability research group aims to achieve sustainability through research, education and action. The RCE London is part this group hosted by School of Law and Social Sciences at LSBU, where the RCE London is based.

### ***Sustainability through research, education and action***

The group will develop and promote research and action on sustainability as a new and emerging interdisciplinary area which draws from the social sciences as well as other disciplinary landscapes in order to address the complex, real-world wicked problems of today, such as climate change, global inequality, forced migration, biodiversity loss, social and environmental justice.

Framed within the context of UN Sustainable Development Goals (SDGs) and UNESCO's Global Action Plan (GAP), the group's work will be linked to the Centre for Social Justice and Global Responsibility at the School of Law and Social Sciences.

Building on the work of the London Regional Centre of Expertise (RCE) on Education for Sustainability (EfS), the group will also link with the wider global RCE network of the UN University and UNESCO networks. More detailed information about the centre and its projects can be found [here](#).

### **Sustainability in the curriculum (*Principle 3: Method*)**

In the 2016/17 academic year, LSBU initiated a multi-disciplinary course evaluation process whereby a detailed review was made to research the current provision of sustainability content within LSBU's undergraduate and postgraduate



courses delivered in the 2016/17 of teaching. Course content was reviewed from a three-way perspective - economy, society and biosphere/environment – in line with the three “pillars” of the United Nations Sustainable Development Goals (SDGs). Officially known as ‘Transforming our world: the 2030 Agenda for Sustainable

Development', the UN SDG's set out the road map (2015- 2030) that universities including LSBU can navigate towards to meet the seventeen aspirational 'Global Goals' (supported by 169 targets).

LSBU's preliminary assessment included all 241 courses on offer during the 2016/17 academic year - 140 undergraduate and 101 postgraduate courses – the summary findings are as follows:

- 130 of LSBU's undergraduate courses contain some references to sustainability (out of 140) equating to 92% of courses
- 88 of LSBU's postgraduate courses contain some references to sustainability (out of 101) equating to 87% of courses
- In summary, 218 courses (out of 241) offered at LSBU in 2016/17 contain some references to sustainability equating to 91% of courses

The results from the preliminary assessment look very promising. However, follow-up activity is now required to verify the level of sustainability content within our courses, e.g. whether "high, medium or low", as well as to make recommendations for further embedding of sustainability thinking to the courses, where practical.

This will be a priority action for 2017/18 academic year as a means to validate the on-going integration of further sustainable development content into the LSBU curriculum.

This most recent work builds on past work Gail Langley completed in 2015 at LSBU to identify Education for Sustainable Development activity across teaching and learning. Prior to that, Dr Deborah Andrews also undertook a comprehensive review of the status quo of ESD within the curriculum, so LSBU is able to demonstrate continuous improvement in this field.

### **Education for Sustainability scholarships (*Principle 5: Partnership*)**

For the tenth year running, scholarships for London South Bank University's (LSBU) internationally-recognised [Education for Sustainability](#) (EfS) Masters course will be offered to 10 Commonwealth students.

The [Commonwealth Scholarship Commission](#) has awarded LSBU the fully-funded scholarships for the 2017-18 academic year, available to eligible students from the Caribbean, eastern and southern African Commonwealth countries, and has now offered more than 140 of these scholarships over the past 10 years.

EfS Course Director, [Dr Jaya Gajparia](#), said the postgraduate degree was delivered via distance learning and offered students a chance to become part of a supportive learning community across the Caribbean and Africa and develop an understanding of key sustainability issues for development, the environment and education.

“These scholarships will allow talented individuals, who are already making progress in sustainability education across various sectors, to develop their leadership skills and build capacity to make an even greater contribution to their countries,” Dr Gajparia said.

## Future goals

At LSBU we are determined to increasing our students and staff to exposure to UN SDG related events and initiatives across the globe. Increasing the university’s involvement in the PRME community to create a stronger dialogue and partnerships.

Ensuring that our new strategy conveys the UN SDG values and continues to serve the purpose of contributing to a more sustainable and responsible world through our teaching, research and enterprise.