

**PILLARS OF THE SUSTAINABLE ECONOMY
2010/11**

**THE HIGH VALUE OF BUSINESS SCHOOLS
TO THE ECONOMY AND SOCIETY**

**21ST CENTURY
CURRICULUM**

**WORKING SMARTER,
LEANER AND GREENER**

**INTERNATIONALISATION
OF BUSINESS SCHOOLS**

**THE HIGH VALUE OF BUSINESS SCHOOLS
TO UNIVERSITIES**



OUR ROLE

The Association of Business Schools (ABS) is the representative body and authoritative voice for all the leading business schools of UK universities, higher education institutions and independent management colleges.

With over 100 members, ABS promotes the study of business and management to help improve the quality and effectiveness of managers in the UK and internationally. Formed in 1992, ABS works with similar organisations in Europe and around the world to influence the international management education community.

OUR MISSION

To promote the interests of our members and the business and management education, training, research and development they provide, nationally and internationally, so as to improve the quality and effectiveness of management, entrepreneurship and leadership for the benefit of society at large.

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FOREWORD

PROFESSOR HUW MORRIS

Chair of the Association of Business Schools

Dean & Pro-Vice-Chancellor of Manchester Metropolitan University Business School

Now Pro-Vice-Chancellor (Academic) of the University of Salford



This year the Association of Business Schools has increased its membership, improved its engagement with business school staff, and effectively represented the aspirations and concerns of lecturers, researchers and academic managers to Government officials and other stakeholders. As the Association marks and celebrates another record year, in this report I would like to take the opportunity to thank all the staff and supporters for their efforts and for making this success possible.

Jonathan Slack has led the Association very ably since its formation in 1992 and as the ABS publication *The History of UK Business and Management Education** demonstrates his good counsel has helped business schools to develop to a point where they are now the largest providers in the UK of undergraduate and postgraduate education, if not quite yet research and academic enterprise.

Over the last eighteen years Jonathan has been joined and helped by Julie Davies (Research and Executive Development), Victoria Robinson (Marketing and Public Relations), Joe Clark (Policy Development), Pam Essien (Office Co-ordinator), Vicky Reid (Events), Shai Bryant (Executive Development) and Gill Gilligan (Accounts). This formidable team has done a great deal to position ABS as the leading voluntary membership based organisation for higher education institutions in the UK and a leading provider of management and research development activity for business education providers within Europe and the wider world.

As the Association looks to the future and seeks to maintain and improve upon its impressive track record of performance, there are four issues which will need to be confronted and which could yet become challenges or opportunities depending on how they are tackled. These challenges and opportunities have different time horizons and potential consequences, but if we are to be strategic and forward thinking we need to discuss them now and prepare for the different futures they will bring.

The first and most pressing of these issues is the estimated 18 to 35% reduction in public funding for higher education over the next five years. This provides an opportunity for members to find more efficient and equally effective forms of teaching and researching. It also presents an opportunity for ABS to represent the business school community and to represent the interests of university based business educators and researchers.

*ABS members can claim their exclusive 30% discount by visiting <http://books.emeraldinsight.com/offer> to obtain the code ring 020 7388 0007

The second pressure is increased competition from business education providers from overseas and from areas of activity which were traditionally seen to lie outside the arena of higher education in the UK, e.g. for profit providers of higher education, media, professional associations, publishing. The opportunities here include finding ways to co-operate with these new providers to develop new markets and approaches. For ABS, it also offers the opportunity to expand and increase its membership base and offerings to provide for broader forms of engagement and interaction.

The third pressure is shifts in the age profile of the population in the UK with many more older people in work and many fewer young people studying full-time at University. This change offers opportunities for business schools that can respond to what are likely to be increased demands for refresher, re-training and continuous professional development courses. And also for courses at all levels and for all types of students that are available in the workplace, online and close to people's homes.

The last of the four pressures is the threat of climate change and resource depletion. As weather patterns change it is likely that the world will become a hotter and less hospitable place with consequences for the way in which food and fresh water are produced and distributed. Meanwhile, as reserves of oil and many other mineral and organic raw materials decline there are likely to be greater physical and regulatory limits placed on what can be made and sold by businesses, public sector agencies and voluntary associations. In this changed environment business schools and the ABS will need to be leading debate, education and research into how these challenges can be turned into sustainable opportunities for the very long term future.

The four Cs outlined above present a tall order of challenges and opportunities for the members and staff of the ABS, but based on the track record to date I am confident that we will make good progress over the years to come.

THE YEAR IN FOCUS

A snapshot of some of the recent highlights, key developments and achievements of members

NEWCASTLE ACHIEVES EQUIS

Newcastle University Business School is celebrating achievement of EQUIS accreditation and a strengthening of its international partnerships with a new partnership with Tongji University and new Dual Master's Awards in Advanced International Business and Management and Advanced International Business and Marketing with the University of Groningen.



STIRLING BRANCHES OUT

Stirling Management School and Foreign Trade University, Vietnam, were successful in securing PMI2 Connect Funding to deliver an MBA in Finance, Vietnam. This initiative provides vital and much sought-after support to institutions to build partnerships internationally.



NEW DEAN AT MMU

Professor Ruth Ashford has been appointed Dean and Pro-Vice-Chancellor of MMU Business School, taking over from Professor Huw Morris. With the new £65m Business School due to open in 2012, Ruth will lead the faculty of 5,000 students and 250 staff during an exciting time in its history.



LEARNING WITH THE EXPERTS

Guest lectures covered issues as diverse as digital versus traditional media, banking regulation and bankers' bonuses, how PR professionals can lobby government ministers and HR management at a time of organisational change. Speakers included Angela Knight, Chief Executive of the British Bankers Association (pictured), and Professor Emeritus Michael J. Baker, the 'Godfather of Marketing'.

GLAMORGAN BUSINESS SCHOOL IMPROVING BUSINESS PRACTICES IN WELSH SOCIAL HOUSING

Under the banner of Knowledge Transfer, Glamorgan Business School has been working with Grŵp Gwalia Cyf (750 employees and turnover £32m) a social housing company in Wales to improve and develop its procurement practices and the associated information systems. The two year project was completed in March 2010. Total savings in year one are nearly £0.4m with on-going savings of £350,000 per annum projected over the next four years.

ENTREPRENEURSHIP

Almost 70% of young people in the West Midlands say funding is the biggest barrier to entrepreneurial growth, according to a new study. The Global Entrepreneurship Monitor (GEM), an international project involving 54 countries, led by Professor Mark Hart, pictured, of Aston Business School, interviewed 30,000 adults aged 16-80 across the UK.



NEW APPOINTMENT FOR NORWICH BUSINESS SCHOOL

The University of East Anglia has appointed Professor Paul Dobson as the new head of its business school. Paul joins Norwich Business School in July as Professor of Business Strategy and Public Policy, having formerly held the Storaad Chair of Retailing at Loughborough University.



QUEEN'S AWARD FOR NORTHAMPTON

Professor Simon Denny, Associate Dean at The University of Northampton's Business School, has been awarded a highly prestigious 'Queen's Award for Enterprise Promotion', for his outstanding and significant role in promoting enterprise skills and attitudes.



MILESTONE FOR LOGISTICS INSTITUTE

The Logistics Institute at Hull University Business School has now hit its final funding target. Since opening in 2008, the institute has helped thousands of individuals and businesses by offering a wide range of academic expertise and industry knowledge, from green logistics consultancy to short courses in supply chain management and warehousing.



LEICESTER BUSINESS SCHOOL MOVES INTO £35M NEW ACCOMMODATION

Leicester Business School has moved into its new purpose-built accommodation. The Hugh Aston building, home to the Faculty of Business & Law and one of the most exciting campus developments at De Montfort University (DMU), was officially opened in March 2010. Further details on the building and the opening event can be found at www.dmu.ac.uk/hughaston



Photo: Chris Taylor

SPOTLIGHT ON MARITIME ACTIVITIES

The University of Southampton School of Management has been commissioned to use its expertise in supply chains to identify and map the Solent's maritime businesses and organisations. The marine sector contributes £1.4bn to Southampton's annual GDP. Researchers aim to identify new business opportunities for regional companies.



EPAS ACCREDITATION FOR KINGSTON

Kingston Business School's standing as a leading international business school was reinforced with EPAS accreditation granted to two major sets of programmes in 2009:

- MA Business Management, MA International Business Management, MA International Supply Chain and Logistics Management;
- BA Business Management, BA International Business, BBA Business Administration.

This was followed in July 2010 by the appointment of Jean-Noël Ezingeard, Dean of the Faculty of Business and Law to the EPAS Accreditation Board.

SUCCESS FOR EDINBURGH

Edinburgh Napier University Business School will achieve another significant milestone with its highly successful BA (Hons) Accounting top-up degree delivered in Hong Kong in collaboration with City University (SCOPE) surpassing 1,200 current students with its forthcoming intake in October 2010.

FIRST FOR STRATHCLYDE

Strathclyde Business School this year became the first UK chapter of the MBA Oath, a voluntary pledge for graduating MBAs and alumni to 'create value responsibly and ethically' started in the US in 2009. Strathclyde's full-time MBA class started the process, backed wholeheartedly by the school's management.

NEW ADVISORY BOARD FOR CRANFIELD SCHOOL OF MANAGEMENT

Cranfield School of Management's newly established Advisory Board comprises of illustrious names from the world of business, many of whom are alumni from the school who have gone on to become business leaders, including Government, Advisory Committee Member, Kate Avery, Chairman of the Cobra Beer Partnership, Lord Karan Bilimoria CBE DL and Chairman of the Association of MBAs (AMBA) Hilary Sears. The Board will meet twice a year to offer informed guidance to the School on its strategic direction.



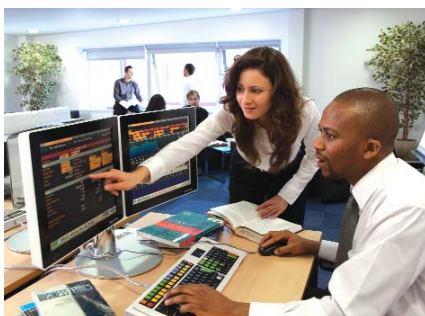
HERIOT-WATT UNIVERSITY SET TO EXPAND IN DUBAI

Heriot-Watt, the first overseas university to open in Dubai International Academic City five years ago, is to expand their Dubai Campus with a new purpose-built development which will treble capacity and see courses such as Logistics and Supply Chain Management; Applied Psychology; Financial Risk Management; and International Law introduced.



ifs SCHOOL OF FINANCE GAINS TAUGHT DEGREE-AWARDING POWERS

The *ifs* School of Finance, a specialist in the provision of financial education, recently announced that it has been granted Taught Degree-Awarding Powers (TDAP) by the Privy Council.



NEW BUILDING FOR UEL

This year the business school at the University of East London, situated in a new building alongside London's Royal Albert Dock, adopted the new identity of Royal Docks Business School. The new brand reflects the School's commitment to its locality, as well as the aspiration to raise its profile in international business education, research and knowledge exchange.

2ND BIRTHDAY CELEBRATIONS FOR YORK ST JOHN

100 business leaders gathered in York to celebrate York St John Business School's second birthday in May. Speaking at the event, leadership guru Professor Beverly Alimo-Metcalfe urged businesses to cast off 'old school' leadership methods and embrace 'engaging leadership' to survive the economic crisis.



IMPACT ASSESSMENT AT IMPERIAL

An economic impact assessment by Professor Jonathan Haskel of Imperial College Business School suggests

that the £3.5bn a year currently spent on publicly funded university research generates an additional annual output of £45bn in UK companies, and that the economic benefits are greater than other areas of government-supported research and development (R&D).

GROWING LINKS FOR KENT

Kent Business School, the UK's European Business School, is now delivering part of its AMBA accredited MBA on the Brussels and Paris campus giving students expert insight into EU business and policy. Our links with Hong Kong are growing stronger with 50 students now on its joint Master's with Hong Kong Baptist University as well as one year exchange students with City University in Hong Kong.



NEW DEAN FOR UNIVERSITY OF LEICESTER

Professor Simon Lilley studied for his first degree, in psychology, at University College London. Simon has taught previously at the Universities of Keele, Edinburgh, Glasgow and Lancaster, at the International Business School, Budapest and at the Manchester School of Management, UMIST.



EQUIS ACCREDITATION AWARDED

Nottingham University Business School was delighted to join the select group of EQUIS-accredited business schools in 2010. Uniquely, EQUIS accreditation applies to all Nottingham's international operations at its campuses in the UK, China, and Malaysia.



SOCIAL ENTERPRISE AT SOLENT

SoFair is a Southampton Solent University social enterprise scheme set up under the Accelerating Enterprise initiative. Two MBA students and a graduate are applying their skills to market fair-trade products for a firm of women based in a village devastated by the tsunami. The students have successfully bid for £3,000 to revolutionise the merchandising effort of SoFair.

NEW FOUNDATION DEGREE IN BUILDERS MERCHANTING

Birmingham City Business School has joined up with major pub group Mitchells & Butler to create a postgraduate diploma in multi-unit leadership for their regional managers, which is the first of its kind in the country. This follows work with Jewson, the UK's leading builders' merchant, to launch the first ever Foundation Degree in Builders' Merchanting.



£15M INVESTMENT IN NEW MANAGEMENT SCHOOL

Queen's University Belfast is investing £15m in a new state-of-the-art management school which will open its doors in September 2011. Queen's University Management School, ranked in the Top 20 management schools in the UK, will provide a new postgraduate education centre to provide high quality learning facilities for students and a new leadership institute that will focus on executive education.

NEW DEAN AT PLYMOUTH

Professor David Wheeler took up his post as Dean of Plymouth Business School on 1 January 2010, after relinquishing his post as Dean of Management in Dalhousie, Canada. Following reorganisation, the International Shipping and Logistics Group is located in the School of Management which is led by Professor Phil Megicks.



ROEHAMPTON UNIVERSITY APPOINTS NEW DIRECTOR

Professor Elaine Harris has taken up the new role as Director of Roehampton University

Business School. As a Doctor in Business Administration, Elaine intends to provide strategic vision and strong academic leadership, doubling the size and external recognition of Roehampton University Business School within the next five years.

PORTSMOUTH COURT ATTENTION

The first mock courtroom in the south east of England which will train lawyers, expert witnesses, social workers and probation officers of the future was opened recently at the University of Portsmouth Business School by Resident Judge of Portsmouth and the Isle of Wight, Richard Price.



GLOBAL ALUMNI FORUM AT CASS

On 16 July luminaries, alumni, business leaders, academics and students gathered in London and across five continents for the Alumni World Forum, Cass's first ever global alumni reunion. To mark the occasion the new Alumni World Forum Scholarship was announced; the new scholarship will allow alumni to recommend high calibre executives for the full-time MBA programme.

THE SCHOOL OF MANAGEMENT INTERACTIONS LAB

The University of Bath School of Management has created a brand new Interactions Lab providing a custom designed space for research that investigates how we interact with other people, technologies and the environment. Based in the Innovation Centre in Bath, the Interactions Lab provides an ideal location for focus groups, usability testing, or psychological assessment of individuals and groups.



ASHRIDGE BANKING ON SUCCESS

Ashridge has signed a three-year partnership with Santander, one of the world's largest banks, to provide scholarship support for MBA participants and to develop research and exchange opportunities with Santander's University partners across Iberamerica. The partnership was sealed at a signing ceremony at Ashridge on 17 May 2010 and was attended by Luis Juste, Director Santander Universities UK & Portugal.

RESTRUCTURE AT GLASGOW

As part of an institution-wide restructuring process, the University of Glasgow Business School has, from 1 August 2010, become one entity within the College of Social Sciences. This will bring diverse colleagues closer together, support exciting developments in interdisciplinary research and enliven our already top notch teaching and student experience.



GREAT NEWS AT NOTTINGHAM

Nottingham Business School has been celebrating its 30 year anniversary with a series of special events and high profile guest

lectures. The School has recently moved into a multi-million pound, fully refurbished, Grade II listed building with state-of-the-art facilities. Dean, Professor Baback Yazdani has also become Chairman of the CBI in the East Midlands.



CENTRE FOR RESEARCH OPENS AT SUNDERLAND

The University of Sunderland's Business School launched a pioneering Centre for Research into the Experience Economy (CREE) in 2010. The Centre is leading a major £1.4m research project into key employment and skills issues facing the north east region. CREE will work with Bilbao in Spain and Groningen in The Netherlands.



ESSEX ACADEMIC MAKES FINANCIAL POWER LIST

Rubbing shoulders with the likes of the Chancellor of the Exchequer, top government mandarins and the chairmen of BT and Sainsbury's, Essex Business School Professor of Accounting, Prem Sikka, is the only academic to appear in the Accountancy Age Financial Power List 2010 which highlights the 50 most influential people in the UK.

BRADFORD DEAN LEAVES HIS GREEN LEGACY

Professor Arthur Francis, retiring Dean of Bradford University School of Management, has seen his passion for a greener student environment take shape. New £12m eco-friendly facilities were officially opened by Sir Ken Morrison who was an evening class student in the 1960s. Dr Sarah Dixon takes over as Dean of Bradford University School of Management from September.



PROTECTION FOR INVENTORS

The Baylis Business Breakout Room at the Winchester Business School enables inventors/entrepreneurs to protect their intellectual assets during discussions with business advisors, enabling their conversations to be recorded (video and audio) and non disclosure agreements to be signed and witnessed by camera. "This facility is the brainchild of Trevor Baylis the famous inventor and is the first of its kind in the country", said Professor Neil Marriott, Dean of Winchester Business School.

TEAM DEVELOPMENT PROGRAMME

Following an ABS team development programme last year the University of Hertfordshire Business School reviewed sixteen undergraduate programmes. Key drivers for this radical review include enhancing the student experience and employability, and addressing skills gaps. Themes of internationalisation, enterprise and work experience shape the new portfolio of programmes, underpinned by contemporary research.



LINCOLN BUSINESS SCHOOL, UNIVERSITY OF LINCOLN: MASTER'S PROGRAMME FOR THE ALL ARMED FORCES

The originally RAF-focused MSc in Logistics Management (Air Logistics Staff Course), was reoriented in April 2010 to become a degree programme that also admits students from the Army and Royal Navy and civil servants employed within the Ministry of Defence and is now known in the MoD as the Defence Logistics Staff Course.



HENLEY BUSINESS SCHOOL CHOOSES FINANCIAL MARKETS EXPERT AS NEW DEAN

Henley Business School at the University of Reading is delighted to announce that Professor John Board will become its new Dean from 1 October 2010.

NEWS FROM THE OPEN UNIVERSITY BUSINESS SCHOOL

The next generation of the OU Business School's triple-accredited MBA's course has been rolled out. It builds on the MBA's flexible, practice-based approach, with even greater emphasis on management in a global context. It is also celebrating securing its reaccreditation by AACSB making it one of just 42 other business schools worldwide to hold the triple endorsement for quality. By forging a partnership with Japanese NetLearning to launch the MBA the OU Business School further strengthens its international reach.

CASE STUDIES

INTRODUCTION

Historically we have themed Pillars so that the case studies covered just one topic per issue, recently we have featured: sustainability and management research.

Our Executive have decided on the 5 following key policy areas for us going forward:

- **The High Value of Business Schools to Universities**
- **Internationalisation of Business Schools**
- **Working Smarter, Leaner and Greener**
- **The 21st Century Curriculum**
- **The High Value of Business Schools to the Economy and Society**

These key topics are considered to be the drivers of business and management education globally and it is important Pillars remains a vehicle for the Association of Business Schools to highlight the excellent work that members are doing – not only for the university, students and other stakeholders but for the wider community and increasingly towards the sustainability agenda.

We would like to thank our members for their contributions and the continued research and teaching contributions to UK Plc.

Victoria Robinson MA, MCIM, MCIPR, Chartered Marketer
Head of Marketing and Communications
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THE HIGH VALUE OF BUSINESS SCHOOLS TO UNIVERSITIES

Case studies from:

- Bradford University School of Management
- Northampton Business School, The University of Northampton

THE RISE AND RISE OF BUSINESS SCHOOLS WITHIN UNIVERSITIES

With the MBA now a household term and business and management the most popular subject for study in the UK, the business school world has been transformed over the course of my career, says retiring Dean of **Bradford University School of Management**, Professor Arthur Francis.

There are more undergraduates studying business and management than any other single subject. The MBA is regarded as the gold standard management qualification by every ambitious executive and even if a manager hasn't got a BSc or Master's in management there are extensive opportunities for executive development in university business schools across the country.

Business school deans now have different challenges, with research, the student experience and business engagement the pressing priorities.

The quality of research in business schools has risen by leaps and bounds over the past 40 years, as various Research Assessment Exercises have demonstrated. Nevertheless our research still has two major weaknesses. It is not yet of the same high quality, on average, as research in the core social sciences, evidenced by its success rate in attracting research council grants. And much of it is too disengaged from those who might be interested in using it, namely businesses, policy makers and students. Paradoxically and unhelpfully, the more engaged research is with users, often the lower the quality. This issue with quality is unsurprising given how young our discipline is in UK universities, and over time this will sort itself out, but only if business schools and the best researchers become much more engaged with users.

This struggle to establish our research capacity is having an impact on the student experience. Busy academics, under pressure to produce high quality research, can give students the impression their research is a higher priority than the students' experience. With impending financial cuts in higher education this tension can only become more acute. A stronger user-orientation, with students themselves seen as potential users of research, can help reduce this tension.

As university business schools in the UK mature this may correct itself as business engagement is seen to be, and pursued as, an important part of each school's mission.

OPPORTUNITIES TO CONTRIBUTE OR THE BUSINESS SCHOOL'S LOT?

Many staff in business schools harbour the conviction that their discipline area acts as a cash cow for the wider university. Implicit in this assumption is that business schools tend to be relied upon, exploited perhaps, to ensure that the university maintains a wider portfolio of subject provision and research expertise, often, ironically, at the expense of the business school itself. Others recognise that internationalisation, close employer links, innovative curriculum and progression routes encouraging widening participation and multiple professional body recognitions form the basis of the business school's wider contribution. These qualities enhance the overall reputation of the university and demonstrate relevance within the socio-economic fabric of the region, country and further afield.

Of course these 'truths' are not universally applicable. There are relative failures among business schools, many struggle to provide acceptable financial or other contributions, while others are less willing to 'play the game' and forfeit their desired strategy for the wider university good. The **Northampton Business School (NBS)**, however, together with many others in the UK, can boast both financial and significant other major mission-critical contributions. In most universities, the merits of maintaining the existence of a business school are little debated.

NBS was restructured in 2004 since when it has sought both growth and diversification of income streams. The growth in student numbers in the past five years has been impressive, such that NBS has around a quarter of the university's students, including half its postgraduate and part-time learners and two-thirds of its overseas numbers. The school provides EFL and ESP support to overseas students across the university. It also provides the

highest income from research and knowledge transfer (R&KT) of all schools notably by leveraging its enterprise and social enterprise capability to provide both strategic and operational expertise in the management of largely government funded projects in the region.

It enjoys overall financial returns in excess of 50% of turnover, even a surplus from its R&KT activity! Partnerships and links with professional bodies, international educational institutions and employers are strong and facilitative of commercial success. Just a third of its income derives from the public purse. So, a degree of future proofing is inbuilt. Its programmes are designed to be flexible and accommodating of student progression, ensuring highly positive widening participation and equality and diversity outcomes, while some are even genuinely distinctive, perhaps unique. Furthermore, its NSS overall student satisfaction outcomes have been in the top quartile of UK business schools for three of the last four years and its various rankings in the broadsheets are generally above those of the university overall. There was even some 4* internationally outstanding research in the last RAE from NBS along with three other areas in the university.

The need for business school leadership and innovation to meet the exciting challenges ahead has never been stronger.

INTERNATIONALISATION OF BUSINESS SCHOOLS

Case studies from:

- **University of Bath School of Management**
- **Kingston Business School, Kingston University**
- **Durham Business School, Durham University**
- **Salford Business School, University of Salford**
- **University of Leicester School of Management**

INTERNATIONALISATION STRATEGY AT BATH

Internationalisation is a key feature of the **University of Bath School of Management's** strategy and we have established links with high quality institutions throughout the world. International co-operation is accomplished through partnership agreements with around 40 top institutions in Europe, Asia, Africa, South America, and North America. With our international partners we:


- Co-operate on academic programmes;
- Conduct joint research projects;
- Offer placements and exchanges to our undergraduate students;
- Offer Global Residencies to our MSc and MBA students;
- Structure programmes for visiting student groups from abroad.

This year the School has confirmed partnerships with two new institutions, the University of Stellenbosch, South Africa and Groupe Euromed Management, Marseille, France. Please see the following website for a full list of our international partners: www.bath.ac.uk/management/about/partners.html

INTERNATIONALISATION AND KINGSTON BUSINESS SCHOOL

Kingston Business School is highly international, in the sense that we have students from some 106 nationalities, as well as an increasingly diverse team of academic staff. We are working in a globalised and rapidly changing world. Our students are a remarkably rich resource, with diverse experience of business and culture. Old assumptions about business models and market forces are contested.

We face the challenge of meeting high expectations from our students and from employers. We need to work in new ways, enabling our students to take ownership of their learning, in a context of support. The balance will switch from teaching to learning. For Kingston the challenge is



enhanced by the fact that our courses are also taught in Greece, Cyprus, Russia and India, contributing to very different educational cultures and economic contexts. New partnerships are developing in China. The same underlying programmes have distinctive characteristics in each setting.

Kingston University hosts the Dorich House Group of European Universities, which has developed from academic exchanges, and now supports joint research. One example is Mykolas Romeris University in Lithuania, where links involve Kingston Business School and Kingston Law School.

Through the UK Work Organisation Network, Kingston Business School is networked with partners across Europe, with whom we share experience on workplace innovation, with ongoing projects of research and development. See www.ukwon.net and www.workplaceinnovation.eu

As we look ahead, we see that our students will come from many different countries, including rapidly growing economies in Asia. In 2014, Kingston University will host the International Convention on Student Quality Circles, under the auspices of the World Council for Total Quality and Excellence in Education, which has 25 national chapters. We have been engaging with numerous students and teachers, and helping them to build an ongoing global movement. We have learnt from overseas experience in developing our own first Student Quality Circle at Kingston. We have been working in association with Kingston University School (Andrew Powell) on education in India and Nepal, and there is further pioneering work in Uganda and Mozambique.

Business Schools also have responsibilities in international development, including in Africa. We seek to work with partners from developing countries on a basis of parity of esteem. Building on collaborative work since 2007, we are working with the African Studies Association, at their conference at Oxford University in September 2010. The objective is to take forward Cross-Community Dialogue, and Heritage Partnership with Africa. We have been working in association with colleagues in the Faculty of Art, Design and Architecture (Professor Catherine McDermott) on the Wola Nani project in South Africa, supporting women living with HIV, through the manufacture and sale of craft products. We hope to develop new initiatives with partner universities and museums in the UK, Africa

and the Caribbean. We are recruiting Kingston students with the relevant background to help lead the development of new partnerships with countries such as Ghana.

THE GLOBAL LEARNING CENTRE

Durham Business School has a long history of innovation in supporting the needs of postgraduate students for whom traditional on-campus study, whether full-time or part-time, is simply not an option. Presently, the School has over 900 students undertaking Master's programmes around the world, representing around two-thirds of Durham University's total part-time student body.

From May 2010, these students have a new home in the Business School with the establishment of the Global Learning Centre, a dedicated department for the delivery and management of degree programmes taking place away from Durham itself. The Centre has been formed through the integration of the School's distance learning and distance taught units, bringing together Master's-level programmes delivered off-site, from the prestigious Executive MBA programme in partnership with the European Business School in Frankfurt to the worldwide network of early-career managers undertaking Durham's rapidly-growing MA Management and MA Marketing degrees.

Quality of the student experience is paramount in the Global Learning Centre. Students and their sponsors can expect the highest standards of support from the Centre's very experienced Client Services Team, with dedicated Programme Coordinators there to look after the needs of students from initial application through to final graduation, underpinned by a new Learning Resources Team there to lead developments in programme delivery and to connect students with world-class faculty wherever they are based around the globe.

With substantial investments in course design, e-learning technologies and a full-time Centre Director reporting directly to the Dean, the Global Learning Centre represents a significant commitment by Durham University to satisfying the needs of part-time postgraduate students and creating a global learning community for the twenty-first century.

MBA Programmes

MBA provision is the cornerstone of the Global Learning Centre's portfolio, with no less than three major programmes available world-wide.

Durham's now well-established Executive MBA programmes in Germany and the Caribbean represent the distance-taught element of the Centre's activities, with around 125 students currently enjoying the benefits of a high-quality MBA experience delivered in a location convenient to them. A partnership with the European Business School, the DBS/EBS Executive MBA programme is a dual-site offering that combines modules delivered in Frankfurt with opportunities to study alongside colleagues on the Durham-based EMBA, expanding the networks of participants and enhancing the learning experience through interaction both with MBA peers and faculty members from two of the world's leading business schools. Further afield, the Caribbean MBA programme enjoys the benefits of Barbados as its stunning location, attracting participants from across the Caribbean and North America. Delivered in association with the Caribbean Management Education Centre (CariMEC), the programme mirrors the Durham EMBA in content and delivery, with almost a decade of success in producing high-calibre MBA graduates attuned to the demands of the global marketplace.

By far the largest student body within the Global Learning Centre, however, are those undertaking the recently re-launched and rebranded Global MBA programme, with around 600 students currently participating. For almost 25 years, Durham Business School has operated a cutting-edge distance learning MBA programme, consistently ranked within the FT Top 40, which now forms the platform for a truly innovative new MBA experience.

The MBA and MA programmes at the heart of the Centre's activities are a starting point for a range of new initiatives that will further enhance the reputation of the School as a whole. Durham has a well-established tradition of interfacing with the corporate sector, for instance, and the Global Learning Centre is now driving this forward with a range of short-courses, open enrolment and client-specific Executive Education products, and in-house degree programmes to fit the requirements of the

modern global organisation, including a major new Corporate MBA development initiative. For alumni too, there will be a growing portfolio of options through which to 'top up' and update management knowledge, all employing the Centre's blended-learning philosophy in order to reaffirm Durham's commitment to high-quality life-long learning.

SALFORD GOES INTERNATIONAL

Salford Business School has been heavily engaged in internationalization activities over the last year.

Salford Business School is taking the lead on a two year Prime Minister's Initiative 2 (PMI2) project which was approved by the British Council in October 2009. This is a prestigious award and involves collaboration with five Chinese universities and the Chinese Ministry of Education's Teaching Committee of Higher Education in Logistics. The project is innovative in two key respects. Unlike other PMI projects, the collaboration involves professional bodies, most notably the UK's Chartered Institute of Purchasing and Supply (CIPS) and the Chinese Federation of Logistics and Purchasing.

The Chinese partner institutions for the project include Central South University of Forestry and Technology (CSUFT), Southwest Jiaotong University (SWJTU), Tianjin University of Commerce (TUC), Zhejiang University of Technology (ZUT), Zhejiang Wanli University (ZWU).

Other developments in China include a collaborative agreement with a number of prestigious Chinese Universities. Students will be able to complete up to three modules on the School's MSc International Business or MSc Management in China before coming to the UK to complete the final modules including a dissertation or paid professional placement option. The first students taking this option will commence in their Chinese institutions in September 2010.

On the 20 August the School signed an agreement with the ICFAI University network in India. Although headquarters are in Hyderabad, The Institute of Chartered Financial Analysts of India Business Schools are a network of well-established private institutions found throughout India and

consistently recognised as being among the top 10 in the country. The agreement will initially enable students to progress to the second or final year of Salford Business School's Business and Management programmes and is planned to evolve into a double degree awarding arrangement.

FROM LEICESTER WITH LOVE: DISTANCE LEARNING IS FAST BECOMING A POPULAR WAY TO ACHIEVE AN MBA

Distance learning has opened up management courses to a range of students who don't fit the usual profile, but none so surprising as the nun from a closed monastery in Cyprus who enrolled with the University of Leicester.

University of Leicester's School of Management has devoted significant resources into building up its distance learning programmes since it was set up as a separate department in 2002 and now has 6,000 studying remotely – even more than the Open University, which has nearly 4,000.

Sending out course materials is like a crash course in logistics for the department's administrators. Text books and materials are dropped by airmail and couriered weekly to students in 72 different countries. Last summer, staff had to arrange a venue and invigilator for a student taking exams on São Tomé and Príncipe, the two volcanic islands that comprise Africa's second-smallest country.

In 2008-09, the school dispatched 23,635 study items worldwide to 3,414 students. Among the grateful recipients was a student in St Helena, the world's most remote island in the South Atlantic Ocean. Like the University of London, which provided course materials to servicemen in prisoner of war camps during the First World War, Leicester does not let battles get in the way of education. In 2005, a member of the British Army sat exams in Baghdad in a room where windows and doors had been blown out.

Then, in 2007, exams were organised in Kinshasa in the middle of heavy fighting and night curfews in the Democratic Republic of Congo. But only half the candidates were able to turn up for exams in Nairobi during the post-election unrest in 2008.

The School of Management has provided education throughout the civil war in Sri Lanka, but its efforts were nearly defeated in February 2009 when Tamil Tiger rebels used smuggled aircraft to bomb Colombo, causing a blackout just as one of the school's professors arrived to conduct a workshop.

The internet has helped boost the rapid rise in distance learning MBAs offered by UK schools, but they vary widely in quality and the amount of support for students. Drop-out rates are generally higher for distance learning programmes and at least one school has lost accreditation by failing to satisfy the Association of MBAs that it was doing enough to tackle its low graduation rate.

However, Leicester's drop-out rate is lower for distance learners: less than 10% over five years, compared to less than 10% in the first year for full-time students. This is attributed by the university in part to the network of distance learning agents across the world, who provide closer access to face-to-face support, boosted by visiting staff from the UK.

Hundreds of students make the journey to Leicester each year for the summer school. This year it will also be held in Miami for the large number of students enrolled in the Caribbean. The department is now looking at providing regional residential courses in Beirut and sub-Saharan Africa.

WORKING SMARTER, LEANER AND GREENER

Case studies from:

- Nottingham Business School, Nottingham Trent University
- Ashridge Business School
- Hull University Business School, University of Hull
- Warwick Business School, University of Warwick
- University of Bedfordshire Business School
- Newport Business School, University of Wales

DO MORE WITH LESS UNDER LEAN

Professor Baback Yazdani, Dean of **Nottingham Business School**, part of Nottingham Trent University, introduced the Lean system at the school after applying lessons learnt from his days in the car industry. Amongst many improvements, the School has since improved turnaround times for marking assignments by almost 70%, directly impacting student satisfaction.

With all UK universities facing deep cuts in funding, many will have to make tough choices about what to do and how to do it, which areas to grow and what to cut. Many business schools do indeed have current growth plans and are considering contingencies and scenarios. As Business Schools attract one in seven UK university applications, these will have a very significant impact on UK universities' most valuable facets: research and teaching.

The question is can business schools grow in a shrinking funding environment? One way of lessening the impact is to adopt 'Lean thinking' and Nottingham Business School, which houses the Centre for Business Performance and Lean Leadership, has been working with the Association of Business Schools (ABS) to promote the 'Lean' system of working in UK Business Schools.

Nottingham Business School sees cost reduction not as a driver but as outcome of driving up the quality of the execution of its activities with shorter response times. It focuses on adding value with the least total energy consumed, reducing expenditure on anything that doesn't create value for the end customer.

The Lean Enterprise Institute cites the core idea as maximizing customer value while minimizing waste. In a business school this means creating more 'value' in research, education and applying knowledge, with less resources. Customisation rather than standardisation is the key to doing more with less when applying Lean in higher education.

In Lean, whether in manufacturing or knowledge based work, you have to be clear about what your customer's value and what the main value streams are. Nottingham Business School's Lean agenda is an operational framework to implement our academic plan, which is to grow our

business and achieve the highest international standards in business and management R&D and education.

Lean thinking has helped us develop a balanced scorecard and a set of projects called 'Aemployment Actions' which help deliver the objectives of our academic plan. In the case of Nottingham Business School this has helped us grow by 55% in the last three years and the future plan is to grow by a further 35% over the next three years. Each week we review progress on one set of projects to deliver our academic plan. It's a culture of collective engagement, not blame.

Nottingham Business School and the ABS have been running a number of events to bring together business school experts who are applying Lean. So far, events have been held at Jaguar and Land Rover's Halewood plant, along with workshops at Nottingham Business School and The University of Warwick. Further events for Business Schools to learn about Lean are also planned this year.

The UK's business schools are leading the way by taking some of their own medicine and concentrating on added value and cutting waste. In an age of green and lean, higher education leaders are finding it's useful to have something to 'lean on'!

BUILDING A SUSTAINABLE ECONOMY

The 2009 United Nation's Climate Change conference (COP15) was the culmination of a year that highlighted the urgency for a sustainable economy in the broadest sense. For many organisations, the transition to sustainable practices will require new strategies, new business models, new leadership skills and to achieve that education at many levels. This puts business schools and other educational establishments firmly in the spotlight. Matthew Gitsham, Director of the **Ashridge Centre for Business and Sustainability**, talks about his opinion on whether educators are ready and equipped to do their bit to ensure a sustainable future.

Change within business schools is inevitably a slow process, faculty must engage with an issue, whether that is sustainability or any other issue, and consider individually and as a group what that means for them. This is a process that

takes time in order for any meaningful development to take place.

I believe that the variety of ways we engage with clients on sustainability demonstrates our understanding of and commitment to embedding sustainable principles at the heart of all we do, and in terms of education I believe we have come a long way. But, along with all education providers, we certainly don't have all the answers. Our Chief Executive, Kai Peters underlined this when he was invited to speak at the UN Forum on business schools and climate change preceding the COP15 climate negotiations in Copenhagen last December. He commented that business schools must look at four issues around curriculum content: issues of sustainability must be substantial, universal to all participants on programmes rather than 'elective', applied and discussion-based rather than only theoretical and, finally, integrated into all subject areas.

Our reputation, underlined by the level of research that we undertake in this area and the partnerships that we have developed, is showing our approach to be credible and applicable. Later this year we will be jointly publishing research in partnership with the UN that will detail some of the most innovative interventions leading organisations have found to enhance leadership capability and sustainability.

WORKING, SMARTER, LEANER AND GREENER: ETHICAL, SUSTAINABLE, PROFITABLE

Encouraging green behaviour in business is an ethos that is not only imbued in the teaching, learning and research that is carried out at **Hull University Business School**, but also through its consultancy work with the business community.

One example of this is the school's Logistics Institute, which is heavily involved in green and sustainable research. Professor David Menachof, the Peter Thompson Chair of Port Logistics, is currently working on a new shipping transportation model – nearporting – which looks to the lower carbon footprint of logistics operations. Nearporting is the concept of bringing

goods into the port nearest the chosen distribution centre. This minimises the number of carbon heavy road miles that firms are required to make in order to transport the goods, as it has been calculated that ocean shipping is six times green friendlier per ton-mile than carrying those goods by lorry.

The data supporting this model is clear. As a result, smaller ports will grow as shipping is better spread around the country, which in turn will help achieve the mandatory CO₂ reductions required by UK government. Cost per unit shipped decrease and consumers are expected to reward firms who actively seek to reduce their carbon footprint.

Professor Menachof commented: 'As fuel costs rise and there is a greater spotlight on the environmental impact of logistics, firms are looking for savings by using the most efficient and friendly mode of transport available.'

The nearporting concept made its debut at an international shipping conference in early 2010 and Professor Menachof is working with industry leaders to progress the model for the future.

BUSINESS SCHOOLS COLLABORATE TO ADD VALUE

The first Midlands MBA Career Fair was held on 4 June at Aston Villa conference centre. It was a collaborative event, organised by four of the UK's leading Business Schools all based in the Midlands, **Aston, Birmingham, Nottingham & Warwick**.

This new initiative is designed to increase employment opportunities for our MBA students and build stronger relationships with regional, national and international employers. The event acted as a showcase for a highly skilled, adaptable workforce capable of supporting growth in the UK economy.

With over 300 students in attendance the event proved a great opportunity for employers to identify new talent. All have been subjected to a demanding selection process, have attained at least one first degree, bring with them an average of six years work experience and are looking for their next employment opportunity.

Throughout their MBA studies they have expanded their management knowledge through first rate academic teaching, practical project work and also benefiting from the wide range of skills from within their MBA group. Coming from over 30 different countries spanning the UK, EMEA, Americas, Oceania and Asia, these are the people who will become the business leaders of tomorrow.

ENTERPRISING BEDFORDSHIRE STUDENTS SCOOP NATIONAL TITLE

Six budding entrepreneurs from the **University of Bedfordshire Business School** won the National Flux Competition 2010.

Alexia Francesca Grech, Manjunath Basapoor, Greg Dorban, Alin Dobrea, Batjargal Sugarjav and Simona Stasiulyte represented the University in the challenging three-day inter-university Flux competition in Nottingham.


They were chosen as the winning team and awarded £500 each from a competitive process involving 32 universities from across the UK.

Flux crams a whole raft of enterprise and employability challenges into less than 36 hours. Organised by the Working Knowledge Group, it is the UK's largest annual competition promoting entrepreneurship and bridges the gap between education and the world of work.

One of the students, Greg, said: "Winning was a fantastic feeling! To come top out of over 30 leading universities is just unbelievable. Obviously we went there to win, but never expected it, especially after seeing and hearing our competitors."

Another, Batjargal, said: "We gained a lot of business experience and confidence by attending specialised workshops, Apprentice-style meetings and Dragons' Den-style sales pitches, and by presenting in front of around 300 people."

The annual competition was held for the fifth time – 30,000 students have been involved in total so far.



GETTING DOWN TO BUSINESS: WORKING SMARTER, LEANER AND GREENER

Universities have a recognised need to engage with and react to a changing environment of economic and government initiatives to enhance employability and widen access and participation. Fitting into this changing environment often involves taking a new approach to product development and delivery. Creating organisational cultures, processes and governance which promote and sustain innovation is an even more immense challenge.

The digital landscape, mapped out by early e-learning pioneers, has expanded rapidly beyond the domain of teaching and learning to pervade all aspects of organisational practice. Increasingly, institutions make ultimately survival related decisions regarding the use of technology. These often involve enormous tensions and concerns: how we sustain innovation, enhance flexible learning and learner control, but avoid bureaucracy and stifling academic creativity; how we improve efficiency but avoid creating a technocracy. Traditionally, technology has allowed adoption of more flexible teaching, learning and assessment approaches which were previously difficult to deliver and resource. Such interoperability has enabled improved management and development of practices. With increased mass market availability of technologies, e.g. web applications, mobile devices, their life-span is much reduced with take-up at the individual user level in multiple contexts – private, social and commercial.

As part of the developments to enhance creativity, encourage enterprise and improve access to the learning curriculum, a University employer responsive learning initiative, led by **Newport Business School** and focusing on leadership and management, offers bite sized chunks of curriculum in blended learning form using various technological approaches. Responding to outcomes from market research among employers of SME's and small and medium sized public sector organisations, this innovative development offers participant organisations and learners

the opportunity to engage with “bite sized chunks” of learning to suit their experiences and needs. This flexible learning for employability and community scenarios development (entitled The FLECS Collection), involving a variety of application areas, enables participants the opportunity to gain accreditation for learning which can contribute towards a broader programme of studies. A blend of paper and modern technological approaches in learning, teaching and assessment provides staff and students alike with experience of working smarter while practising leaner and greener ways of operation.

Such an initiative often answers some questions and identifies further opportunities:

- Are Universities sufficiently responsive to employer needs – in content, approach and time?
- What are the key attributes to enable University/employers partnerships to support future developments?
- How can learners become sufficiently experienced in working smarter, skills often required by employers?
- What 'green' opportunities can be enriched through effective University/ employer partnerships?

These areas pose exciting avenues of exploration with related challenges in the quest of raising standards in learning and skills of learners and provide appropriate training and support for tomorrow's managers in the 21st century.

21ST CENTURY
CURRICULUM

Case studies from:

- Manchester Metropolitan University Business School
- University of Hertfordshire Business School
- Portsmouth Business School, University of Portsmouth
- Edinburgh Napier University Business School
- Nottingham University Business School
- Queen's University Management School, Queen's University Belfast
- Cass Business School, City University London
- Essex Business School, University of Essex

MMU AND THE 21ST CENTURY CURRICULUM

With increasing numbers of graduates in the job market and with (pre economic downturn) predictions of increased graduate unemployment there has been a growing need for business schools to respond with 'employability' strategies. One clear approach is to create innovative Master's programmes that, on the one hand, may lead to enhanced employability for the graduate student, whilst at the same time provide a flexible learning environment enabling work-based learning.

The 'Manchester Master's' is one such programme developed at **Manchester Metropolitan University Business School (MMUBS)** in partnership with a Manchester-wide private sector consortium led by Tangerine PR Ltd. The programme is formally a Master's of Science of Business (Manchester Master's) hence the nickname which has proved popular with the local community. This unique development has attracted funding for a pilot programme from the Manchester Innovation fund, with direct contributions from Manchester City Council, NESTA and the North West Regional Development Agency.

A prime objective of the programme is to recruit and retain (in Manchester) the 'cream of Manchester graduate talent' from the four universities in Greater Manchester and reverse a trend in migration to London for jobs in the creative industries.

The success of the pilot programme has been measured by the following outputs:

1. Over 80 local companies have applied to be part of the programme, each of them paying a fee to be included as 'host' placement companies.
2. 200 applications from Manchester graduates have been received to date (for two cohorts of 20 places in total).
3. The first cohort has completed the learning and assessment for the 'taught' element and are proceeding to dissertation and all but one have secured high calibre positions – the exception wishing to start his own company. Only one graduate was ultimately recruited to a London based company.
4. The students on the programme referred to the programme as 'outstanding'.
5. The companies applying to be part of the

project have increased in number, have requested repeat involvement, are now paying a 25% increase in fee, and have provided highly complementary feedback on the calibre of the students and of the programme as a whole.

With 80 companies on board and the successful establishment of the Manchester Master's brand, MMU will be looking to roll out the programme once the pilot comes to an end in 2011.

DEVELOPING A 21ST CENTURY UNDERGRADUATE CURRICULUM

Following an ABS hosted development workshop the **University of Hertfordshire Business School (UHBS)** initiated a review of its sixteen undergraduate programmes. This review reflected the key drivers of UHBS which are to enhance the student experience, to seek greater delivery efficiency and effectiveness, and the further development of research and business development opportunities. The above UHBS drivers are very much a part of the University Strategy which also includes Employment and Entrepreneurship, Innovation and Enterprise and International Engagement.

The greatest dilemma facing the programme development teams was to provide programme specific modules which included all the above aspects within a structured curriculum. The decision was taken that the curriculum would be programme-centric rather than module specific so reflecting the student experience rather than the managerial importance of module management.

During the critical review process it became clear that the current undergraduates were perceived to have two skill gaps. The first was the expectations of the academic community in the ability of students progressing from schools and colleges to have the necessary skill set on which reflective, evaluative and critical skills could be built. The second was the skill set required by employers of our graduates. Hence the decision was taken to include the provision of academic and employment skills at all levels of study by inclusion of programme specific modules



which are explicitly designed to address the two perceived skill gaps.

Each programme now includes:

- Academic and employability skills at all levels of study;
- An opportunity to study a foreign language and internationalisation of the curriculum;
- The recognition and opportunities for work based learning;
- Aspects of contemporary research;
- Aspects of employability and entrepreneurship (enterprise).

The programme commences in September 2010 and represents a major shift both in quality assurance procedures by having one validation event for 16 undergraduate programmes and the standardisation of curriculum structures while maintaining a programme-centric focus.

NEW COURSE MEETS GROWING DEMAND FOR FORENSIC ACCOUNTANTS

A new distance-learning forensic accounting course has been launched at the **Portsmouth Business School** to meet the growing demand for these specialists.

The economic downturn and the massive rise in fraud and legal disputes have resulted in forensic accounting becoming one of the fastest growing areas of accounting.

The course is aimed at professionals who wish to study alongside their employment, and supplements the full-time and part-time Master's in forensic accounting already offered by the Business School. Distance-learning programmes are ideal for people in employment or with other commitments that don't allow them to commit to a rigid timetable of study. It also enables those not within a commutable distance of Portsmouth to enjoy the benefits and resources of the University.

The course develops student's accounting skills for use in civil, criminal and corporate litigation including business valuation, assessment of economic damages, proceeds of crime, fraud and money laundering. It also teaches how to investigate a case, gather evidence, prepare

expert reports and provide evidence.

"Last year PricewaterhouseCoopers generated £60m from forensic work and said it had taken on 40 additional specialists to keep up with demand – so this is the perfect time to be embarking on a forensic accounting career."

Student, Peter Jackson, a Detective Sergeant in the financial investigation unit of North Wales Police said: "Forensic accountancy work is becoming more high-profile and experts in the field more sought after. This course will allow me to go into the subject in so much more depth and will be invaluable for my current position in the police.

"The distance-learning format is ideal because it fits around my family and work commitments and when I retire from the force this should give me a ready-made career if I decide to pursue it."

ONLINE STUDY SKILLS RESOURCE SPICE PROJECT

In response to an identified need for pre-arrival induction for students on an undergraduate programme which attracted large numbers of direct entry Indian students, an online study skills induction resource was developed at **Edinburgh Napier University Business School** to help extend the traditional induction to pre-arrival. SPICE (Student Pre-arrival Induction for Continuing Education), enables a gradual development of effective study skills pre arrival, and uses student voices throughout the resource in order to appeal to students before arriving in the UK. Students who make use of this resource benefit from an opportunity to develop the skills necessary to successfully study in a new academic and cultural environment.

Contents of SPICE

SPICE has been based on students' and staff feedback. A series of tasks are grouped in 4 blocks:

- Introduction to life and study at the university (including expectations and roles);
- Study skills at Edinburgh Napier University (including key skills such as time management, planning and completing

- assessments, group work, independent study, critical thinking skills, reflection);
- Academic writing skills (paraphrasing, referencing, essays, reports and case studies);
- Presentation skills (including examples of successful presentations).

SPICE unique features include:

- It is task, not information driven. Students slowly build their awareness and skills.
- Students complete a series of tasks and receive feedback on their work.
- It is in touch with student experience on the programme by including a range of students' voices from students on the programme.
- It enables students to store their work and module leaders can track students' progress.
- SPICE is the first step in an extended induction process to be continued post-arrival.

SPICE has been piloted with two cohorts of students in India and the feedback from students and staff has been very positive.

The results of the pilot SPICE project will be used to inform the development of a generic resource for all international students.

HOW DO YOU SOLVE A PROBLEM? ENTREPRENEURIAL CREATIVITY AT NOTTINGHAM UNIVERSITY BUSINESS SCHOOL

Professor Martin Binks, newly appointed Director of **Nottingham University Business School**, considers some of the opportunities offered by businesses adapting to a trading environment transformed by global recession and the new government's austerity measures tackling the public spending deficit.

Professor Binks's view is that business schools that strive to support innovation can have real relevance for businesses of all sizes. UNIEI (the University of Nottingham Institute for Enterprise and Innovation) and the Business School more widely connects

a growing network of academics, students, entrepreneurs, businesses, and public sector organisations to address 'burning, real life, business questions' by applying current teaching and research into complex business challenges.

Nottingham was one of the first UK business schools to introduce entrepreneurship education in the early 1980s, develop this curriculum through the 1990s and then move on to establish large scale integrative learning approaches by 2005. For a decade, the UNIEI and Business School has extended entrepreneurship across the University and now leads seven joint MSc programmes with other Schools at Nottingham, as well as an MBA Entrepreneurship.

Central to the approach at Nottingham is 'Ingenuity' a new Creative Problem Solving (CPS) process which emerged from a project led by Professor Binks and Dr Simon Mosey with external consultant Paul Kirkham looking into the whole area of problem solving, entrepreneurial creativity and effective decision making.

In 2009, 'Ingenuity' was used with the Business School's undergraduate students for the first time and over 800 students in nearly 200 teams presented the inventions that they developed through the application of this approach in the UK alone. The same approach was introduced at the same time to NUBS undergraduates in Ningbo, China (700) and the University of Nottingham in Malaysia (250). Many of these new ideas reflected the apparent and latent creativity that this innovation in CPS is designed to release, raising important questions around the protection of intellectual property and how best to harness the reservoir of creative potential that resides in these bright young minds.

Ingenuity in Practice – a guide for clear thinking (Kirkham, Mosey, Binks) detailing the theory and practice behind this innovative approach is now available from Amazon.

ACTING IN THE PUBLIC INTEREST

The objective of the 21st century business, management and accounting curriculum is to encourage and sustain inclusive, enlightened, and ongoing discourse concerning what constitutes organisational management and business professionals' responsibility for acting in the public interest. As members of the academy here at **Queen's University Management School Belfast**, we have a responsibility to act as conscience, critic and counsellor of society. Our area of expertise includes the operational, administrative, and information systems of work organisations. One of our primary vehicles for interacting with society is the program of study that we design and implement. The purpose of this program of study is to participate with our students in thinking critically and constructively about business and its activities and responsibilities to society. The following ideas provide a general context within which we can create, and continually evaluate the efficacy of, our programmes of study.

Educational innovations should provide students and faculty with the appropriate tools for constructively addressing critical public interest issues facing society and organisational management. One of the primary questions to ask of the business school curriculum is whether it includes an appreciation for the historical and current role of organisational management and the business professions as well as an ability to envision opportunities for socially responsible, and responsive, development, especially in the areas of integrity and accountability.

Questions concerning economic, social, and environmental responsibilities of business inevitably require a related critique of the role of academic business programs. Through the design of curricula, most programs have inadequately addressed the need for students and faculty to understand the depth and complexities of the issues, especially as they relate to integrity, responsibility, and accountability. The curricula opt instead for a broad range of technical material, geared to knowledge of rules and conventions of practice. However, the public expects universities to transcend the production of technicians

and to explore the societal role of their discipline. This approach joins technical competence with a deep understanding of the complex responsibilities to organisations, society, and the environment.


The 21st century curriculum emerges from some moral grounding, be they first principles or socially constructed norms that provide the context whereby business is evaluated as a societal institution. Our responsibility as conscience, critic and counsellor is to participate in articulating the moral context of business as well as to share our associated understanding and uncertainties with our students through a curriculum that prepares them to become enlightened future business leaders.

THE 21ST CENTURY CURRICULUM AT CASS

The aftermath of the credit crisis has had a wider, more important and long standing impact that goes beyond asset mispricing and regulatory and governance failures, prompting questions about the role of business schools past and future and how ethics, sustainability and engagement might be incorporated in to the 21st century curriculum in a meaningful way.

In 2008 Richard Gillingwater, Dean of **Cass Business School**, engaged his Executive Committee in a discussion about how leadership and management responsibility, self discipline and humility might be incorporated into programmes of study as everyone faced the immense consequences of economic meltdown – the implosion of the banking system meant that this crisis was very different from previous market failures and recessions. The result of this debate was to set up a teaching ethics taskforce to look at existing Cass courses and see what relevant professional organisations, other leading business schools and accrediting bodies were doing. A report submitted in 2009 recommended that a new senior appointment should be made within the School to champion and initiate change, to incorporate syllabus changes, encourage staff development and to develop further student engagement in the community.

It was also agreed to reorganise and consolidate the voluntary sector management activity at the School into a



more cohesive entity under one leader. The various constituents include the Economic and Social Research Council Centre for Charitable Giving and Philanthropy, the charity Master's degrees and the Centre for Charity Effectiveness, the latter incorporating KnowHow NonProfit, a £3m grant-funded knowledge transfer project which is building management expertise in the voluntary sector.

Professor Palmer comments: "These are very early days but the intention is to produce graduates who are among the world's elite because they possess the best technical skills, have a grounding in ethical decision-making, an appreciation of the role of business and skills, knowledge of how to engage with a variety of stakeholders in a complex global society, and are prepared to be leaders of the future."

ESSEX LEADING THE NEW BUSINESS SCHOOL WITH A 21ST CENTURY CURRICULUM

Essex Business School may be one of the younger business schools in the country, changing from a management and finance department just two years ago, but our academic excellence is built on a pedigree that goes back to the 1980s within a university that was established in the heady days of the 1960s.

And it's the best of the idealism and global vision of the 60s that we have been building upon for the benefit of our students, and ultimately the wider-world. The University's founding principles: to be interdisciplinary; international; inclusive and innovative remain at the heart of what Essex strives to achieve. As a business school we seek to promote these core values through our own courses and programmes where we emphasise:

- Creativity, enterprise and innovation;
- Business ethics and corporate governance;
- Sustainability and the environment;
- International development and partnerships;
- And knowledge sharing.

As an outward expression of what we have been doing internally for some years, this

year we completed a re-branding of the Business School that emphasises the need for businesses to not only add economic value, but also to recognise the social, ethical and environmental implications of their strategies and practices.

As part of the re-branding we have chosen a new strap line for the School, 'the business school for a new world', which symbolises the challenges our graduates will face as the economies of the world seek to recover financially and ethically from one of the worst recessions in more than 100 years.

There has also been a failure of corporate governance, which has led to a growing demand for higher standard of business ethics. People expect organisations in the private, public and voluntary sectors to exhibit corporate social responsibility and to adopt policies and strategies that address sustainability and the environment. The new leaders who will deliver these improvements are going through our universities now and as business schools we need to adapt to this changed dynamic.

We have committed to developing the professional leaders of the future through our international environment of innovative scholarship – to not only create graduates who offer value and generate enterprise, but who will also foster responsibility and contribute to social justice.

THE HIGH VALUE OF BUSINESS SCHOOLS TO THE ECONOMY AND SOCIETY

Case studies from:

- Imperial College Business School
- Portsmouth Business School, University of Portsmouth
- Northampton Business School, The University of Northampton
- The University of Sheffield Management School
- Swansea University, School of Business and Economics
- Royal Docks Business School, University of East London
- Southampton Business School, Southampton Solent University
- Middlesex University Business School
- Glamorgan Business School, University of Glamorgan
- Strathclyde Business School, University of Strathclyde
- Teesside University Business School, Teesside University
- Newcastle Business School, Northumbria University

NEW OECD INNOVATION STRATEGY DRAWS ON WORK BY IMPERIAL RESEARCHERS

Researchers from **Imperial College Business School** played a major role in the Organisation for Economic Co-operation and Development's new Innovation Strategy.

Described as a step-change in economic thinking, the new strategy radically revises methodologies of measuring innovation and calls on OECD governments to urgently adopt new policies that will foster innovation.

The OECD report recommends better measurement of innovation using these wider measures and policies that understand the broader locus of innovative activity: both in firms, universities and by consumers. They recommend a modern innovation infrastructure, of information, open networks and freedom from burdensome regulation.

And the report has views on the public sector too in particular universities. They recommend a "greater focus of policy makers on ensuring independence, competition, excellence, entrepreneurial spirit and flexibility in universities."

David Gann, Professor of Technology and Innovation Management at Imperial, says it has been a long but rewarding intellectual struggle to have the School's new ideas accepted.

"We've worked with many academic colleagues to make sure our thinking is evidence-based and rigorous," he said.

"UK governments have in the past been quick to get it. And there are encouraging signs that the coalition government is equally impressed by our arguments. Indeed it appears that supporting innovation in the public sector is rapidly emerging as a strong strand."

The Organisation provides a setting where governments compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies. Currently 32 of the largest economies across the globe are full members.

AUDITING STUDENTS ADVISE LOCAL CHARITIES

Students at the **Portsmouth Business School** have been working with two local charities to help with their accounting systems.

A dozen third-year students are working with The Rowans Hospice and The Roberts Centre in a partnership which offers the charities accounting advice and in return gives students a real-world learning experience.

The students examine different aspects of the charities' accounting systems under the supervision of one of their tutors, an experienced auditor, before submitting a final report to the charities' trustees.

This is the second year the project has been running after The Rowans Hospice, a local charity providing specialist Hospice care and support to patients with life-limiting illness, contacted the Business School seeking support.

After a successful pilot last year with The Rowans Hospice the project has already expanded and the university is also working with The Roberts Centre – a local charity offering support and assistance to families striving to improve their disadvantaged circumstances.

The auditing students use the work experience to count towards their final coursework assessment.

Daniel Brooke, an undergraduate student studying Accounting with Finance, said the work experience has given a fantastic opportunity to make him more aware of auditing as a profession.

He said: "It is helpful to examine an actual company's accounting practices instead of a text-book example because you really begin to understand the nature of the job".



NEW SOCIAL ENTERPRISE SCHEME AT NORTHAMPTON BUSINESS SCHOOL

Northampton Business School strides forward in its social enterprise activities through a new scheme, designed to benefit graduates and employers from across Northamptonshire and surrounding counties.

Graduates, unemployed executives and young people can take advantage of one of three programmes being run by the University's Business School in conjunction with social enterprise 3E.

The Graduate Boost scheme gives graduates the chance to apply their learning and help make improvements to a real business through a paid work placement. Following the success of the first Graduate Boost cohort in January 2010, the second round of placements has been launched. This round involves 200 graduates undertaking a placement for a period of up to 12 weeks.

Working in a paid role in local SMEs, graduates will gain valuable experience whilst undertaking a module from Northampton Business School's Master of Business Administration (MBA) programme. This module, 'The Effective Manager', will further equip graduates to tackle work based problems in a structured and measured way.

During the placement, successful applicants will work on a specific project selected by the host company. They will be guided and supported throughout their placement and on successful completion will meet with a head-hunter who will put them forward (where relevant) to companies with vacancies.

Funded through the European Social Fund, Plan B is an Enterprising Skills Programme for Young People aged 16–24 which seeks to develop enterprise opportunities, attitudes and strategies.

In addition to the valuable contribution made by the above schemes, Northampton Business School also offers a programme designed to help students set up their own business. Enterprise Inc. has been running for the past two years through the University's Enterprise Club and has seen 52 undergraduates and recent graduates receive bursaries to help them start up their own business. Successful applicants receive

a cash bursary of £2,500 alongside £3,000 worth of business support including advice, training and mentoring. There has been a wide variety of businesses started up through this scheme including podiatry practices, photographers, new product development and a children's book illustrator who has developed and marketed her own children's character. The scheme will continue into 2011 with another cohort of 25 placements.

HELPING THE LOCAL ECONOMY FLOURISH

At the **Management School, University of Sheffield**, we're working hard to engage with our Regional SMEs. While it is important for some of our students to work with well known companies in corporate headquarters, it is also important to recognise the sort of experience that working with smaller organisations could give them. With that in mind, our new MBA Director, John Kawalek, decided to focus on engaging with SMEs. After all, SMEs represented 99.8% of all EU enterprises in the non-financial business economy in 2006, employing two thirds of the workforce (67.4%) and generating 57.7% of total value added. That's a big section of the economy and SMEs are right on our doorstep in the Sheffield City Region.

So John began to reach out to local SMEs who may never have thought of using the University's resources to help them. He offered them students to undertake projects for their businesses under the supervision of an experienced academic. The success of the new approach has been incredible. When the economic crisis hit, the Doncaster Chamber of Commerce had MBA student Richard Ing undertake an analysis of the current regional economic challenges facing the South Yorkshire region, and the implications this might have on local businesses.

Also responding to the economic crisis, the Walnut Club asked the Management School to carry out a project exploring ways in which their restaurants might overcome the downturn in sales revenue. MBA Student Rishi Mohan carried out a project exploring the market for events nights in the South Yorkshire region.

And it's not always about growing. In one

instance, local entrepreneur Sam Broadbent approached the Management School following several unsuccessful attempts to launch his business, Party Your Way (PYW), in the local market. MSc International Management student Charlotte Huston conducted a full market analysis for the on-line party services market and explored options open to the PYW. Following completion of the project and in light of the recommendations given, Sam decided not to continue with the business. Charlotte subsequently received an MSc with the award of distinction for her efforts on the project. Sam was grateful he had been saved from wasting any more money and time and has turned his attention to a new project.

For the students, it can be a life-changing experience. Most MBA students arrive thinking they want a job in a Fortune 500 company. When they work with an SME, and get to be a part of a project that has serious impact on the whole company, students begin to see that they could work for themselves. Through working with SMEs we're creating entrepreneurs – people who are not afraid to get out there and give it a go setting up their own SME. John Kawalek is expanding the program to include long-term services to the businesses who have engaged in a short-term project, providing work experience opportunities for students while they find jobs in a tightening job market, or get their own enterprise off the ground.

DEVELOPMENT FOR WELSH BUSINESSES

The Swansea University's School of Business and Economics were delighted in July 2009 to be awarded £5.2m of European Social Fund money by the Wales European Funding Office to launch the LEAD programme in Wales as LEAD Wales. LEAD Wales is funded in total to £8m with the balance received as matched funding from the contributing universities. The primary aim is to help develop 700 Welsh businesses in the region over a five year period between 2010 and 2015. The programme was announced on 1 July 2009 as the 100th European Social Fund project funded by the EU in the Convergence region of West Wales and the Valleys by Deputy First Minister for Wales, Ieuan Wyn Jones.

The overall purpose of the funding stream through which LEAD Wales is supported is to raise higher level skills and workforce development in the knowledge economy.

LEAD (Leading Enterprise and Development) is a programme that was developed for the North West region of England as a partnership between the North West Development Agency and the University of Lancaster, between 2004 and 2006, and is now being rolled out across the North West of England as well as in Wales. LEAD is a 10 month long intervention delivered to SME owner-managers, with particular focus on small and micro-businesses. It aims to improve leadership skills through a range of training and networking opportunities, as well as motivation and confidence building techniques. The educational philosophy behind the programme is multifaceted, focusing on the personal development of the owner-manager. Facilitated action learning is a core element, supported by experiential activity, coaching, mentoring and master-classes. The overarching programme objective is to help owner-managers achieve a more strategic-level view of their leadership activity, and to enhance their personal leadership capacity. The original pilots for LEAD demonstrated that the impact for the SME owners businesses were significant in terms of increased business turnover and creation of new jobs.

The first cohort of 25 SME owner-managers was recruited to LEAD Wales in Swansea in January 2010 with a second cohort starting in April 2010. At this stage businesses have been recruited from south and west Wales, across a range of service and manufacturing sectors. Bangor University Business School, in conjunction with the Bangor Management Centre, have now joined the LEAD Wales project and businesses in North Wales will begin LEAD in October 2010. The project has a target of delivery for 700 owner-managers across the Convergence Funding region of Wales by 2015.

A team of twelve experienced staff, with a wealth of experience of leading or working with small businesses have now been recruited to manage and deliver LEAD Wales. The project is led at Swansea University by Professor Andrew Henley, alongside a programme of longitudinal research on SME growth and development being developed. The Welsh business landscape is more heavily dominated by small businesses

than in other regions of the UK and the School of Business and Economics are particularly keen to assess how LEAD can contribute to greater entrepreneurial dynamism in Wales, with benefits to the wider economy of the region.

The LEAD Wales project team is based in the School of Business and Economics at Swansea University.

THE WOMEN IN ENTERPRISE PROGRAMME

The Women in Enterprise Programme is run by the **Royal Docks Business School, University of East London** through their Petchey Centre for Entrepreneurship. The programme aims to offer a conduit for women who are interested in starting and/or developing their businesses by combining a mix of theoretical and practical support to ensure that they realize their own personal and professional goals.

The thinking behind the programme is that there are many women in the East London area who wish to start their own businesses, or who perhaps need to do so by virtue of the limitations they face because of their role as carers. For religious or other reasons, some of these women would prefer to learn about entrepreneurship in a female only group. Participants were recruited via outreach work utilising the Petchey Centre's burgeoning community networks.

So far, two groups have been through the pilot programme, some fifteen women in all.

The participants attend sessions at the university for four consecutive Saturday mornings; thereafter their businesses (provided they have elected to start on) receive direct individual support from the Centre on an ongoing basis. At the time of writing eight companies have been started. Of these four continue to work with the Petchey Centre for Entrepreneurship and one company is presently, with the support from the Centre, developing a franchising infrastructure. All participants qualify for the Centre's free web hosting packages and on-going support.

For more information contact Andre Mostert: Mostert@uel.ac.uk

HELPING SAVE LIVES AT SEA

Management scientists and engineers at the **University of Southampton** have joined forces with the Royal National Lifeboat Institution (RNLI) to reduce the operational costs of its fleet. The RNLI is wholly dependent on charitable giving; saving money on operational working means the donations can be used more effectively to save more lives.

A Knowledge Transfer Partnership has been signed between the two organisations. Two talented graduates will be appointed to work as Associates at RNLI headquarters in Poole for two years, supervised by Professor Douglas Macbeth of the School of Management and Professor Ajit Shenoj of the School of Engineering Sciences. Dr Arni Halldorsson from the School of Management and Dr James Blake from the School of Engineering Sciences are also involved in the initiative.

The RNLI currently supports 300 lifeboats based at 235 lifeboat stations around the UK and Ireland. The sophisticated vessels are engineered to high standards so the volunteer crews can carry out rescue operations in the worst sea conditions. Equipping and maintaining the fleet can be expensive. A Tamar class lifeboat costs £2.7m to buy and equip, but has a working life of around 50 years.

Daniel Rolfe, RNLI Through Life Manager, says: "Saving lives at sea costs us £270,000 a day. We would like to develop ways of delivering the same quality of service at reduced costs."

Professor Macbeth adds: "Modern analytical techniques can help organisations examine their business models in detail. The RNLI wants to develop a best practice model of maintenance and repair and I am sure the KTP will help them increase efficiency."

During the KTP, the Management Associate will develop computer models to capture the commercial and logistics issues around the costs of building and maintaining the lifeboat fleet. The Engineering Associate will look at the technical design issues involved in deciding how frequently the boats and their equipment need maintenance, to manage these costs. The two Associates will work closely together as the projects are very interdependent.



ENGAGING WITH THE COMMUNITY

Why should organisations want to use the consultancy services of second year undergraduates?

For the last twenty years students studying a range of programmes at **Middlesex University Business School** have had the opportunity to act as consultants to a range of public, private and third sector organisations by participating in a module called 'Consulting to Organisations'. That the School has been able to provide this opportunity for two decades is testament to its success with client organisations and with students. Engaging with the community for learning and development purposes is a risky business. It is far less predictable, routine and manageable than lecture and seminar based activities for all concerned: academic staff, students and clients. But the learning that accrues from taking the risk is invaluable for all parties.

Feedback workshops between staff and students during the process of the consultation exercise explore progress, issues and options. Students make a number of visits to the client organisation in order to conduct research into the problem. The process concludes with a written report for, and an oral presentation to, the client.

The above insights support the positive benefits to the wider community of providing students with the opportunity to contribute as consultants to organisations within it. It is, though, predicated on the development of an appropriate module and a reorientation of the tutor role from that of a lecturer to that of a facilitator. It addresses the employability agenda by providing a bridge to the world of professional work and speaks to the predictions of commentators for effective working in the future: given the quickly changing nature of our environment, the past is not much of a guide to the future. Discarding one's experience and starting from scratch and knowing how to address new issues is the way forward. This module provides a model with which to develop this capability.

SOCIAL INNOVATION GUIDES

Glamorgan Business School is one of the largest business schools in Wales, and has always 'given something back' to its surrounding community (both local and international) not only ensuring its graduates have the skills to make a real contribution to society and the workplace, but also enabling staff to visit less wealthy nations to impart knowledge and experience and 'upskill' those who might not have had the opportunity to develop their business and or entrepreneurial skills. As such the School has, through a process of stakeholder consultation, concentrated its strategic focus on the parallel themes of enterprise and social innovation. However, it is important that strategic intent is matched by both resource and clear direction.

As well as curriculum development, the school will be establishing a research home for social innovation related themes. There are already research outputs in the fields of social responsibility, social enterprise, and social reporting. The research hub will be very closely allied to the existing centre for enterprise to ensure synergies and scale are maximised. At the same time Glamorgan Business School is establishing a working paper series to stimulate and provide an outlet for research in the field of social innovation and enterprise. A large amount of existing and related expertise will find a much clearer focus under the umbrella of social innovation as a result of these strategic initiatives.

THE HIGH VALUE OF BUSINESS SCHOOLS TO THE ECONOMY AND SOCIETY

Strathclyde Business School is at the heart of an initiative aiming to make Glasgow one of Europe's most sustainable cities within 10 years.

The Sustainable Glasgow initiative is spearheaded by Strathclyde University in partnership with energy groups and Glasgow City Council. A report into how the city will achieve this was launched in 2010 (see www.sustainableglasgow.org.uk) and was the culmination of a year-long study co-ordinated by the University.

Cities are major concentrations of people and resources and, as such, consume 75% of the world's energy as well as being responsible for 80% of greenhouse gas emissions. Glasgow is responsible for about 8% of Scotland's carbon emissions and it is thought this will only increase unless action is taken. Based on a detailed analysis of the city's resources, infrastructure and pattern of energy demand, Sustainable Glasgow has taken an unparalleled strategic approach to drive down carbon emissions and meet the city's future energy needs, as well as growing the city's population and economy.

Recommendations in the report include the creation of systems to turn the city's sewage and municipal waste into biogas, development of a district heating system for the city starting in five identified zones, increased use of biogas and electrically powered vehicles and creation of urban woodlands in the city's vacant land.

It is estimated the green energy projects will bring in £1.5bn of new investment into the city, as well as creating jobs, attracting new businesses, producing and using energy more efficiently and helping tackle fuel poverty.

At the launch of the report earlier this year, Professor Jim McDonald, Principal of Strathclyde University, said, "I am proud that the University of Strathclyde and the City of Glasgow are taking a lead in this vitally important field – demonstrating what can be achieved when government, universities, business and communities work together towards a common goal."

TEESSIDE UNIVERSITY AND THE NORTH EAST CHAMBER OF COMMERCE – WINNER OF THE 2009 *TIMES* HIGHER EDUCATION OUTSTANDING EMPLOYER ENGAGEMENT INITIATIVE AWARD

In a year that saw Teesside University, the first modern university to do so, win the University of The Year Award from the *Times Higher Education*, **Teesside University Business School** also scooped the Outstanding Employer Engagement Initiative Award for its Foundation Degree Leadership and Management – a partnership between Teesside University and the North East Chamber of Commerce (NECC),

The original idea for the programme came from discussion at strategic level between the University and the Chamber and as a result had senior management buy-in from the beginning which enabled immediate resource commitment through a consultancy approach and fast track approval processes.

With an NSS score of 92% and a retention rate of 85%, the programme has been very successful by any measure, but has also faced and posed significant challenges, not least in finding ways to synchronise with university systems, policies and procedures that are on the whole designed for traditional learners and traditional programmes.

Significant challenges remain for HEIs if they are to continue to meet the needs of these types of learners and organisations particularly in terms of funding support and government policy which can change the strategic context of such provision overnight.

However, it is clear that developing the workforce of the future is not just about encouraging increasing numbers of HE students but ensuring that these students have an HE experience which equips them with the skills that they and their employers need. This means that universities must offer specific courses and modules to suit business requirements but it also means that generic employability skills should be embedded seamlessly into every degree. Students should finish their studies wanting (and able) to continue to learn and develop for their entire lives, enthused by the ethos

of (relevant) continuous professional and personal development which has run throughout their higher level learning, whether this has been on a university campus, at their workplace or electronically.

EMPLOYER ENGAGEMENT HIGH ON THE NEWCASTLE BUSINESS SCHOOL AGENDA

Newcastle Business School, Northumbria University, has been awarded HEFCE (Higher Education Funding Council for England) funding to further develop its significant employer engagement programmes with North East organisations and companies.

In total Northumbria University has been awarded £6.2 million – £3million from HEFCE's Employer Engagement Fun and £3.2million for University places co-funded with employers for up to 3,000 employees in regional and local organisations.

The business school will use its share of the funding to strengthen existing relationships and programmes and forge new partnerships, helping to develop skills among employees, improving companies' economic robustness.

Newcastle Business School has long-standing relationships with a wide range of North East employers in both the public and private sectors including Northumbrian Water, Eaga, Newcastle Building Society, Proctor and Gamble, Nexus and a number of NHS Trusts and local authorities.

Northumbrian Water began working with Newcastle Business School in 2008 with the business school creating a pathway for managers at all levels to develop their skills, knowledge, and abilities, capitalising on their leadership potential.

Executive education faculty developed a Master's in Leadership and Management which focuses specifically on the practical development of senior leaders within the organisation. The MA is an intensive three-year experience, underpinned by executive coaching. Those completing year one are awarded the Postgraduate Certificate in Leadership and Management; they go on to complete the Master's programme after three years.

The school has also developed a BA

(Hons) in Leadership and Management for managers and team leaders, equipping them with the right skills for their current and future managerial roles.

Employees can accrue credits while learning to be awarded the Certificate or Diploma in Higher Education in Leadership and Management, before going on to complete the BA (Hons) degree.



HEALTH CHECK

SOME KEY FIGURES ON BUSINESS AND MANAGEMENT EDUCATION

Business and management education delivered by ABS members continues to be the most popular single subject of study for students in UK universities. From the latest data available, in the academic year 2008/09, almost one in seven of all students were studying business and management. This represents over 300,000 individual students or 248,000 full-time equivalents (FTE) at all levels of Higher Education: from Foundation Degree, through traditional three and four year undergraduate courses, specialist Master's, MBAs and Doctorates.

Undergraduate

During the last fourteen years, the period for which data is available, the number of undergraduate students studying for a degree in the UK has increased by 35% while those studying business and management has grown by 74%.

Business and management Foundation Degrees have seen healthy growth since their introduction in 2001/02, with over 6,500 students starting one in 2008/09.

Business and management students are much more likely to take a sandwich year to gain valuable work experience than students studying other disciplines, with 22% of first degree students choosing this option.

Postgraduate taught

There has been spectacular growth in students taking postgraduate taught (PGT) qualifications in recent years, which include the MBA and specialist qualifications in finance, marketing and human resource management. While the number of students studying for all PGT level qualifications in UK universities has risen by 63% in the last fourteen years, business and management has seen a 94% rise with 58,000 FTE students registered in 2008/09. MBA students number around 32,000 with a third each studying full-time, part-time and by distance learning. Around 2,500 students are registered on Executive MBA programmes.

Postgraduate research

Business and management has not traditionally had large numbers of postgraduate research students studying for PhDs and DBAs compared with other subjects, but there has been growth in this area. The 83,000 FTE postgraduate research students attending UK universities in 2008/09 represent a 40% increase over the last fourteen years. During the same period, business and management has seen 86% growth, with 4,200 FTEs registered in 2008/09.

International

As befits the area of study in the global era, a third of business and management students come from outside the UK, and a quarter from outside the EU. In 2008/09 students from over 200 different countries came to the UK to study this subject, from Azerbaijan to Zambia, with students from China, India, Nigeria, Germany and France the most numerous. There are also over 1,000 students from the USA studying business and management here. UK Business Schools and Departments of Management are clearly providing an education that is attractive and relevant to students from across the globe.

Joe Clark, Head of Policy
Email: jclark@the-abs.org.uk

Figure 1 The growth of the student population for All Higher Education and Business & Management (FTE)

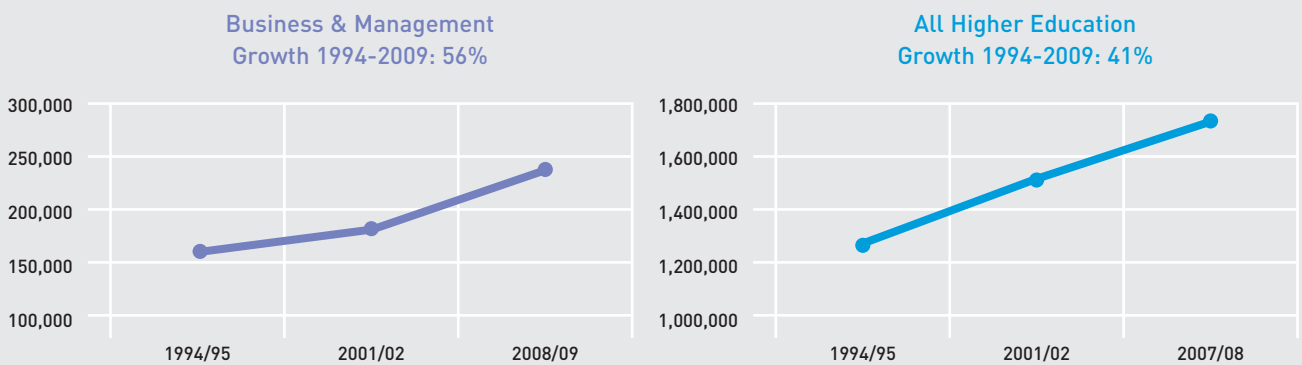
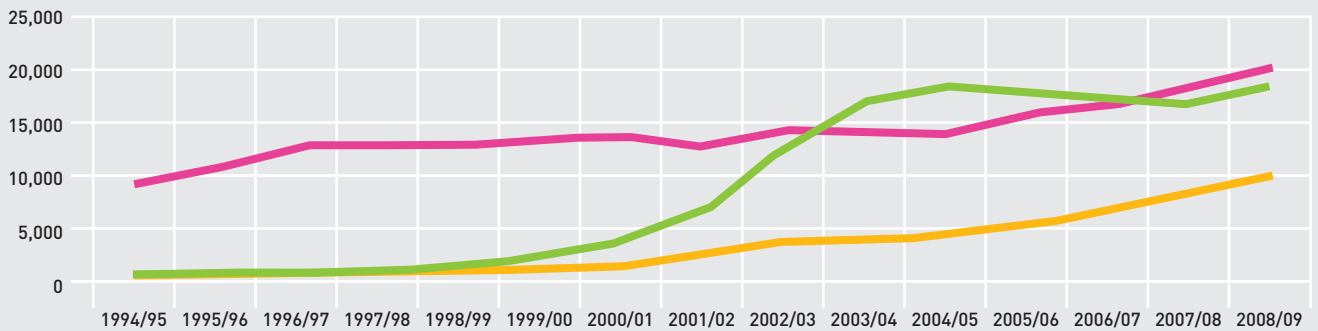


Figure 2 Overseas student FTE at UK business schools, selected countries

China India EU (not UK)



**ANNUAL REPORT
2009/10**


**THE HIGH VALUE OF BUSINESS SCHOOLS
TO THE ECONOMY AND SOCIETY**

**21ST CENTURY
CURRICULUM**

**WORKING SMARTER,
LEANER AND GREENER**

**INTERNATIONALISATION
OF BUSINESS SCHOOLS**

**THE HIGH VALUE OF BUSINESS SCHOOLS
TO UNIVERSITIES**



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**ANNUAL REPORT
2009/10**

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CHIEF EXECUTIVE'S REPORT

JONATHAN SLACK

Chief Executive of the Association of Business Schools



I am delighted to confirm that even in these difficult economic times, membership has continued its upward trend over the past few years, to stand at a new all time high of 119 members and 11 associates. The level of participation by members has also increased, in line with the higher number of events and workshops, an expansion of our portfolio of development programmes over the past year and their wider range and diversity of appeal. Over 600 people have participated in these activities, including international delegates – this had been our most successful year to date financially.

Our networking and lobbying activities have also been enhanced this year with a series of constructive meetings with senior officials, and Ministers of Government departments including: Business Innovation & Skills, Treasury, and Department for Work & Pensions. We have also provided detailed input into major consultations on contemporary issues such as U/G fees, the Review of the Teaching Funding Methodology, the Office for Government Contracts and the UK Border Agency.

The awareness of the many challenges facing business schools and showcasing innovative and successful practice by our members in these difficult times have also remained a top priority for ABS. This has been particularly obvious in the arena of sustainability within which we have focused on lean as well as green approaches to management. I am pleased to report that ABS is now a partner within the UN Global Compact's PRME initiative and we have made progress in measuring and reducing our own carbon footprint.

Also, we have added further scope to the *ABS Ethics Guide* and led the development of new Guidelines for Lifelong Learning and Sustainability at the global level via the EQUAL group.

As well as looking forward, we have also looked back and are delighted to have sponsored the creation of the *The History of UK Business and Management Education*, published by Emerald Insight. Congratulations and sincere thanks are offered to Allan P.O. Williams, Emeritus Professor at Cass Business School as author of what is the first book to comprehensively cover this history in the UK.

I would also like to acknowledge and thank all ABS staff for their considerable contribution to another successful year and also the Executive, our committees, BMAF and other partners and the general membership for their time and commitment in taking ABS forward to achieve the many positive outcomes outlined in more detail in this report.

Finally, it is timely to express public thanks most sincerely to our outgoing Chairman, Professor Huw Morris, for his highly dynamic and unfortunately short chairmanship of the Association and to congratulate him on his newly confirmed status as ABS Companion and his new Pro-Vice-Chancellor role at Salford University.

FINANCIAL REPORT

TRADING, PROFIT AND LOSS ACCOUNT FOR THE YEAR ENDED 30 JUNE 2010

	2010 £	2009 £
INCOME		
Subscriptions	335,358	309,124
Development Programmes	310,709	320,452
Conferences	79,325	60,457
NES	–	9,219
Other	58,002	63,414
Total Income	783,394	762,666
EXPENDITURE		
Salaries	312,410	289,602
General Office	124,123	100,646
Public Relations	24,949	25,108
Development Programmes	161,209	204,148
Conferences	55,777	58,990
Other	92,397	81,695
Total Expenditure	770,865	760,189
Operating Income	12,529	2,477
Bank Interest	778	5,446
Total Net Income	13,307	7,923

BALANCE SHEET AS AT 30 JUNE 2009

	2010 £	2009 £
FIXED ASSETS	20,535	26,848
CURRENT ASSETS		
Debtors	72,296	75,032
Bank	227,160	177,658
Sub Total	299,456	252,690
CURRENT LIABILITIES	55,725	28,579
NET CURRENT ASSETS	243,731	224,111
Total Assets Less Current Liabilities	264,266	250,959
RESERVES		
Pre-incorporation Surplus	25,916	25,916
Income and Expenditure Account	238,350	225,043
	264,266	250,959



ABS COMMITTEES

2009/10

EXECUTIVE COMMITTEE MEMBERS



Professor Huw Morris (Chair)
Dean & Pro-Vice-Chancellor
Manchester Metropolitan
University Business School



Professor Paul Crouney (Vice Chair)
Dean
Newcastle Business School



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Management University



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Manchester Business School

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School of Management, University of Bath

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Southampton Business School, Southampton Solent University

Peter Betts

Lancashire Business School, UCLAN

Professor Clare Brindley

Nottingham Business School

Dr. Ian Brooks

Northampton Business School

Rachael Hall

Ashcroft International Business School, Anglia Ruskin University

Professor Des Hickie

Faculty of Business, Enterprise and Lifelong Learning, University of Chester

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Salford Business School

Daljit Kang

School of Business and Social Sciences, Roehampton University

Professor Wendy Lomax

Kingston Business School

Dr. Lorraine Watkins-Mathys

School of Applied Management and Law, Buckinghamshire New University

Bob Woodward

Newcastle Business School, Northumbria University

Dr. David Woollard

Manchester Metropolitan University Business School

COMMITTEE FOR WALES**Professor Bob McNabb (Chair)**

Cardiff Business School

Professor Andrew Henley

University of Swansea

Professor Alan Lovell

University of Glamorgan Business School

Dr. Tim McIntyre-Bhatty

Newport Business School

Professor Phil Molyneux

Bangor Business School

Professor Paul Osbourne

Swansea Business School

Professor Nicholas Perdikis

School of Management & Business, Aberystwyth University

David Pritchard

Cardiff School of Management

Dr. Rhys Roland-Jones

Wrexham Business School

COMMITTEE FOR SCOTLAND**Professor Peter McKiernan (Chair)**

School of Management, University of St. Andrews

Professor Angela Black

University of Aberdeen Business School

Professor Susan Hart

Strathclyde Business School

Professor Gillian Hogg

School of Management and Languages, Heriot Watt University

Professor Angus Laing

University of Glasgow Business School

Professor Rita Marcella

Aberdeen Business School, The Robert Gordon University

Professor Nick Oliver

University of Edinburgh Business School

Professor Alex Russell

Dundee Business School

Professor Zeljco Sevic

Caledonian Business School, Glasgow Caledonian University

Professor George Stonehouse

Edinburgh Napier University Business School

Professor Roger Sugden

Stirling Management School, University of Stirling

Professor John Turner

University of the West of Scotland Business School

ABS COMPANIONS



Professor Sir George Bain
Former Dean and Director
Warwick Business School and
London Business School



Professor Howard Thomas
Dean
Lee Kong Chian School
of Business, Singapore
Management University

This title recognises their significant contribution towards:

- The leadership of one or more UK business schools.
- Successful promotion of business and management education, development and research at national and international levels.
- Policy development at regional, national and international levels which has made a positive difference to the UK business school sector.
- Achievements which are outstanding and innovative and which demonstrate distinction and high quality.



Professor Sue Cox
Dean
Lancaster University
Management School



Professor Stephen Watson
Former Dean
Henley Business School,
currently AACSB

For the current member business schools and the Executive of ABS, the Companions represent an impressive pool of experience upon which they can draw in future, as well as a way of celebrating their previous contributions and success.



Professor Dame Sandra Dawson
Former Director
Judge Business School



Professor Robin Wensley
Director of AIM
Warwick Business School



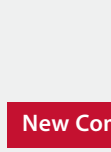
Professor Arthur Francis
Dean and Director
Bradford University School of
Management



Professor Jean Woodall
Dean
Westminster Business School



Professor Andrew Lock
Emeritus Dean
Leeds University Business
School



Professor Huw Morris
Former Dean &
Pro-Vice-Chancellor
Manchester Metropolitan
University Business School

New Companions for 2010 are:



Professor Peter McKiernan
Dean
School of Management,
University of St. Andrews



Professor Andrew Pettigrew
Former Dean
School of Management,
University of Bath



Professor Michael Osbaldeston
Former Director
Cranfield School of
Management



Professor John Saunders
Former Dean
Aston Business School

DEVELOPMENT PROGRAMMES AND EVENTS

ABS offers a growing and popular range of development programmes to support strategic leadership, management and networking in UK business schools and internationally.

ABS/EFMD INTERNATIONAL DEANS' PROGRAMME

Fourteen new and experienced deans participated in the IDP which was held in Judge, Cranfield, Vilnius and Beijing. The programme included lively debates with host business schools, small group presentations on governance, structure, internationalization, faculty and research, as well as personal development activities. IDP 2010/11 will be held in Spain, the US and Finland.

DEVELOPMENT PROGRAMME FOR MARKETERS (DPMAR)

Fully endorsed by the Chartered Institute of Marketing and attracting the full 35 hours CPD allowance, DPMAR is going from strength to strength. Now including a working visit to an international business school (including Audencia in Nantes and EADA business school in Spain) and top marketing professors and speakers from industry.

DEVELOPMENT PROGRAMME FOR SENIOR MANAGERS (DPSM)

Caroline Haste, School Manager, University of Exeter Business School, facilitated the programme for the ninth cohort of twelve participants. The programme consists of six sessions and focuses on strategic planning, resources, quality and internal and external communication. DPSM 2010 visited Cass, Regent's College and Westminster Business School along with FNEGE delegates.

DEVELOPMENT PROGRAMME FOR HEADS OF DEPARTMENT (DPHOD)

Elspeth Macfarlane, Head of Consultancy and Corporate Learning, Oxford Brookes University Business School, facilitated this programme, now in its fifth year. The nineteen participants on the current programme participated in joint visits with the Development Programme for Senior Managers (DPSM) to the University of Nottingham and Nottingham Business School. The programme comprises four sessions spread throughout the year focusing on personal development, financial management, quality, strategy and executive education.

DEVELOPMENT PROGRAMME FOR DIRECTORS OF LEARNING AND TEACHING (DPDLT)

The fourth cohort of this five session programme was again facilitated by Chris Shiel, Director of the Centre for Global Perspectives at Bournemouth University. Fourteen delegates enjoyed sessions from sector leaders in the L&T field along with opportunities to network and share good practice, including visits to the Derbyshire and Loughborough University Business Schools.

DEVELOPMENT PROGRAMME FOR DIRECTORS OF RESEARCH (DPDoR)

Professor Rob Briner from Birkbeck University facilitated the joint ABS/BAM programme for Directors of Research (DPDoR) in 2010. It was a very successful year with fourteen proactive participants.

DEANS AND DIRECTORS DEVELOPMENT PROGRAMME (3DP)

Professor Sue Cox Dean of Lancaster University Management School (LUMS) facilitated this flagship programme for the tenth cohort. The sixteen participants were new deans, associate deans and directors and those aspiring to become deans. 3DP focuses on strategy, quality, the global environment, financial management, external and internal communications and personal development through 1-1 coaching. 3DP speakers include expert business practitioners. 3DP 2010 visited two member schools, LUMS and Lancashire Business School.

FINANCE DEVELOPMENT EVENT

Janine Ellis facilitated these events which were held at Warwick and Newcastle Business Schools and at the National Insurance Contributions Office on lean management. The British Library kindly hosted the annual research conference and Cranfield School of Management hosted the annual DBA conference, the Annual Finance Development Event was also held at ABS.



MEMBERS OF THE ASSOCIATION OF BUSINESS SCHOOLS

ABS Members as at October 2010

- A** Aberdeen Business School, The Robert Gordon University
University of Aberdeen Business School
School of Management and Business, Aberystwyth University
Ashcroft International Business School, Anglia Ruskin University
Ashridge Business School
Aston Business School, Aston University
- B** Bangor Business School, Bangor University
University of Bath School of Management
University of Bedfordshire Business School
Birkbeck, University of London
Birmingham Business School, University of Birmingham
Birmingham City Business School, Birmingham City University
School of Business and Creative Technologies, University of Bolton
Bournemouth University Business School
Bradford University School of Management
Brighton Business School, University of Brighton
Bristol Business School, University of the West of England
Department of Management, University of Bristol
Brunel Business School, Brunel University
University of Buckingham Business School
School of Applied Management and Law, Buckinghamshire
New University
- C** Canterbury Christchurch University, The Business School
Cardiff Business School, Cardiff University
Cardiff School of Management, University of Wales Institute, Cardiff
Cass Business School, City University London
Faculty of Business, Enterprise and Lifelong Learning, University
of Chester
Coventry Business School, Coventry University
Cranfield School of Management
Croydon College, Department of Management
Cumbria Business School, University of Cumbria
- D** Derbyshire Business School, University of Derby
Dundee Business School, University of Abertay Dundee
Durham Business School, Durham University
- E** Edge Hill University, Business School
Edinburgh Napier University Business School
University of Edinburgh Business School
ESCP Europe
Essex Business School, University of Essex
European Business School London, Regent's College
University of Exeter Business School
- G** Glamorgan Business School, University of Glamorgan
University of Glasgow Business School
Caledonian Business School, Glasgow Caledonian University
University of Gloucestershire Business School
University of Greenwich Business School
- H** Henley Business School, University of Reading
Heriot-Watt University, School of Management and Languages
University of Hertfordshire Business School
University of Huddersfield Business School
Hull University Business School, University of Hull
- I** Imperial College Business School
- J** Judge Business School, University of Cambridge
- K** Keele Management School, Keele University
Kent Business School, University of Kent
Kingston Business School, Kingston University
- L** Lancashire Business School, University of Central Lancashire
Lancaster University Management School
Leeds Business School, Leeds Metropolitan University
Leeds University Business School, University of Leeds
Leicester Business School, De Montfort University
University of Leicester School of Management
Lincoln Business School, University of Lincoln
Liverpool Business School, Liverpool John Moores University
Liverpool Hope University College, Management and Business
University of Liverpool Management School
London Business School
School of Management and Science, London College of Fashion
London Metropolitan Business School, London Metropolitan
University
Faculty of Business, London South Bank University
School of Business and Economics, Loughborough University
- M** Manchester Business School, University of Manchester
Manchester Metropolitan University Business School
Middlesex University Business School

- N** Newcastle Business School, Northumbria University
Newcastle University Business School
Newport Business School, University of Wales, Newport
Northampton Business School, The University of Northampton
Norwich Business School, University of East Anglia
Nottingham Business School, Nottingham Trent University
Nottingham University Business School
- O** Open University Business School
Oxford Brookes University Business School
- P** Plymouth Business School, University of Plymouth
Portsmouth Business School, University of Portsmouth
- Q** School of Business and Management, Queen Mary University
London
Queen's University Management School, Queen's University
Belfast
- R** Regent's Business School London, Regent's College
School of Business and Social Sciences, Roehampton University
School of Business and Management, Royal Agricultural College
Royal Docks Business School, University of East London
School of Management, Royal Holloway, University of London
- S** Saïd Business School, University of Oxford
Salford Business School, University of Salford
Sheffield Business School, Sheffield Hallam University
The University of Sheffield Management School
Southampton Business School, Southampton Solent University
University of Southampton School of Management
Staffordshire University Business School
School of Management, University of St. Andrews
St. Mary's University College Twickenham, School of
Management and Social Sciences
Stirling Management School, University of Stirling
Strathclyde Business School, University of Strathclyde
Sunderland Business School, University of Sunderland
School of Management, University of Surrey
University of Sussex, Science and Technology Policy Research
(SPRU)
Swansea Business School, Swansea Metropolitan University
School of Business and Economics, Swansea University

- T** Teesside University Business School, Teesside University
Thames Valley University Business School
- U** Ulster Business School, University of Ulster
- W** Warwick Business School, University of Warwick
University of the West of Scotland Business School
Westminster Business School, University of Westminster
Winchester Business School, University of Winchester
University of Wolverhampton Business School
Worcester Business School, University of Worcester
Wrexham Business School, Glyndŵr University
- Y** York Management School, University of York
York St John Business School, York St John University

ASSOCIATED ORGANISATIONS

Association of Graduate Recruiters (AGR)
Association of MBAs
Bath Spa University College
Business, Management, Accountancy and Finance (BMAF)
Chartered Institute of Marketing
Chartered Institute of Personnel and Development
Chartered Institute of Public Relations
Chartered Management Institute
European Foundation for Management Development (EFMD)
ifs School of Finance
Isle of Man International Business School



ABS ACTIVITIES

NATIONAL POLICY DEVELOPMENT

ABS responded to several national consultation exercises over the past year. These included: The QAA paper on Master's degree characteristics, the Higher Education Academy on the role of Subject Centres and the joint HE Funding Councils consultation on Teaching Funding.

ABS also responded positively to the invitation from the Funding Councils to make nominations for REF 2014 for main and sub panel members and provided appropriate endorsement to those seeking to become sub-panel chairs.

ABS developed policy positions on five main areas. These comprised:

- Recognition of the contribution of business and management education and research and its relevance to STEM subjects (on the basis that the M in STEM should be management);
- Increasing institutional efficiency;
- Encouraging more overseas students to the UK and ensuring that UKBA regulations are coincident with this aim;
- Enabling business schools to invest to improve the services they provide;
- Improving the support for and recognition of high quality teaching, learning and assessment.

Based on these policies, open letters were sent to the Secretary of State for Business, Innovation and Skills and the Minister for Universities & Science.

ABS Committees helped in the formulation of policy in the following areas:

- The Committee for Scotland met on two occasions, latterly chaired by Professor Peter McKiernan. Key areas considered

were research pooling in Scotland, collaborative marketing and the economic impact of business schools in Scotland.

- The Programmes Committee was chaired by Professor Paul Croney and met on two occasions. The main areas considered were: the teaching funding method, the *ABS Ethics Guide* and developing business school students as global citizens.
- The Research Committee met on two occasions and was chaired by Professor Paul Phillips. The main issues considered were: the Research Excellence Framework and impact factors, the ESRC proposals for Doctoral provision and improving the impact of the DBA.
- The Third Stream Committee met on two occasions and was chaired by Professor Kai Peters. The committee contributed to the development of the *ABS Ethics Guide*, policy with regard to international students and the UK Border Agency, and conducted a national survey on third stream activities and provision.

Following significant changes to funding opportunities around research pooling at HEFCW, the Committee for Wales chaired by Professor Bob McNabb did not meet during the year.

In response to the demand from members ABS carried out its first Business School Deans' Salary Survey. It received over 40 responses and the results were disseminated. As it was judged by users to be very useful, it will be expanded to include certain other senior positions and it was agreed to make this an Annual Survey.

The *ABS Ethics Guide* version one was developed further over the year to include consideration of issues around teaching, learning and assessment and version two was published on the ABS website.

ENHANCING QUALITY

ABS is represented by Jonathan Slack on the QAA's Subject Benchmarking Group. The group considers all applications for new subject benchmarks and acts as a think tank for wider aspects of the QAA infrastructure. Over the year the Group developed new guidance and criteria for the recognition of new subject benchmarks which subsequently have been adopted by QAA.

During the year, under the auspices of the ABS Research Committee, the Fourth Edition of the *ABS Academic Journal Quality Guide* was produced and disseminated. The *Guide* is being used very widely in the UK and increasingly internationally.

PARTNERSHIPS AND NETWORKS

BMAF

ABS retains its partnership with the Higher Education Academy Business, Management, Accountancy & Finance Subject Network (BMAF) operating from Oxford Brookes University.

Over the past year we have supported the continuation of BMAF within the Higher Education Academy and the Higher Education Funding Councils, conducted a Deans' survey of BMAF, and provided detailed student data analysis. Amongst other activities we also co-sponsored the BMAF Student Voice competition, supported several BMAF-led projects and provided guidance on the Advisory Board.

BAM

There have been jointly developed Conferences between BAM and ABS over the past year as noted above and a BAM representative has helped in the development of the *ABS Ethics Guide*. We continue to develop and promote the joint ABS/BAM Development Programme for Directors of Research (DPDoR), now entering its eighth year of operation.

Following the recent annual strategic meeting of the two organisations, we have begun a process of looking at potential new areas of collaboration and shared services to seek efficiencies and benefits to members of both organisations.

EQUAL

Jonathan Slack continued to represent ABS on the EQUAL Board during the year but stepped down as Chair in May 2010 having served the full term of three years. Membership of EQUAL has grown to twenty one organisations, collectively representing over 1,500 business schools, 150 major corporations and over 150,000 practising managers.

Over the year EQUAL produced two sets of international Guidelines. The first was on the Certification and Accreditation of Lifelong Learning in Management and the second covered Undergraduate Degrees in Business and Management and these are available on the EFMD's website.

Jonathan Slack has been invited by EFMD to continue his previous membership of the EQUIS Steering Committee, as an ABS representative.

EVENTS

Over the year ABS ran twelve events comprising: small highly focused workshops, Master classes and open seminars and Conferences. These events attracted over 330 participants from across the UK and some internationally.

In addition to the last Annual Conference held at the Down Hall Country Manor Hotel in Hertfordshire the events comprised:

A 'Lean Management' workshop held at the Halewood Jaguar Land Rover site and three related workshops/masterclasses held at Warwick Business School, and the National Insurance Contributions Office.

A 'Managing Up' workshop at ABS, a PR Seminar on 'Changing Skills for Changing Times' event held at Leeds Metropolitan's new Rose Bowl building, a seminar for alumni managers and a development event for finance professionals both held at ABS.

The Annual Research Conference was held at the British Museum in London, a 'Developing Global Citizens' event was held at Leeds Business School, the Annual DBA Conference on 'Developing the Impact of the DBA' was hosted by Cranfield School of Management and a Senior Managers' Network event entitled 'Managing Business School Accreditation Processes' was held at Strathclyde Business School in Glasgow.

PUBLIC RELATIONS

2009/10 has been a busy year for the Association of Business Schools; we have ventured into the world of LinkedIn and have two networks for members, which are facilitating lively discussion, one for PR Managers and one for Alumni Managers. We have also started to Tweet and are also looking at developing our website to be able to service our members and wider stakeholders more effectively in this Web 2.0 era. Focus groups have guided the design and development of this work, and a BETA test site will be launched at the October AGM.

Press coverage

We have gained over 100 separate press and web articles including coverage in the following: *Times Higher Education*, *Financial Times*, *The Guardian*, *University World News*, *The Wall Street Journal*, *The Independent* and other local and borough press and trade magazines and journals.

We continue to enjoy a good relationship with *Loud* and the *Graduate* magazine with free editorial in each edition (supported by Aim Higher).

We have produced media bulletins on the following topics this year:

- Business Schools and the Banking and Finance Industry;
- Business and management and the effects of the credit crunch;
- Business Schools and the Creative Industries;
- New buildings and facilities and more.

These can all be found on our website. Media monitoring is currently carried out through Google and also a scanning agency, the contract will be reviewed later in the year.



ABS ACTIVITIES

Web statistics

ABS has recently invested in Captcha software on our website (to deter spamming and malware) which determines whether automated or human attempts are trying to register for events etc, this had led to less spamming of the site and staff email addresses and more realistic web stats.

Our website continues to appear highly in the search engine rankings; ABS currently appears second in the non sponsored links on Ask and fifth on Google. Our new site will be optimised to promote both the work of ABS and our members promoting business management as a discipline. An integrated marketing and PR campaign will cover both on and offline promotion.

Our web statistics show a healthy climb in visitors and improved analytics will be built into the new system.

Headline figures as follows:

Month	Hits Daily Average	Monthly Totals
Aug 2010	4,660	116,505
Jul 2010	7,495	209,869
Jun 2010	8,117	178,588
May 2010	7,626	228,808
Apr 2010	7,283	801,13
Mar 2010	9,205	230,147
Feb 2010	7,637	213,847
Jan 2010	6,692	207,467
Dec 2009	4,556	86,565
Nov 2009	7,905	39,525
Oct 2009	8,383	259,882
Totals	79,559	1,851,316

Analytics are being installed to enable us to determine the most downloaded documents on the site and more detailed information about web traffic.

ABS

Currently, membership stands at 119 members and 11 associates. The following business schools joined ABS during the year: Birkbeck, St. Mary's University College Twickenham and the Isle of Man International Business School.

ABS has now implemented its own Sustainability policy. This involves a wide range of actions in terms of recycling, purchasing policy, measuring and reducing our carbon footprint including 900kgs of CO₂e from certificated recycling in 2009. ABS was awarded the 'Going Green Award' from the local Climate Change Alliance in 2010 and has committed to a 25% carbon reduction over the next two years.

ABS joined and adopted the United Nations' Principles for Responsible Management Education (PRME) initiative aligned to our mission and will formally report back on developments in 2011.

The Annual Health & Safety audit report has been accepted by the ABS Executive. Action points from all ABS Committees are now placed on the ABS website for transparency.

ABS STAFF PROFILES

Joe Clark

Head of Policy

Joe Clark specialises in the analysis of business school data. He is also Secretary of the ABS Programmes and Third Stream Steering Committees and manages the ABS Development Programme for Directors of Learning and Teaching (DPDLT). Previously he spent four years in the analytical services group of the Higher Education Funding Council for England (HEFCE), managing the annual student number survey and calculating widening participation funding.

Email: jclark@the-abs.org.uk

Julie Davies

Head of Research and Executive Development

Julie directs the International Deans' Programme. Julie oversees ABS events and development activities, as well as the Research Committee. Her current research focuses on strategic leadership. She lectures at Birkbeck and OUBS and is a Fellow of the CIPD, AUA and HEA. She assesses the AUA's Postgraduate Certificate in Professional Practice and has worked in the NHS, at SOAS, UCL and City University.

Email: jdavies@the-abs.org.uk

Blackberry: 07884 002470

Pam Essien

Office Co-ordinator

Pam Essien is the Office Co-ordinator, she is responsible for the smooth running of the office, and is also the main contact for external/internal conference room bookings for the ABS meeting rooms. Pam previously worked for the Council of National Academy Awards (CNAA) and the Open University Validation Services (OUVS) as Office Manager, Conference Organiser Manager and Administrative Secretary.

Email: pessien@the-abs.org.uk

Vicky Reid

Training and Events Manager

Vicky Reid is the Training and Events Manager, managing the Development Programmes for Deans and Directors, Heads of Department and Senior Managers. Vicky also organises the ABS AGM and alumni event. Vicky has a BSc Hons in Business Information Systems from the University of Wolverhampton and previously she has worked at the Association of Colleges, British Cardiac Society and the London School of Economics in similar roles.

Email: vreid@the-abs.org.uk

Blackberry: 07917 222402

Gill Gilligan

Accounts Assistant

Gill is new to the ABS team working in the accounts department. She has many years experience doing all round accounting for small-to-medium sized companies in all kinds of industries, the main one being until now, shipping. She is currently studying for her AAT Level 2 exams.

Email: ggilligan@the-abs.org.uk

Victoria Robinson

Head of Marketing and Communications

Vicky Robinson is Head of Marketing and Communications; directs the Development Programme for Marketers and is responsible for all marcomms and public relations activities. Vicky is a full Member of both the Chartered Institute of Marketing and the Chartered Institute of Public Relations, and a Chartered Marketer, she has recently gained her Master's in Marketing Management – researching into UK Business Schools and approaches to loyalty.

Email: vrobinson@the-abs.org.uk

Blackberry: 07884 002785

Shai Bryant

Executive Development Manager

Shai Bryant joined ABS on a permanent basis on 1 September 2010 in a new appointment as Executive Development Manager. Her role is to enable professionally supported and challenging learning experiences on ABS development programmes and to enhance provision, create new activities and provide a professional, client-focused service to ABS members and collaborating partners.

Email: sbryant@the-abs.org.uk