



BUSINESS SCHOOLS DELIVERING VALUE TO LOCAL AND REGIONAL ECONOMIES

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About the Chartered Association of Business Schools

We are the voice of the UK's business and management education sector. We support our members to maintain world-class standards of teaching and research, and help shape policy and create opportunities through dialogue with business and government.

The UK's business and management education sector represents nearly 1 in 5 university students and contributes £3.25b to the UK economy. Its management students go on to lead global businesses and its entrepreneurs contribute to our dynamic economy. Its research has an impact across society and helps to turn our capacity for invention into viable businesses. Our members consist of 120 business schools and higher education providers, as well as affiliate stakeholders, corporate members and international partners.

FOREWORD



The UK has some of the best business schools in the world. They teach the most popular subject areas across our universities, accounting for one in five students and contributing £3.25 billion annually to the UK economy. They also play a key role helping our universities act as 'anchor institutions', contributing enormously to their regional economies. They do this through the students they attract to the local area from all over the world, through the leadership and management training they provide to businesses, and through the impact the research they undertake has on productivity and innovation.

As evidenced by this report, the value business schools deliver is recognised by those they work with, but there is more value to be derived from their world class expertise, research and teaching. By working with local stakeholders we can further embed business schools in local strategic economic plans, as bridges for commercialising our science and technology assets and to support locally-appropriate industry strategies. This is not just a way to improve regional and national competitiveness, it is a route to more inclusive growth across the UK.

Professor Simon Collinson, Chair, Chartered Association of Business Schools and Dean, Birmingham Business School, University of Birmingham



In recent years we have started to see the devolution of powers and funding to local places best positioned to make economic and social decisions. It is at this local level where we have the ability to create plans which are more responsive and relevant to local needs. These economic growth plans are further enhanced and are more likely to succeed when they are interconnected with plans that look to reform local public services, such as, skills, transport and housing. Local organisations that are developing these plans have an opportunity to utilise the institutions which are on their doorsteps, and they should seize it. Those local institutions such as business schools, often embody their sense of place, and they have excellent international reach.

Our national economy relies on a huge number of SME's and a small number of large businesses. So we should create the local conditions to connect businesses with our business schools, and focus on those areas which will have the biggest and fastest impact. Three of the most significant areas are productivity, skills and leadership. Our productivity levels across the majority of the UK are performing below the levels of other major economies around the world; business schools are well placed to address the disconnect between the skills needed to grow businesses, and the skills of our young people entering the workplace. Both of these areas of focus will require new local leadership to grab hold of the problem and produce plans to address them. These plans will require new forms of collaboration, relationships and partners. They will certainly require us to redefine what we mean by the word "value", so that each organisation involved has the same combined sense of purpose, and can measure their own contribution to the larger whole.

Business schools and LEP's have a good track record of engagement. But in the current uncertain economic conditions, we now need to look at how we combine our capacity and capabilities to drive quicker and more sustained local growth.

Mike Blackburn, Co-Chair, Delivering Value Taskforce; Chairman, Greater Manchester LEP and North West Regional Director, BT



This report shows that business schools provide a critical interface between business and our great universities. Through research and teaching, and through collaboration with other disciplines, business schools benefit every sector within our economy. They impact on businesses large and small, the public sector, and the not-for-profit sector. We have revealed the value our programmes provide to local areas in developing the leaders of the businesses, their organisations, and equipping them with new talent and skills. We have shown how business schools collaborate with businesses and academics in STEM sectors to help them translate invention into innovation. Business and management academics provide applied management practice and business start-up experience to partner with other disciplines to help realise the commercial value of the research our universities, businesses and the government invest in. This report illustrates the breadth and depth of the work being done by business schools to engage with business and community and the value being delivered in diverse local and regional contexts.

Professor Ellie Hamilton, Co-Chair, Delivering Value Taskforce and Professor of Entrepreneurship, Department of Entrepreneurship Strategy and Innovation, Lancaster University Management School

INTRODUCTION

Strong business schools and successful universities are critical to the health of our regions and local areas, particularly in a post-Brexit environment. With over 325,000 students studying business and management each year (1/5 of all university students) UK business schools contribute £3.25 billion to the national economy. In particular, by attracting one-third of all international students studying in UK universities they are responsible for over £2.4 billion of additional income flowing into the UK economy that would otherwise go to other countries.¹ Student spending on fees, accommodation, goods and services supports businesses and jobs on and off-campus, creating a 'multiplier effect' which can amount to one off-campus job for every two non-EU students in some regions of the country.



UK business schools drive economic growth through employment, investment and student income; they develop the skills and talent for high value jobs; they promote new start-ups and small businesses; they help improve productivity and innovation across all kinds of private and public sector organisations; and they help shape growth by supporting regional policymakers.

In addition to their main missions of teaching and research, engaging locally, nationally and internationally with businesses, communities and government, business schools across the UK make a significant contribution to their local economies. This report explores how they do this, through a variety of initiatives across different regional contexts. It demonstrates the diversity of such initiatives, arising from the individual characteristics, specialisms and histories of our business schools and explores the scope for sharing and disseminating good practice across the sector. The Chartered Association of Business Schools (Chartered ABS) sees an exceptional opportunity to capitalise on their collective experience and capability; to expand the reach and extend the benefits – economic, financial, ecological, global, social and cultural – of successful business schools.

UK business schools, and the higher education institutions in which they are embedded, endure the test of time. They are institutions which are in themselves, sustainable in the long term which sadly cannot always be said of all public agencies. These schools, alongside the great universities that host them, are 'anchor institutions'² for regional economies. They have a local presence and often a global reach, which has been harnessed in business schools which connect their local companies with international partners. They work closely in collaboration with national and regional agencies including the Chambers of Commerce, the CBI, BIS, Local Enterprise Partnerships (LEPs), the Federation of Small Businesses (FSB), UKTI, Scottish Enterprise, Invest Northern Ireland and Business Wales to focus resources and tailor policy approaches in a joint effort to benefit UK regions.

But the regional contribution of business schools extends well beyond the direct employment of staff and student income. Through a range of teaching and training programmes business schools are a source of skills and capabilities which underpin high-value jobs in GVA (gross value-added) terms and improve productivity and the innovative capacity of the companies that employ them. In addition to educating students they engage in a wide range of applied training, from high-level executive education to student internships and, more recently, degree apprenticeships.

Business schools also encompass current knowledge and best practice in management as well as developing new ways of understanding and improving organisational behaviour and operations. It is this knowledge and skill sets that offer the opportunity to greatly enhance UK business performance and public sector management. There are strong associations between, for example, SME performance (turnover, productivity, employment growth) and entrepreneurship and leadership skills.³ The case studies in this report demonstrate the ways in which knowledge is imparted to individuals, companies and public sector organisations.

As shown throughout this report they are also strongly involved in supporting start-ups and entrepreneurial Small and Medium-sized Enterprises (SMEs), through incubator programmes and mentoring schemes. The scale and variety of SME support by business schools across the UK was recognised by Lord Young, following the publication of his 'Growing Your Business' report. He led the Department for Business, Innovation and Skills (BIS) to help establish the Small Business Charter (SBC) within the Chartered ABS, which to date has been awarded to 33 UK business schools to recognise this contribution.⁴

¹ Chartered Association of Business Schools (2016) 'UK Business Schools and International Student Recruitment

² UK Commission for Employment & Skills (2015), 'Anchor institutions and small firms in the UK' www.gov.uk/government/uploads/system/uploads/attachment_data/file/414390/Anchor_institutions_and_small_firms.pdf

³ Hayton, J. (2015) Leadership and Management Skills in SMEs: Measuring Associations with Management Practices and Performance, Department for Business, Innovation & Skills, Research paper number 211

⁴ www.charteredabs.org/small-business-charter

The recent 'Scale-up' report also found that local efforts to promote this kind of growth are most effective. The report's analysis of 20 other countries, which focused on developing their ecosystems to foster scale-ups, showed that "barriers can only be overcome through coordinated efforts between stakeholders at a local level." Recommendation 8 of the 'Scale-up' report was:

Local Enterprise Partnerships, universities and the private sector should work together to ensure effective learning programmes are available in their areas aimed at leadership development of scale-ups.⁵

Business schools already feature at the heart of these efforts in many UK regions and this role could be developed further across the country.

More broadly, a strong government focus on productivity and innovation places a premium on our ability to combine our science and technology infrastructure with stronger capabilities for commercialisation. STEM (Science, Technology, Engineering and Mathematics) investments alone will not automatically lead to innovation or improved productivity. STEM + M ('M' for Management) - more effective integration of management and business research and education is needed to link technological possibilities with market opportunities. Through research and teaching, business schools have developed the capability and capacity in areas which contribute to innovation, economics and markets, business models and corporate strategy, people management, patterns and processes of entrepreneurship, technology diffusion, marketing and consumer adoption.

UK business schools work in collaboration with a wide range of practitioners and policymakers, bringing empirical evidence to bear on real-world challenges. Given the scale of our business school sector in the UK, the impact of this engaged research is significant – and could be far greater.⁶ They represent an important national asset, but are also a proven vehicle for regional development. By researching regional differences, in collaboration with local authorities and LEPs, business schools are identifying why some places are more productive, with higher GVA rates per employee, than others. This is supporting more intelligent interventions in regional economies, supported by the devolution of powers and funding to the regions, to help them grow faster.

In keeping with the Witty Review, which recommends that universities should be encouraged to engage in facilitating economic growth, we present the evidence in this report of how business schools facilitate precisely this.⁷ Economic growth alone, however, is not enough. We know from the evidence that a large and growing regional disparity in income and socio-economic disadvantage exists in the UK. There is some irony in the fact that within-country disparities in the UK are greater by some measures than the comparative international differences across the EU. Business schools already conduct research and work with local stakeholders to support inclusive growth, not just profitability. This holds the promise of policy interventions that will improve well-being across and within all of our regions. Social value, as described below, sits alongside the other forms of added value discussed in this report. It extends the collective sense of purpose shared by business schools that have long moved away from the stereotype that focuses on profitability, firm performance and shareholder value.



⁵ Coutu, S. (2014) The Scale-up Report on UK Economic Growth, An Independent Report to the Government, Information Economy Council, www.scaleupreport.org/scaleup-report.pdf page 16

⁶ www.charteredabs.org/publications/impact-business-school-research-economic-social-benefits

⁷ Witty, A. (2013) Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth, Department for Business, Innovation & Skills, October 2013 www.gov.uk/government/uploads/system/uploads/attachment_data/file/249720/bis-13-1241-encouraging-a-british-invention-revolution-andrew-witty-review-R1.pdf

Value

The title of this report is Business Schools: Delivering Value to Local and Regional Economies. The concept of value is therefore key to the interpretation of the brief. Economic value has been quantified on some programmes funded by the European Union (EU) and the former English Regional Development Agencies (RDAs) in terms of elements such as improvement in Gross Value Added (GVA), profits, productivity, sales figures and growth in employment.⁸ Although sometimes challenging with regard to the acquisition of data, there is little argument that these relate to value in the regional economy.

Much less easy to quantify, and yet equally important is social value. Social enterprise, although originating in the 1840s, re-emerged in the late 1990s. It employs entrepreneurial methods to solve problems with the aim of high social returns.

"A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners."⁹ Chapter 4 includes sections outlining social enterprise as well as 'public values', a new initiative. Cardiff Business School's 'Public Value' Strategy has a specific focus on delivering economic and social value through interdisciplinary teaching and research addressing the challenges facing organisations and management in a rapidly changing society. This public value ethos recognises the need to deliver economic value to the university and economy within which it operates, while recognising that the school must also play a key role in nurturing a 'moral sentiment' to improve economic and social conditions.

Business schools are also often involved in interdisciplinary work across faculties within the university or with outside organisations, for example in the fields of sustainability, health and tourism. In these cases, it is the application of management skills and techniques to other disciplines that reaps benefits. Leadership and management, for example, relating to innovation and the management of technology, are skills that a business school offer which have the ability to increase productivity. This report outlines the various ways in which these skills are imparted as well as recommending dissemination routes with the potential to spread good practice lifting productivity more widely across the UK.

Methodology

Primary research involved surveys sent to business schools which requested information relating to a range of activities and outcomes including programmes with companies (large and small), connections to local bodies, such as Local Enterprise Partnerships (LEPs) and entrepreneurship activities. A shorter additional survey was sent to LEPs requesting information about their work with business schools and what initiatives they would like to see from business schools.

An extensive analysis of business school offerings as presented on their websites was completed. Although such marketing information is subject to change, this offered a snapshot of offerings in February and March 2016. This was an inductive and iterative process with new types of offerings and also new categories of provision being added to a matrix as the research progressed. For each business school a file containing information about their executive education programmes, knowledge transfer schemes and projects and entrepreneurship activities was created. In addition, any unusual or unique programmes were recorded as well as any interdisciplinary projects. This process informed the development of the report. Potential case studies were identified and have been acquired either directly from the business schools or developed through an interview process.

The 2014 Research Excellence Framework (REF), the system for assessing the quality of research in UK higher education institutions, included a requirement for case studies describing specific examples of impacts achieved during the assessment period and underpinned by excellent research to be submitted. An analysis of these case studies, which are available online from the REF 2014 website, identified those involving business schools supporting their local areas utilising original research. A list of these case studies is included in the Appendices.

The Knowledge Transfer Partnership (KTP) website database of completed partnerships was searched in February 2016 to identify cases in which business schools had worked with companies or local organisations in the regions. A list of these is provided in the appendices and some cases described in Chapter 5 – Nurturing Talent.

It is not possible to cover all of the programmes discovered in the research phase of this project, instead we seek to include enough examples to showcase the huge range and variety of activity undertaken by UK business schools. Whilst a few programmes, such as Knowledge Transfer Partnerships, have deep historical roots in decades old government initiatives, most are much more recent. The report examines currently running, and recently completed programmes as well as initiatives for the future which are still in the planning stages.

⁸ Decter, M., Cave, F., Rose, M., Peers, G., Fogg, H. and Peters, S. (2010a) Universities and Economic Development Activities – a UK Regional Comparison, Triple Helix VIII – International Conference on University, Industry and Government Linkages, Madrid, Spain, 20-22 October 2010; www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf

⁹ DTI, 2004 Social Enterprise – a strategy for success, London, Accessed June 2016 www.webarchive.nationalarchives.gov.uk/20040117044730/www.dti.gov.uk/socialenterprise/documenta.pdf

CHAPTER 1

Driving Regional Growth

UK business schools support regional growth in a range of ways, but broadly these can be split into three different approaches. The first of these is described here as 'Entrepreneurship' and it encompasses programmes which encourage new businesses in the region. Entrepreneurship programmes take the form of venture capital funds, university staff and student entrepreneurship initiatives and business incubation or co-location schemes (within a university department).

The second approach is through Regional Growth Programmes which are designed to support existing local businesses to develop and grow. This type of programme often takes the form of developing leadership and management skills and tends to focus on providing support to SMEs. The more innovative of these programmes incorporate reflective learning, peer-to-peer learning and networks as well as the more standard management disciplines. The recent BIS report on Leadership and Management Skills in SMEs "suggests that managerial practices are an important intermediate link in the chain between leadership and management skills and performance and growth in SMEs".¹⁰ The 'Scale-up' report stated that there is a:

*"...lack of capacity and experience in the senior leadership team. It is hard to grow a company hundreds of times faster than is 'normal' without the right training and support."*¹¹

Third is through business schools' work with large companies. The influence of larger companies on regional economies is not only direct, but also through their supply chains which often consist of SMEs.

In all of these ways, business schools have an important role to play in any industrial strategy.

1.1 Entrepreneurship

In this context entrepreneurship support encompasses support for staff, students and graduates of the business school (university) or to those external to the university requiring funding and/or skills to start or develop a new venture. Funding can be available through university schemes usually at relatively low levels, although there are a few venture capital schemes available through universities and business schools. Other support offered to such companies alongside funding includes specific skills training, such as finance, marketing, intellectual property as well as more general leadership and management training.

Venture capital funds tend to provide larger investments, but often to companies which are more established and which have the potential for rapid, high growth albeit often at high risk. An example of a UK business school venture capital fund is the Cass Entrepreneurship Fund (see case study). For large venture capital investments, it is not unusual for experienced senior managers to be installed to provide some protection of the investment through support and direction in business operations.



¹⁰ Department for Business, Innovation & Skills, Leadership and Management Skills in SMEs: Measuring Associations with Management Practices and Performance, BIS Research Paper Number 211, March 2015 www.gov.uk/government/uploads/system/uploads/attachment_data/file/407624/BIS-15-95_Leadership_and_Management_Skills_in_SMEs.pdf Accessed June 2016

¹¹ Coutu, S. (2014) The Scale-up Report on UK Economic Growth, An Independent Report to the Government, Information Economy Council, www.scaleupreport.org/scaleup-report.pdf Page 11



The Cass Entrepreneurship Fund is a £10 million

venture capital fund, providing growth equity to early stage companies. The Fund targets high growth businesses with revenues of £100,000 upwards at the initial stage. The Fund was established in 2010 with the generous support of Peter Cullum CBE, one of Cass's most successful entrepreneurs. It is led by Helen Reynolds, who has worked in venture capital and early stage finance for 15 years at organisations such as YFM Equity Partners and Grant Thornton.

The Fund currently has 8 companies in its portfolio, 7 of which are wholly or partly based in London. It is actively seeking to grow this portfolio considerably over the next four years. The Fund also provides flexible deskpace for some businesses. Accutrainee and Frontier, two current portfolio companies both founded by Cass alumnae, currently work out of the Fund's workspace at Cass. The Fund's first investment was into alva and its most recent investment was into Raremark.

alva is a technology company that analyses publicly-available content to create decision-ready intelligence for the largest companies in the world. The firm provides practical insight and actionable intelligence for senior company management, derived from real-time analysis of print, online, broadcast and social media as well as financial analyst reports, parliamentary briefings and publicly-available polls and surveys. The business is led by Cass MBA alumnus, Alberto-Lopez Valenzuela, and counts fellow Cass MBA alumnus Richard Fleming, as well as UCL alumnus Alastair Pickering, among its founding management team. Following investment from the Fund in 2010, alva has grown from a start-up of three people based in a

Farringdon basement to a multi-million pound organisation employing over 35 people at its Southwark headquarters and a further five at its recently-opened New York office. alva's intelligence is used by over 35% of the FTSE 100 and a growing number of Fortune 500 companies.

Raremark is an online platform providing trusted and verified information to the rare disease community. The company uses a proprietary platform to index scientific articles and medical guidelines, offering patients and stakeholders insight into the latest research and thinking in their disease area. Users of the platform can comment and share knowledge, and connect with specialist centres to learn more about the latest research and treatments in development. Raremark was founded by Julie Walters, a former journalist who holds a first class degree in Molecular Genetics from Kings' College London. The company also runs Tudor Reilly Health, a digital patient recruitment and retention specialist that has supported clinical trials in diabetes, schizophrenia and many other disease areas. Tudor Reilly is led by Peter Coë, a communications professional with 25 years' experience in journalism for the BBC, ITV and Sky News and a further 12 years with the life science industry. The Fund invested in Raremark in April 2016 and the company expects to grow its London staff from 17 to over 30 within the next twelve months, and more than double 2015 revenues by December 2016.

Website: www.cass.city.ac.uk/business-services/entrepreneurs/pcc

Contact: **Helen Reynolds, Investment Director**
helen.reynolds@city.ac.uk

The Oxford Seed Fund, part of the Entrepreneurship Centre at Saïd Business School, University of Oxford is an example of a student-run fund that invests £15-25k in early-stage ventures founded by Oxford students and alumni, providing funding and support to entrepreneurs.¹²

Business school support for enterprise can extend beyond the business school, across universities and outward to local individuals and new companies. York St John Business School's Acorns Programme provided help to set up businesses through a one-week intensive course and continuing supportive network.¹³ Staffordshire University Business School's 'be inspired' programme offers budding graduate entrepreneurs the opportunity to start their business with the full support (including training, mentoring, financial assistance and

networking opportunities) throughout start-up and the first vital steps of growth.¹⁴ The Futures Entrepreneurship Centre at Plymouth University's Faculty of Business

"acts as a focal point for entrepreneurial education, research and third mission activity for the South West of England business community".¹⁵

The Hunter Centre for Entrepreneurship at Strathclyde Business School encompasses a broad range of activity including research influencing policy and practice, teaching of entrepreneurial behaviours and the development of best practices in entrepreneurship education and growth programmes for Scottish businesses.

Hunter Centre for Entrepreneurship in Strathclyde Business School

Engagement with the regional economy has been at the University of Strathclyde's core since its founding in 1796 when it was established as a "place of useful learning" by John Anderson, a leading figure of the Scottish Enlightenment. Anderson's vision was for a place of learning which would operate "for the benefit of mankind". This commitment is reflected within Strathclyde Business School where there is a firm belief in knowledge co-production and research excellence through active engagement with practitioners.

The Hunter Centre for Entrepreneurship (HCE) was founded in 2000 as an academic department in Strathclyde Business School (SBS) focused on entrepreneurship and new firm creation and growth. HCE's mission is to provide excellent **teaching** that motivates and equips students to engage in entrepreneurial behaviours and to be influential in the development of best practices in entrepreneurship education; produce **research** of high academic quality that is influential and relevant to policy & practice; and engage in useful **knowledge exchange** with enterprises whereby best practices can be both shared with and informed by industry partners.

2015 saw the launch of the Growth Advantage Programme - the first continuing professional development programme for high growth entrepreneurial businesses, sponsored by Santander. Analysis of impact found that each participant company had achieved 20-30% growth in the six months after the programme. Currently recruiting the second cohort of entrepreneurs and it is envisaged that this highly successful SME growth programme will become a permanent fixture within Scotland's entrepreneurial ecosystem.

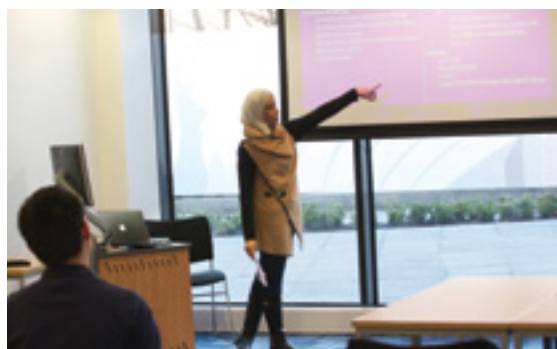
Strathclyde's research and knowledge exchange is applied and policy focused, with research clusters in enterprise policy, education and economic development; growing innovative global and international enterprises; social enterprise and

philanthropy; and entrepreneurial households and family-owned businesses. These research clusters are supported by doctoral researchers and map over to inform teaching at all levels, influence policy, and encourage useful knowledge exchange with entrepreneurial partners. The mission is supported by the co-location of key partners, including Entrepreneurial Scotland, within the Hunter Centre allowing daily contact and a true partnership to develop between Strathclyde Business School and key stakeholders in the local and regional economy.

Strathclyde's success has resulted in a number of recent awards. The University of Strathclyde was named 'THE University of the Year' in 2012, 'THE Entrepreneurial University of the Year' in 2013 and Strathclyde Business School was awarded the Small Business Charter Award in 2015.

Website: www.strath.ac.uk/business

Contact: **Professor Eleanor Shaw, Head, Hunter Centre for Entrepreneurship & Vice Dean Enterprise & Knowledge Exchange**
eleanor.shaw@strath.ac.uk



¹² www.sbs.ox.ac.uk/faculty-research/entrepreneurship/venture-creation/seed-fund

¹³ www.yorks.ac.uk/business-school/york-st-john-business-school/external-community/business-engagement/acorns-programme.aspx

¹⁴ www.staffs.ac.uk/academic_depts/business/beinspired/

¹⁵ www.plymouth.ac.uk/schools/plymouth-business-school/futures-entrepreneurship-centre

1.2 Regional Growth Programmes

The involvement of universities and business schools in the economic development of their regions has been a growing issue over the last two decades.^{16, 17} Innovation is often linked to economic progress and governments seeking ways to boost regional economies have looked to universities, amongst other organisations, to support economic growth. Knowledge transfer programmes at UK universities specialising in regeneration tend to focus on providing support to SMEs.¹⁸

Regional growth programmes, sometimes also referred to as regeneration or economic development programmes, have been funded in the UK largely by the European Union (EU) through the European Regional Development Fund (ERDF) and UK Regional Development Agencies (RDAs) since the late 1990s.¹⁹ However, given recent developments, the dissolution of the RDAs in 2012 and the impending exit from the EU, it is doubtful that such activities will continue in the same way.

Regional growth programmes encompass a range of activities usually designed to support SMEs. These usually include skills training, but can also involve developing the participant's perspective on their business, peer-to-peer learning between businesses and creating networks from which participant SMEs can draw support and advice long after the completion of the programme. As funding is usually drawn from the EU, targets for these programmes often include increases in SME income, profitability and productivity, job creation and safeguarding as well as overall numbers of SMEs assisted. An example of a comprehensive growth programme which has been well received by both local and national government is the Leading Enterprise and Development (LEAD®) Programme.²⁰ This is a ten-month intensive leadership and management programme, specifically designed for owner-managers, MDs and senior managers of small to medium-sized businesses that are growing or have the potential to grow. The programme concentrates on two areas – the personal development of the owner - manager and the business itself, providing a framework for the leader to innovate, grow the business and increase profitability and productivity. The programme originated at Lancaster University Management School. The LEAD Programme was disseminated across the North West of England and Wales.

The North West LEAD roll-out was funded by the North West Development Agency and took place from 2009 to 2011 with Lancaster University Management School leading a partnership of 13 providers, including Manchester Metropolitan University Business School and University of Liverpool Management

School who delivered LEAD to over 1250 SMEs. External evaluation reports²¹ of LEAD North West found that across all businesses, the mean annual increase in sales was £105,000, a growth rate of 3.5% a year and, for those experiencing an increase in turnover, the mean sales increase was about £360,000 a year, of which £135,000 (37.5%) is attributable to LEAD. Around half of survey respondents reported an increase in employment and across all businesses, the annual growth rate in jobs due to LEAD was 3.6%. Three-quarters of participants' annual labour productivity improved by an average of £8,800. LEAD participants added about £11m in net sales per annum in 2004-11, of which about £7.5m a year is attributable to LEAD, adding 300 jobs to the region.²²

The LEAD Wales programme was funded by the European Social Fund, the Welsh Government and Swansea and Bangor Universities. LEAD Wales worked with 725 leaders and decision makers from 620 SMEs in Wales in the period July 2010 – June 2015. During the 10 months of the LEAD Wales, delegates reported a net increase of £20.5 million in their turnover, an average increase of £77,000 amongst the total 266 delegates who reported. The Swansea University led project reported that it helped Welsh businesses to create more than 1,600 jobs in its first three years.²³

There are a variety of approaches to regional growth offered by business schools around the UK. Some, like LEAD, Profitnet,²⁴ from Brighton Business School and **The Goldman Sachs 10,000 Small Businesses UK programme**²⁵ (Said Business School, Aston Centre for Growth, Leeds University Business School, and the Manchester Metropolitan University Business School) provide leadership and management skills. Others such as the SME Knowledge Network²⁶ at Bradford School of Management offer a mix of coaching and mentoring, masterclasses and networking, facilitated group work, workshops, strategy, advice and venture clinics. The Growth 100 programme from the **Haydn Green Institute for Innovation and Entrepreneurship** at Nottingham University Business School provides practical sessions in Marketing, Finance, Human Resources, Innovation and Business Leadership. Whilst there are similarities and some differences in all these programmes the common ground is that all are designed for and offered to regional SMEs.

Two SME programmes which will be explored further in case studies are the Think Big Initiative and the Centre for Research in Ethnic Minority Entrepreneurship (CREME).

¹⁶ Lambert, R. (2003) Lambert Review of Business-Industry Collaboration, Final Report, Dec. 2003, HMSO, ISBN 0-947819-76-2

¹⁷ Witty, A. (2013) Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth, Department for Business, Innovation & Skills, October 2013

¹⁸ Decter, M.H. (2011) The Shaping of UK University Knowledge Transfer: A Comparison of History, Contexts and Influences on University Knowledge and Technology Transfer Activity in the UK and USA, PhD Thesis, Lancaster University Management School

¹⁹ Decter, M.H. (2011) The Shaping of UK University Knowledge Transfer: A Comparison of History, Contexts and Influences on University Knowledge and Technology Transfer Activity in the UK and USA, PhD Thesis, Lancaster University Management School

²⁰ LEAD Programme, Lancaster University Management School www.lancaster.ac.uk/lums/news/lead-programme-ninth-anniversary-reunion/

²¹ Wren, C. and Jones, J. (2006) Ex-post Evaluation of the LEAD Programme; Wren, C. & Jones, J. (2012), Quantitative Evaluation of the LEAD Programme, 2004-11, Newcastle University, Newcastle.

²² REF 2014 LEAD Impact Case Study, Stimulating Long-Term Growth in UK SMEs: the LEAD® Programme www.impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?id=43589 Accessed July 2016

²³ www.swansea.ac.uk/reis/case-studies/lead-wales www.bangor.ac.uk/business/leadwales.php.en

²⁴ www.brighton.ac.uk/business-and-community-partnerships/research-and-development/profitnet/index.aspx

²⁵ www.aston.ac.uk/10ksb

²⁶ www.brad.ac.uk/management/working-with-business/support-for-business/knowledge-transfer-networks/sme-knowledge-network/



"Business schools have an important role as economic anchors and drivers of business growth, especially in the context of devolution. It is important to breakdown ivory tower perceptions so that businesses and universities can work together to produce new thinking 'with' business rather than 'about' business. We have a shared long term vision for this."

Neil Carberry, Director for People and Skills, CBI

Business, Improvement and Growth (BIG): Applying research to support SMEs

Kent Business School - BIG works with research-intensive institutions to deliver research identifying the drivers of growth and performance for SMEs in their local context. BIG helps to translate this new knowledge into practice for business owners, leaders and entrepreneurs, whilst engaging with and offering insights for policy. BIG began at the **University of Kent**, and has since been spun out into its own entrepreneurial venture. BIG now works with the University of Kent, **Birmingham City University** and the **University of Calgary**. It has piloted a study with the Chinese Academy of Sciences and is in talks with international universities.

Understanding growth: The journey begins with Promoting Sustainable Performance (PSP), a research programme translated into practical tools and techniques that owner-managers can use to gain clarity on future goals and actions. PSP provides an impartial perspective of growth for informed decision making, capturing essential knowledge to help raise levels of productivity and performance. The PSP project promotes a multi-disciplinary approach and has an integrated set of diagnostic tools for businesses, including the BIG Ten. PSP collects data on an ongoing, longitudinal basis to track change.

Delivering growth: BIG offers a secure and confidential environment to share and learn, with the aim of helping those leading and running SMEs to achieve greater levels of growth. The BIG suite of programmes provides facts about business improvement and growth, and the techniques and approaches use the latest in management thinking. Many business owners and leaders have chosen to remain part of BIG since its conception in 2006.

The BIG Journey™ is a business growth and development programme for business owners and leaders who would like to work "on" the business and not just "in" it. By the end of

the programme participants transition to strategic leaders and thinkers, while developing a comprehensive and robust strategic plan for the future. The programme works with the constraints of everyday business priorities through a set of six practical two-day modules bound together by in-company coaching support. The **BIG Futures Network™** is a business growth and development network developed alongside **BIG**.

A recent independent study of The BIG Journey™ found that participants experienced an average increase in revenues of 18.8% and in employment levels of 13.6%. One cohort alone added £2.8m to the regional economy, and 111.5 new jobs, driving up the competitiveness of SMEs in the region. Here is what participants say about this programme:

"The BIG Journey™ has massively influenced the way we build our business. As a result, we are bringing four times as many customers on board compared to the same period last year". Tim Ralph, Founder and CEO, Adaro Optics

"The BIG Journey™ has helped us to build stronger, deeper relationships with new clients and our existing network." Helen Fairley, Co-Founder & Director, 62 Design

"The BIG Journey™ has quickly driven us to expand internationally. Following attendance at the first module I attended a trade fair in Germany and secured 25 new customers". Rob Cooper, Founder & CEO, Fabricsmart

Website: www.big-associates.com

Contact: **Dr Mark Gilman, Professor of SME Growth & Development;** Mark.Gilman@bcu.ac.uk



Enterprise and Diversity Alliance at CREME (Centre for Research in Ethnic Minority Entrepreneurship) Birmingham Business School, University of Birmingham

The Enterprise and Diversity Alliance (EDA) is a unique grouping of public and private sector organisations dedicated to promoting diversity and enterprise. Established in 2010, the EDA is the flagship knowledge-exchange initiative of the Centre for Research in Ethnic Minority Entrepreneurship (CREME). The EDA is internationally-recognised for its work in promoting minority entrepreneurship, influencing policy and facilitating economic regeneration. It is supported by the British Bankers' Association (BBA), leading policy-makers and professional bodies.²⁷ Its mission is to 'make diversity and enterprise everyone's business' by: engaging with policy-makers to promote best practice; supporting growth in minority businesses; and serving as an exemplar on innovative approaches to diversity and entrepreneurship.

A need for the EDA arises for three reasons. The retreat of successive governments from publicly-funded business support means that many agencies that previously supported minority businesses ceased to operate and there is a danger that learning accrued will be lost. There is no other nationally-recognised entity promoting good practice in diversity and enterprise. The EDA promotes greater engagement between banks, professional associations and corporations; and minority businesses.

Research (Ram and Trehan, 2010, 2012) informed the development of the EDA, particularly in encouraging engagement between minority entrepreneurs and 'mainstream' institutions; the research reinforces mentoring as an effective means of capacity-building in minority

businesses. Work is undertaken as part of a principled commitment to 'engaged' scholarship, with concerns of practitioners on a par with scholarly issues, a unique approach in academic, policy and practitioner circles. Management of large-scale academic projects is undertaken alongside the leadership of practitioner initiatives. Our work on peer to peer mentoring was promoted as 'best practice' in national and European policy arenas.²⁸ This work casts new light on academic debates and the impacts on minority businesses have had a direct bearing on policy and practice in the public and private sectors.

A sign of the influence of the EDA is its prominence in the 'Burt Report: Inclusive Support for Women in Enterprise'. Many of the report's recommendations were based on the EDA's 'best-practice' document. The EDA's initiatives on peer mentoring featured in the Sunday Times [June 2013] and were praised by the National Enterprise Mentoring Advisory Group. The EDA presented its work to the House of Lords and European Commission and is influencing mentoring projects in Brussels. There is considerable interest in Europe in how governments can support minority entrepreneurship.

Website: www.birmingham.ac.uk/creme

Contact: **Kiran Trehan and Monder Ram, Enterprise and Diversity Alliance Professors**
k.trehan@bham.ac.uk; m.ram@bham.ac.uk



²⁷ Association of Chartered Certified Accountants, Barclays, Business in the Community, the Equality & Human Rights Commission, Lloyds Banking Group: Small Firms Enterprise Development Initiative and NatWest Bank

²⁸ Lloyds Banking Group, British Bankers Association, and OECD see Mentoring and Diversity Lloyds Case Study

Working in Partnership with local government bodies to develop regional growth programmes provides a good fit with economic strategies as well as enabling a better connection with SMEs. An innovative growth accelerator programme created by Edinburgh Napier based on the Fife Economic Strategy is described in the case study below.

Edinburgh Napier and Fife Economy Partnership

Edinburgh Napier University has developed an innovative growth accelerator programme in response to the Fife Economic Strategy 2013-2023 which aspires to 'develop a more enterprising and innovative economy'. The aim of the programme is to work closely with participants from SMEs in Fife to encourage an acceleration in the growth of their businesses to empower the entrepreneurs to drive economic growth and investment, enabling job creation and generating greater product and process efficiencies.

The programme is designed and delivered by Edinburgh Napier working in partnership with the Fife Economy Partnership. The team blends academic experts and practitioners with extensive practical expertise working with and understanding the needs of small businesses and their leaders.

This flexible Entrepreneurial Leadership Programme inspires business growth, encouraging and facilitating business networking and collaboration as well as greater access and signposting to the key economic agencies and initiatives available to the SMEs in Fife. It consists of:

- Residential Induction
- Entrepreneurial Leadership
- Managing Innovation
- Growth in Entrepreneurship
- Dissemination Day

Key to the success of the programme and as a means to measure the impacts and outcomes is the accelerator project. Each participant identifies aims and objectives, milestones and anticipated outcomes required to grow their business, and create real impacts for the Fife economy. The participants who complete the course are awarded an Executive Certificate in Entrepreneurial Leadership from Edinburgh Napier University, which provides a stepping stone for those who may wish to consider further study.

"Working with Edinburgh Napier University on this pilot, has been very encouraging. Supporting the Fife business leaders is an integral element to drive resilience and growth within our SME community. The Entrepreneurial Leadership Programme, allows the business leaders to focus on themselves as leaders and on their businesses. This ensures they can enhance their capabilities, becoming more effective as a business leader and create opportunities for growth in their businesses."

Website: www.edinburghnapier.ac.uk

Contacts: **Maggie Anderson, Lecturer**
Ma.Anderson@napier.ac.uk

Pamela Stevenson, Lead Officer Enterprise and Business Development Economic Development Team, Fife Council; Pamela.Stevenson@fife.gov.uk

1.3 Working with Large Businesses and their Supply Chains

UK business schools have run executive education programmes for large companies for many years. The majority of business schools run executive education programmes. Bespoke programmes for large companies are not uncommon. Although the 6,965 large businesses in the UK make up only 0.1% of all businesses, they contribute 40% of employment and 53% of turnover.²⁹ In addition, many large companies work with supply chains which include multiple SMEs, thus their influence over regional prosperity and productivity in the UK is far greater than the relatively small number of companies would suggest.

Large companies that are keen to ensure the efficiency, quality and even survival of their smaller suppliers may require support in this endeavour. This is to the advantage of the smaller companies, and the economy. A recent programme of this type supported by the UK Commission for Employment and Skills (UKCES) in partnership with BAE and Lancaster University Management School is the Innovation in Manufacturing and Engineering (IME) programme.³⁰

Cranfield University School of Management has also developed bespoke training for many corporations through their Centre for Customised Executive Development (CCED).³¹ This type of training, whilst valuable for both client and provider, does not usually require support or encouragement from government. The case study below outlines this work.

²⁹ Department for Business Innovation & Skills, Statistical Release, Business Population Estimates for the UK and Regions 2015, Oct, 2015, Accessed April 2016 www.gov.uk/government/uploads/system/uploads/attachment_data/file/467443/bpe_2015_statistical_release.pdf

³⁰ www.lancaster.ac.uk/lums/business/business-growth/programmes/ime/

³¹ www.som.cranfield.ac.uk/som/p13277/Programmes-and-Executive-Development/CCED-Home/Who-do-we-work-with/Client-Snapshots



Cranfield School of Management: Centre for Logistics and Supply Chain Management

Logistics and Supply Chain Executive Education

With more than 30 years of experience, the Cranfield Centre for Logistics and Supply Chain Management (CLSCM) is a leading provider of transformational executive education. Underpinned by theory, the programmes are designed to deliver practical executive education that helps managers progress and businesses unlock value across their supply chains. For most organisations Cranfield achieve this by offering a long term and personal relationship often extending over a number of years. All programmes are designed around a company's specific needs. The starting point is to understand the impact they are seeking to achieve and how the learning intervention will contribute to the achievement of their strategy. Many programmes include Value Based Training (VBT) as a method for improving performance through post-course work based business projects.

Case study 1: Travis Perkins Supply Chain Programme

Travis Perkins, under their strategy of "Easy supply of product" is developing an industry leading supply chain network which will make them the natural first choice of Merchant for their customers. Now in its 4th year, the Travis Perkins / Cranfield relationship has engaged with over 300 participants. The programme design is highly innovative in that delegates are invited from across the Travis Perkins supply chain, including major customers and suppliers, to explore a partnership approach to unlocking value and reducing cost in the supply chain. A key component of the programme is that participants undertake business improvement projects under the facilitation of Cranfield. An example of the feedback is typified by a participant from one of their supplier organisations;

"A tremendous opportunity to learn and share understanding of best practice supply chain principles, together with working on a live project that benefited both businesses".

Case study 2: John Lewis Partnership Supply Chain Programme

With the emergence of omni-channel shopping, UK retailing is undergoing a revolution in the way it serves its customers. Furthermore, online retailers such as Amazon, continue to challenge traditional store format retailing. To be successful, retailers need to have a supply chain capability that delivers a seamless shopping experience to customers and short delivery response times. As a leader in omni-channel retailing, John Lewis have invested heavily in their UK logistics operations, along with a state of the art purpose built training facility at their Milton Keynes Magna Park site. As part of their capability building, they partnered with Cranfield to develop their high potential supply chain managers. The programme creates value from taking a cross functional approach which brings together the functions of Buying, Merchandising, Online, IT, Distribution, and Customer contact centres. While the programme is underpinned with supply chain theory, high experiential learning is derived from participants developing business solutions to elements of the new John Lewis customer delivery strategy.

Website: www.cranfield.ac.uk/SOM/Research-Centres/Centre-for-Logistics-and-Supply-Chain-Management
Contact: **Noreen Munnelly, Business Development Executive; n.munnelly@cranfield.ac.uk**

CHAPTER 2

Developing Business Support Infrastructure

In the UK, the responsibility for local and regional development is spread across a number of different bodies and agencies. Scotland and Northern Ireland both retain their own separate regional development agencies. The Welsh Development Agency was abolished in 2006 and these functions are now undertaken by Business Wales,³² a Welsh Government organisation. In England, the nine Regional Development Agencies (RDAs) were set up in 1999 and 2000 (London) and were abolished in 2012³³ and the changing landscape of provision is discussed in more detail below.

Scotland

Scottish Enterprise³⁴ is Scotland's main economic development agency and a non-departmental public body of the Scottish Government. Their Business Plan for 2015-18 identifies four priorities of growth set out in Scotland's Economic Strategy - Innovation, Investment, Internationalisation and Inclusive Growth. In more detail the aims are to:

- Transform Scotland's innovation performance
- Increase investment in Scotland's growth companies and business infrastructure
- Increase the impact of Scotland's presence and visibility in overseas markets
- Develop the skills of our people and talent

Scottish Enterprise work with Scottish universities generally on projects such as developing spin-out companies and working towards their commercialisation. Examples of work with Scottish business schools include:

- The Scotgrad³⁵ programme which is "an enhanced graduate and student placement service for Scotland... to provide Scottish companies and social enterprises with the talent and skills they need to thrive and grow, whilst providing opportunities for those looking to build a future career."³⁶ Currently, the Scotgrad training course is delivered by Aberdeen Business School and Strathclyde Business School's Hunter Centre for Entrepreneurship.
- The Centre for Strategic Leadership at University of Edinburgh Business School will host the Scottish Enterprise's International Leadership Programme (ILP)³⁷ in collaboration with the University of Memphis Department of Business Information and Technology and Copenhagen Business School. The aim is to provide an international focus for SMEs with global ambitions. Starting in September 2016, the first 15-strong cohort of CEOs and Senior Directors will

attend a residential intensive session at each of the partner business schools. The programme will be extended to new candidates over the next four years.

- Scottish Enterprise has a number of ongoing links with various business schools. It is currently sponsoring a doctoral student at Strathclyde University's Hunter Centre for Entrepreneurship (based in the business school) who is doing work on leadership in Scottish companies. It has also provided thesis support to a number of business school Masters' students. This has been mutually beneficial: the students have been able to work on "real" data and make recommendations based on their analysis, whilst Scottish Enterprise has gained additional insights into issues. In recent years, students from Edinburgh, Glasgow and Strathclyde have been supported.

Some identified needs include:

- Programmes to support SMEs and particularly potential high growth companies.
- Better engagement between business schools and their local businesses.
- Scottish business schools to be more involved in apprenticeships to meet business needs. (for example Degree Apprenticeships are currently only available in England.)
- Equipping the students with both the practical and academic skills required to gain a graduate level job at the end of their studies.
- Business schools could act as "the glue between other parts of the universities and the business sectors."³⁸
- Can Scottish business schools help to "increase the impact of Scotland's presence and visibility in overseas markets"?



"In a fast changing world, leaders are looking for ways to navigate through it as they maintain and build successful, sustainable business. Engagement with universities is seen as part of that, especially to access talent and ideas. But it's also still seen as pretty tough to do. Business schools could be an even greater part of the answer by building even stronger relationships with their business community. Working even more with SMEs, practically showing how the business school helps meet their needs now and help business to tap in across the whole university, this could help them become much more of a 'go to place' for business."

Linda Hanna, MD, Strategy and Sectors, Scottish Enterprise

³² www.businesswales.gov.wales

³³ www.nationalarchives.gov.uk/webarchive/regional-development-agencies.htm

³⁴ www.scottish-enterprise.com

³⁵ Scotgrad is supported by Scottish and Highlands and Islands Enterprise, agcas, The Scottish Government, Scottish Funding Council, Skills Development Scotland, European Union.

³⁶ www.scotgrad.co.uk/help/about

³⁷ www.business-school.ed.ac.uk/blogs/centrestrategicleadership/2016/06/07/scottish-enterprises-international-leadership-programme-comes-to-the-business-school

³⁸ Interview with Linda Hanna, Scottish Enterprise, July 25th 2016

Northern Ireland

Invest NI³⁹ - Northern Ireland's regional business development agency - role is to grow the local economy. They do this by helping new and existing businesses to compete internationally, and by attracting new investment to Northern Ireland. Invest NI offers the Northern Ireland business community a single organisation providing high-quality services, programmes, support and expert advice. They principally support those businesses that can make the greatest contribution to growing Northern Ireland's economy. These are businesses that have ability to grow and drive productivity in the economy and are keen to export their goods and services outside Northern Ireland.



Business Schools and Invest NI: The Skills and Strategy division at Invest NI has a number of links with local business schools, ranging from informal signposting of customers to relevant courses to more formal financial support via the Skills Growth Programme to companies who have staff attending relevant courses at local universities.

Two specific programmes, the pre-accelerator (Propel) and Accelerator (StartPlanet NI), are worth highlighting as they have fostered particularly strong links with Ulster University's (UU) 'Innovation Ulster Ltd' and Queens University Belfast's (QUB), 'QUBIS Ltd'. Both these organisations are responsible for utilising university assets to successfully spin out companies where technical and commercial expertise are amalgamated into one entity. There is a significant correlation between the work being undertaken by the universities and the accelerator programmes in creating, mentoring and driving forward companies that are scalable and investable in a global context.

Through these two programmes, Invest NI also engages with the Regional Colleges and Councils; Northern Ireland Science Park and its Springboard Programme; Ulster Bank's Entrepreneurial Spark and Dundalk Institute of Technology's Regional Development Centre. The overall aim is to focus on core activities to develop business teams and business models with the potential to gain follow-on funding and scale rapidly.

Also of note are the links established between Invest NI's Collaborative Network Programme and the business schools at both Universities. As a result, the following activities have been undertaken in recent years:

- Development of bespoke programmes for collaborative networks in conjunction with Ulster University, including a venture capital training course at Babson Executive Business School in the United States;
- Facilitation of introductions to colleagues in The Competitiveness Institute and provision of a letter of endorsement to Ulster University staff to secure training opportunity on the Harvard Business School Competitiveness course, which resulted in the Harvard Modules being delivered as part of business school portfolio;
- Engagement with Ulster University Business School staff in the development of international cluster development evaluation metrics/methodologies;
- Collaboration with Ulster University Business School staff to develop a successful Interreg bid, resulting in award of contract (2016) to carry out a peer-to-peer review of cluster policy and the performance of cluster organisations;
- Collaboration with both Ulster University and Queens University Belfast to deliver Business Model Canvas training to participants on a joint accelerator programme;
- Acting as an external expert on Ulster University's MSc Business Development and Innovation revalidation panel and course guest lecturer;
- Presenting jointly at International conferences with Ulster University Business School staff on collective research findings on Clusters/Collaboration

³⁹ www.investni.com or call on 0800 181 4422.

Wales

Business Wales,⁴⁰ a Welsh Government service supports new and established businesses in Wales and the sustainable growth of small and medium-sized enterprises through access to information, guidance and business support. All business support services go through Business Wales, with the exception of EU-funded programmes. Some local authorities have business support groups, which generally offer specific support relating to key outcomes such as European or Innovate UK funding. For example, the City and County of Swansea⁴¹ offer business advice, support and some grants. There are also regional support schemes and other business support organisations, such as Finance Wales⁴² which provides commercial investments in SMEs throughout Wales. Communities 2.0⁴³, a Welsh Government programme offers financial assistance and free support to new ICT micro-enterprises. These are all funded through either Welsh Government or the Welsh European Funding Office.

Business schools work with a focus on graduate enterprise through the YES programme (Youth Enterprise Strategy)⁴⁴,

Other examples of collaborations between Welsh government agencies and business schools in Wales include:

- Aberystwyth University, School of Management and Business in conjunction with Cardiff and Glyndwr Universities operate a **Centre for Excellence for Leadership and Management Skills in Wales**.⁴⁵ This was established in 2008 as part of the Welsh Government's Enhancing Leadership and Management Skills (ELMS) programme, which was part-funded by the European Social Fund.
- **LEAD Wales**, which is described in Chapter 1, was backed by the Welsh Assembly Government and the European Social Fund (ESF).
- The Creative Leadership and Enterprise Centre (CLEC) at the Cardiff School of Management was awarded a £3.8m contract from the Wales European Funding Office in 2009 to run a leadership development course for business owners and managers. **The 20Twenty Leadership Programme**, is backed by ESF funding.
- A new leadership programme has now been developed with European Social Fund support called **ION leadership** that sits alongside the 20Twenty Programme in an umbrella initiative called **Leading Business Growth**. This will run until at least June 2018.



⁴⁰ www.businesswales.gov.wales

⁴¹ www.swansea.gov.uk/article/2296/Business-advice-support-grants

⁴² www.financewales.co.uk/

⁴³ www.gov.uk/communities-2-0

⁴⁴ www.businesswales.gov.wales/bigideas/youth-entrepreneurship-strategy

⁴⁵ www.lmw.org.uk/digest_news/encouraging-teams-within-a-workplace-its-more-important-than-you-think/

England

Over the last five years there have been major changes to the business support infrastructure in England. The loss of the network of local and regional business advisors after Business Link was replaced with an online service and the closure of the nine Regional Development Agencies (RDAs) has meant a significant reduction in the business support available in regions in England.

The RDAs were replaced by 39 English Local Enterprise Partnerships (LEPs), voluntary partnerships between local authorities and businesses, which engage over much more localised areas, and which have significantly less access to funding. These business-led organisations were formed to help determine local economic priorities and lead economic growth and job creation within their local areas. LEPs carry out some of the functions previously carried out by the RDAs but were set up on a volunteer basis without any initial public funding. Funding of the LEPs is explained further in the Growth Hubs section below. These changes have radically altered engagement between business schools and the local and regional development bodies and there is the potential for these to change further in the light of the moves towards devolution. We have explored these developing relationships in more detail through the Greater Manchester LEP.⁴⁶

Greater Manchester LEP has developed links with local university business schools, working jointly to support businesses (from large corporates to start-ups), increase levels of innovation and drive economic growth. Identified LEP needs include:

- Apprenticeship based degrees in Manchester
- New approaches that meet the needs of SMEs through less traditional programmes
- More mentoring for SMEs
- Need to target skills gap for the next 10-20yrs
- Business schools, and universities in general, need to be made more accessible to SMEs who frequently find them difficult to navigate.



All four Greater Manchester Universities are now part funding business development roles in the Greater Manchester LEP backed Business Growth Hub as part of the 'Innovation Service' which is funded through ERDF. There is also work to align the business start-up support provided by Greater Manchester Universities to their graduates/recent graduates with the wider Growth Hub support offer for start-ups. Greater Manchester LEP's relationships with Manchester Metropolitan University (MMU) and Alliance Manchester Business School include:

- MMU who are deliverers of the 'Greater Manchester High Growth Network' in partnership with the Business Growth Hub, supported through ERDF.
- MMU deliver the 'Goldman Sachs 10,000 Small Businesses Programme', and the 'LEAD programme' 2009-12. These are described in Chapter 1.
- Alliance Manchester Business School are a partner in the LEP backed 'Greater Manchester Manufacturing Champions Network'. The network provides executives of small and medium manufacturing businesses access to the leaders of the best in the business. The business school will be working closely with the Network to increase productivity across the Manufacturing Sector.

Another business school's broad working relationship with their LEP is illustrated in the Leeds University Business School and Leeds City Region LEP case study.

⁴⁶ LEP survey carried out March 2016, Interview with Mike Blackburn, Greater Manchester LEP, June 29, 2016



Leeds University Business School (LUBS): The many dimensions of working with the LEP

The collaboration between Leeds City Region LEP and LUBS takes place across a broad range of activities covering research, executive education and student education. These activities provide mutual support for LEP strategic objectives around raising skills, talent retention, trade, and growth and advance the school's mission around research and student education. The School engaged pro-actively with the LEP when it was established - the Pro-Dean for Research led a specific engagement programme that included the Dean, the LEP Chair (who now sits on the University of Leeds Council), LEP senior officers, LUBS faculty and staff. Initial engagement was professionally facilitated to share understanding, identify joint interests and opportunities for collaboration. Further workshops with relevant academic and professional staff helped deepen relationships and develop specific opportunities. In the past 12 months LUBS has engaged over 280 regional businesses in activities in collaboration with the LEP around building talent, leadership, business growth, innovation, international trade and supply chain management.

LUBS has a proven track record of developing sustainable relationships with small businesses including successful delivery of the flagship Goldman Sachs 10,000 Small Business Programme in partnership with other leading UK business schools. As one of the first institutions in the UK to hold the prestigious award from the Chartered ABS Small Business Charter, LUBS is recognised as supporting growth focused organisations and the LEP are active supporters of this work. The LUBS Executive Education team are now an accredited provider of Leeds City Region LEP programmes working with SMEs to access open and bespoke skills programmes. For example, the school is currently delivering a broad development programme for a retail logistics firm currently turning over £14m to realise their strategy for growth and expand from 140 to 250 employees by the end of 2017.

LUBS works jointly to promote international business. This includes supporting visits with potential inward investors raising awareness of opportunities to engage with the school and access graduate talent. The school runs key networks that bring together businesses, academics and regional partners on doing business in South Asia and China. The James E. Lynch India and South Asia Business Centre is a founding member of the Leeds City Region India Business Club and The Business Confucius Institute works closely with the LEP, UKTI, Yorkshire Asia Business Association and the China Britain Business Council to run the Leeds City Region China Business Club. These lively networks allow companies with existing presence or looking to develop business in those regions to share contacts, support inbound and outbound trade delegations and bring businesses together on practical concerns such as dealing with culture, sharing intelligence on regional issues and business opportunities.

LUBS academics work closely with the LEP on key themes of innovation and supply chain management. The Centre for Operations and Supply Chain Research manages, with the LEP, the regional Supply Chain Council. This network of 40+ companies, meets quarterly and at an annual summit focused on building effective supply chains. These networks enable firms to access up to date research, graduate talent and regional growth support and help our academics to ensure that their research is rooted in, and feeds into, practice.

Website: www.business.leeds.ac.uk/executive-education and
www.business.leeds.ac.uk/for-business

Contact: **Professor Cathy Cassell, Deputy Dean**
c.cassell@leeds.ac.uk

2.1 Background to the Development of the Growth Hubs

Policy context: The Budget Statement of 2010 outlined the devolution of responsibility for local growth as well as the closure of the English Regional Development Agencies (RDAs).⁴⁷ A range of powers were devolved in the Localism Act of 2011⁴⁸ and devolution deals were initially set up with the eight major cities (Wave 1 Cities) via The Cities White Paper.⁴⁹ The policy was then rolled out to the next 14 largest cities and their wider LEP areas and a further six with the highest population growth between 2001 and 2010 (known as the Wave 2 Cities). The recommendations of the Heseltine Report - "No Stone Unturned: In Pursuit of Local Growth"⁵⁰ were accepted as part of the 2013 Spending Review and detailed in the Treasury document, Investing in Britain's Future.⁵¹ This confirmed the creation of a Single Growth Fund.

By March 2014 all of the 39 Local Enterprise Partnerships had submitted Strategic Economic Plans to Central Government which became the basis for negotiating their "Growth Deals".⁵² The Budget statement of March 2016,⁵³ announced a further £1.8bn for the Local Growth Fund. The smaller cities engaged in the initial Wave 2 City Deals had variable levels of existing infrastructure through which to support local economic development and the abolition of the Business Link advisor network, which was replaced by a helpline and web tools in 2011, left a gap for many of these cities.

It is this gap that the Wave 2 Growth Hubs Programme (W2GH) was designed to fill. Based on work already undertaken by the Cabinet Office and BIS with the Wave 1 Cities⁵⁴ the W2GH Programme built capacity in the Wave 2 Cities (and their respective LEP areas) to support businesses to grow.⁵⁵

Lancaster University submitted an application to the fourth round of the Regional Growth Fund to deliver the programme and was awarded a conditional allocation of £32m. The Cities Policy Unit, BIS and Lancaster University Management School have worked closely with local Chambers of Commerce to deliver the programme. Cities Policy Unit, BIS and Lancaster University Management School helped cities design their W2BG programme proposals and determine allocations from the fund. Lancaster University Management School has brought expert knowledge and experience to the programme. Lancaster University acted as the accountable body for the programme.



⁴⁷ HM Treasury (2010) Budget Statement.

⁴⁸ The Localism Act 2011 introduced the Core Cities Amendment. This allows local councils to make the case for being given new powers to promote economic growth and set their own distinct policies.

⁴⁹ Cabinet Office Cities Policy Unit (2011) Unlocking Growth in Cities www.gov.uk/government/publications/unlocking-growth-in-cities--5

⁵⁰ The Rt Hon Lord Heseltine of Thenford CH, October 2012, "No Stone Unturned in Pursuit of Growth"

⁵¹ HM Treasury Investing in Britain's Future, Cm 8669, June 2013.

⁵² City and Growth Deals, www.gov.uk/government/policies/city-deals-and-growth-deals

⁵³ www.gov.uk/government/publications/budget-2016-documents/budget-2016

⁵⁴ Cabinet Office Cities Policy Unit (2012) Unlocking Growth in Cities: Cities Deals Wave 1 www.gov.uk/government/publications/city-deals-wave-1

⁵⁵ Press release from the Deputy PM office, 19th February 2013. www.gov.uk/government/news/deputy-prime-minister-launches-more-city-deals



Lancaster University Management School (LUMS) - Wave 2 Growth Hub (W2GH)

The Wave 2 Growth Hub (W2GH) Programme, led by LUMS, was an 18-month initiative with the aim of enabling 15 new 'Growth Hubs' around England to create jobs and drive local economic growth. An early initiative in the devolution and local growth agenda, the £32m W2GH Programme was funded through the Regional Growth Fund (RGF) and was developed by the LUMS in collaboration with the Cabinet Office, the Department for Business, Innovation and Skills (BIS), British Chambers of Commerce, BIS Local and the Department of Communities and Local Government (DCLG).

Each Wave 2 Growth Hub worked to link locally tailored support with national business support offers, including the Business Growth Service, Innovate UK (formerly the Technology Strategy Board) and UK Trade and Industry (UKTI). The implementation of the programme involved 42 universities, 19 Chambers of Commerce and 17 Local Enterprise Partnerships (LEPs) as well as a wider network of public and private partners delivering a range of business support from face-to-face advice through to investment and grant schemes.

LUMS was a network enabler and facilitator of interactive learning between programme stakeholders. Due to the large scale of the programme and the geographical dispersal of the Hubs, an important activity was to create and strengthen a network and facilitate interactive learning to allow the Hubs to exchange knowledge and continuously improve. LUMS acted as a neutral intermediary to broker issues and achieve a balance of views amongst stakeholders. In doing so, it gave the network a platform to have a collective 'voice' for policy making and regional growth that fed back to government.

To date, the programme has created 3,702 new jobs, exceeding the target of 2,500 by 48%. By the conclusion of the monitoring period, March 2017, the hubs predict that a total of 4,351 jobs will be created, far exceeding the initial target.

The programme has attracted over £75m of private sector investment from small and medium-sized enterprises (SMEs) to match the initial input of £30m by the hubs. Thus, the programme exceeded the target of £2 private sector investment for every £1 invested.

By June 2015, it was estimated that some 67,000 SMEs had engaged with their local Growth Hubs, with their social media presence attracting an average of 4,600 unique visitors per day.

Due to the success of the programme, LUMS was invited to a House of Commons Committee to inform policy on Government Support for Business. The programme itself won the prestigious Academy of Management (AOM) Runner Up Practice Research Centre Award in recognition of the outstanding contribution and impact of the programme on society and the economy. In February 2016, the programme was also selected by the Association to Advance Collegiate Schools of Business (AACSB) in their 'Innovations That Inspire' initiative.

Website: www.lancaster.ac.uk/lums/business/business-growth/programmes/wave2

Contact: **Nigel Lockett, Professor of Entrepreneurship**
n.lockett@lancaster.ac.uk

2.2 Regional Institutes and Initiatives

Across the UK, there are business school initiatives that provide research and advice on policy development, innovation and opportunity identification/horizon scanning as tailored services to their local and regional agencies. As research centres and institutes, these initiatives play to the strengths of business schools, utilising their specific expertise and capabilities to inform and support their LEP or regional enterprise body. As such each of these initiatives works in different ways, but often with the same overall goals of supporting regional development.

Two examples illustrate this. The first is a case study of the City Region Economic and Development Institute at University of Birmingham Business School, which focusses on city regions. The second is Durham University Business School's North East Innovation Observatory which fosters business innovation in the region through horizon scanning and support for innovation in manufacturing and operations.

City-REDI (City Region Economic and Development Institute) Birmingham Business School, University of Birmingham

City REDI is developing an understanding of major city regions to inform and influence regional and national economic growth policies. It delivers research, policy and strategy which supports economic growth and prosperity, undertaking research and consultancy that explores the complex and inter-related ways in which people and systems work across urban areas. By working with private, social, and public sector bodies, and local and national governments, City-REDI's aim is to understand the latent comparative and competitive advantages of economic regions; where is their greatest potential for economic growth; how do they improve productivity and added-value in corporate and public sectors? With this strategic intelligence City-REDI can stimulate and shape investment to promote growth that benefits the well-being of all. Since September 2015 City-REDI has:

- 1) Worked with partners to develop a place-based model for the West Midlands Combined Authority (WMCA). The Dynamic Economic Impact Model (DEIM) provides a tool to explore impacts of planned policy interventions (economic, skills, business support, improvements to infrastructure) on the WMCA economy. DEIM can be used at a number of spatial scales including an analysis of the three LEPs and the WMCA. DEIM includes a number of modelling innovations - a dynamic skills module and business support module.
- 2) Led the ongoing Urban Living Birmingham (ULB) proposal which is funded by the Urban Living Partnership (ULP) and includes the RCUK research councils and Innovate UK. ULB will identify and develop an integrated approach to understanding challenges facing Birmingham and identify innovative solutions.
- 3) Supported the Greater Birmingham and Solihull LEP to develop a new economic strategy, including: identification and development of economic indicators and targets and assessment of impact on outcomes; review of international city growth and development of case studies; review of city growth theory and development of a model for Birmingham.

Future plans: City-REDI's ambition is to provide significant capacity for economic modelling, analysis and prediction focused on creating economic growth and improved productivity at local, national and international scale in the public and private sectors. By 2021 we hope to:

- 1) Create a model of the West Midlands that will be a key element in the development of the Birmingham systemic approach to regional development. The aim is to develop robust new business models to develop infrastructure-related business and growth locally - to the benefit of the nation - through i-BUILD (a 4-year £3.5m EPSRC/ESRC-funded project to explore local infrastructure).
- 2) Evaluate the impact of specific projects to inform the development of the Birmingham systemic approach.
- 3) Develop a body of peer reviewed papers for a distinctive Birmingham approach.
- 4) Engage in the strategic translation of City-REDI, and other research, on city-region economies to inform on-going policy debates and create impact.

This takes three forms:

- a. Developing of relationships to support policy development across West Midlands.
- b. Reactive response to consultancy and research opportunities that contribute to the development of the systemic approach.
- c. Translation of City-REDI research via briefing notes and organising special events.

Website: www.birmingham.ac.uk/schools/business/research/city-redi/index.aspx

Contact: **Rebecca Riley, REDI Business Development Director**
R.L.Riley@bham.ac.uk

Durham University Business School: North East Innovation Observatory

The **North East Innovation Observatory (NEIO)** is a new initiative designed to identify good innovation practice and map patterns and trends in the area of innovation. NEIO will help support business innovation in the region and secure more opportunities for local businesses in the global marketplace. Based at Durham University, NEIO will work closely with Newcastle, Northumbria and Sunderland Universities to maximise opportunities for North East businesses. Led by Professor Kiran Fernandes, its responsibilities include research into innovation success factors, barriers to innovation and identifying global opportunities for North East businesses through horizon scanning.

NEIO is broken into four pillars: **Sensing, Innovation, Incubation and Survival.**

1) Sensing: Involves trying to get a sense of what is happening in innovation best practices globally and how they can be adapted appropriately to the regional context.

2) Innovation: Innovation in a typical value chain generally involves R&D, operations, manufacturing and sales with a concentration on development of new products. Often there is very little work on the remainder of the value chain such as how companies innovate in the 'returns' part of the business or marketing. Conversely, currently North East companies concentrate on returns with very little R&D in terms of new products and with the main work concentrating around manufacturing and operations. This is something that the NEIO aims to address. Key challenges for North East companies are developing innovative ways of improving the assembly line and the returns department functions.

3) Incubation: NEIO is developing a strategy relating to the ways in which companies articulate their needs. Currently the North East has a number of incubators targeted at start-ups. NEIO is concentrating on product incubation by identifying how to respond to business need and developing a product incubation space enabling businesses to add value. Also, this approach will help to generate reserves for future projects.

4) Survival: All about business survival, this pillar draws on living demonstrators from local industry who are exhibiting best practice and the ability to make money.

Barriers to Innovation in the North East: A number of studies show that there is a global increase in trade cultures with a few large trade corridors expanding. The North East needs to proactively respond to these opportunities and engage in the global market. NEIO aims to work with businesses to build a more robust approach to innovation and growth. NEIO is encouraging collaboration with business and HEIs to look at global approaches to solving similar problems. NEIO is an example of best practice in terms of engaging in the regional agenda including the practical elements of business engagement. It is participating in moving something small and local into a global market through business engagement and collaboration with other local stakeholders, particularly the local LEP's smart specialisation' strategy.

Website: www.durham.ac.uk

Contact: **Professor Kiran Fernandes,**
Professor of Operations Management & Head
of Department of Management
k.j.fernandes@durham.ac.uk



CHAPTER 3

Engaging Small and Medium-sized Enterprises (SMEs)

SMEs⁵⁶ are important both to regional and national economies. In the UK, at the beginning of 2015, small businesses (0 to 49 employees) accounted for 99.3% of all private sector businesses. SME employment was 15.6 million which is 60% of all private sector employment in the UK. At least 99% of the businesses in every main industry sector are SMEs. However, 76% of all businesses did not employ anyone aside from the owner. There were 5.4 million SMEs in total. SMEs account for three fifths of the employment and almost half of turnover in the UK private sector.⁵⁷

Support for the SME sector, especially those with the appetite and potential to grow, is therefore both a priority for government and an important area of research for management academics. Referring to UK business schools, Lord Young of Graffham stated in his 2013 report 'Growing your Business' -

"There is often a call for the Government to come up with new schemes and programmes to help businesses, yet right under our noses we have assets which can be developed to offer further benefits to SMEs."

The report called for the Chartered Association of Business Schools to create a new scheme "to incentivise business schools to help small firms to grow."⁵⁸ The result is the Small Business Charter⁵⁹ which is delivered through the Chartered Association of Business Schools, and with the support of Lord Young and the Department for Business, Innovation and Skills.⁶⁰



⁵⁶ SME – Small to medium-sized enterprise. In EU terms eligible companies with fewer than 250 persons and an annual turnover not exceeding EUR 50 million, and/or an annual balance sheet total not exceeding EUR 43 million. (www.ec.europa.eu/growth/smes/business-friendly-environment/sme-definition/index_en.htm)

⁵⁷ Department for Business Innovation & Skills, Statistical Release, Business Population Estimates for the UK and Regions 2015, Oct, 2015, Accessed April 2016 www.gov.uk/government/uploads/system/uploads/attachment_data/file/467443/bpe_2015_statistical_release.pdf

⁵⁸ Growing your Business, A report on Growing micro businesses, Lord Young, May 2013 www.gov.uk/government/uploads/system/uploads/attachment_data/file/197726/bis-13-729-growing-your-business-a-report-on-growing-micro-businesses.pdf

⁵⁹ www.smallbusinesscharter.org/about

⁶⁰ www.charteredabs.org/small-business-charter

3.1 Chartered ABS and the Small Business Charter

The Small Business Charter (SBC) award involves business schools undergoing a rigorous assessment process to validate their business engagement and business support. The SBC is part of the Chartered ABS and works with a number of partners including Enterprise Educators UK (EEUK),⁶¹ an independent expert organisation in the area of enterprise education. EEUK Directors make up one third of any Small Business Charter assessment panel, which also comprises a senior academic and a member of the SME community.⁶²

The qualification criteria for the award requires a broad demonstration of activity in three key areas, which demonstrate the degree to which a business school:

- Actively supports the growth of small firms
- Actively engages with other stakeholders in the growth agenda
- Provides their students with relevant start-up support⁶³

The 33 current award holding business schools are shown on the map in Figure 1. Contact details of the schools are listed in Appendix C.

The Small Business Charter award-holding schools have helped 4,700 students to find work placements in Britain's exciting micro-business and start-up sector. These business schools have also directly helped over 8,000 small businesses – working with them through workshops, mentoring and other business support. More than 800 new businesses have already been started as a result of the work of Small Business Charter schools.⁶⁴



"There is a wealth of mutual benefits to be gained from closer links between business schools and their small business communities – from graduate recruitment to supporting entrepreneurship. FSB is keen to promote the diversity of activities on offer and encourage greater engagement between our members and their local business schools."

Charlotte Chung, Policy Advisor, Enterprise and Innovation, Federation of Small Businesses

⁶¹ www.enterprise.ac.uk

⁶² www.smallbusinesscharter.org/about

⁶³ www.smallbusinesscharter.org/business-schools

⁶⁴ www.lancaster.ac.uk/lums/news/lancaster-wins-small-business-charter-award

Examples of some of the initiatives and programmes that impressed the assessors are shown in the insets below.

Lancaster University Management School (LUMS)

LUMS is a trailblazer member of the Small Business Charter award demonstrating exceptional dedication to helping improve links with and support to the small business community in the local area. An external review of Lancaster's ERDF projects revealed Lancaster boosted the economy by £15.80 for each pound received – almost double the national average of £8.70. The programmes central to Lancaster University Management School receiving the award are:

- Lancaster's leadership and management development intervention for SME owner-managers, LEAD, which has supported more than 3,000 SME owners, creating over 10,000 jobs. In an independent evaluation, participants reported post-LEAD (per annum) turnover growth rates of 13.8%, and employment growth of 16.8%.
- London Fusion - a programme for London-based SMEs in the digital and creative sectors. More than 1,050 companies engaged with London Fusion project, securing 7270 hours of business support to help innovate and grow.
- Lancaster China Catalyst project exploits Lancaster's international contacts for the benefit of UK SMEs developing collaborative research projects between UK and Chinese companies and fostering innovation in small businesses to develop new products and services for export. This project

aims to revitalise the UK in global export markets, create 240 jobs, help up to 400 UK businesses and boost the economy by £40m.

- Lancaster also led the launch of a network of Regional Growth Hubs as part of a £32m Government programme to promote economic prosperity in city areas across England.



Website: www.lancaster.ac.uk/lums/business

Contact: **Professor Nigel Lockett, Associate Dean for Engagement and Professor of Entrepreneurship**
n.lockett@lancaster.ac.uk



Aston Business School

Enterprise and entrepreneurship are integral to Aston University's activities – embedded into the curriculum at all levels and across all schools, as well as into the academic work pattern. In Aston Business School, the small business growth and entrepreneurship expertise developed through cutting edge research has led to an excellence in business support and engagement. Examples of areas of strength which contributed to Aston Business School's Small Business Charter award are the National Enterprise Research Centre, the Servitization and Photonics projects, the BSEEN start-up programme for students and graduates, KTPs, the Global Entrepreneurship Monitor (GEM) project which is part of a global research project into entrepreneurial attitudes, aspiration and activity, and the Goldman Sachs 10,000 Small Businesses programme. These activities have already resulted in substantial impact, as demonstrated in the national Research Excellence Framework 2014 where an impact case study on small business growth was categorised as world class.

Website: www.aston.ac.uk/abs

Contact: **Paula Whitehouse, Director, Aston Centre for Growth; p.a.whitehouse@aston.ac.uk**

3.2 Small Business Charter Growth Vouchers

The Small Business Charter participated in national initiatives such as the Growth Voucher programme. A consortium of six Charter Award holding business schools across England delivered the programme during January – June 2015. The Small Business Charter consortium running the Growth Voucher programme was led by Aston Business School and included University College London, Southampton Solent, University of Nottingham, Nottingham Trent University, and Loughborough University. 993 SMEs applied for the programme and 479 diagnostic sessions were conducted by the consortium of business schools. Some of these SMEs were funded up to £2,000 through a match-funded grant towards a fully tailored business growth programme, which included workshops and up to 10 hours of one-to-one mentoring.⁶⁵ The workshops supported business directors in the following key areas:

- **Review of Growth Opportunity** – capabilities, opportunities, competitor analysis, potential avenues for growth.
- **Cash Flow and General Financial Management** - cash flow forecasting, understanding of costs, cash flow planning, working capital management, decision making.
- **Marketing and Sales Strategies for the Small Business** - customer targeting, product/service mix, promotion and brand, marketing goals, traditional and social media marketing.
- **Managing People** - HR Strategies for a Growing Small Business - skills and people resources for growth, structuring and managing teams, identifying roles and people, processes and systems for recruitment, performance management, employment law.
- **Process Mapping** - bottlenecks that prevent business growth, process mapping tools, operational barriers to growth, skills to rework operational procedures.
- **Raising Finance for Growth** - forms of finance available (e.g. Private Equity, Debt and other sources) opportunity to discuss investment needs with investors and entrepreneurs with experience of raising external funding, identification of funding gaps.
- **Planning Next Steps** - framework to consolidate their plans for growth, implementation, goal setting, prioritising and scheduling - to provide a structured action plan with strategies for identifying and addressing issues.



⁶⁵ www.aston.ac.uk/growthvouchers/full-details/full-programme

3.3 Innovation Vouchers

Business schools across the UK are engaging with businesses through a variety of different voucher schemes which are funded through a range of routes.

Analysis of the vouchers available in **England** revealed programmes promoted at several universities. To provide insights into the types of engagement offered and the parameters for that support, some schemes are described in brief.

The University of Essex Business School has worked with companies via the University of Essex Business Innovation Vouchers.⁶⁶ These vouchers are worth up to £5,000 and can be used to pay for experts to support SMEs with tailored advice to create new products and services or improve existing ones. The advice can also extend to improvement of systems and processes and improving productivity. Two examples of the use of the vouchers are a project which championed corporate social responsibility at the grassroots level and a low carbon voucher project which involved developing a marketing strategy to help a small web-based business that faced difficulties in increasing awareness of their presence and services.⁶⁷

The Enterprise Voucher Scheme at Kingston University part-funded project collaborations with SMEs covering the cost of business services offered by Kingston Business School and Kingston Law School. The voucher value was up to £10,000 (including VAT) not exceeding 40% of the total project value. Support was through development and training of staff, bespoke research or consultancy projects.⁶⁸ Although primarily aimed at supporting smaller project collaborations between small and medium-sized enterprises (SMEs) and the university, external partner organisations eligible for vouchers include businesses, public and third sector organisations. No limits are imposed on number of employees, or length of time trading.⁶⁹

Innovation Vouchers for SMEs in Northern Ireland are funded by **Invest NI**. The vouchers enable businesses to access up to £4,000 of consultancy from University experts. Vouchers can be used for cashing in against Ulster University Business School's consultancy, design expertise, and technical support.⁷⁰ The Innovation Voucher Scheme is designed to help SMEs tap into specialist knowledge to develop forward-thinking solutions or ideas to expand, improve or create new products, services and processes. Businesses can be awarded up to a maximum of three innovation vouchers. Ulster University is one of the lead providers of Innovation Vouchers in Northern Ireland having delivered over 400 projects.⁷¹

The **Scottish Funding Council's Innovation Voucher Scheme** which was set up in 2009, provides opportunities for SMEs in Scotland to work with academic experts to help solve problems and find solutions which cannot be obtained commercially. The Standard Innovation Voucher scheme funds projects up to £5,000 which drive innovation leading to new products, services or processes, bringing benefits to both the company and the Scottish economy. Over 1000 companies have benefited from the scheme. Student Placement Vouchers (up to £5,000), which fund a Masters or PhD student to work on a project and Follow On Innovation Vouchers (up to £20,000) are also available to businesses that have had successful Standard Innovation Voucher projects to provide a more sustained engagement.⁷²

⁶⁶ www.essex.ac.uk/business/documents/innovation-vouchers.pdf

⁶⁷ www.essex.ac.uk/ebs/research/management/default.aspx

⁶⁸ www.business.kingston.ac.uk/news-events/news/201210/kingston-university-offers-funding-assistance-businesses

⁶⁹ www.cdn.kingston.ac.uk/documents/services-for-business/news/2012/august/kingston-offers-funding-assistance-to-businesses/documents/enterprise_voucher_scheme_guidance_for_businesses.pdf

⁷⁰ www.ulster.ac.uk/business/ulster-university-business-school/sme-centre/services

⁷¹ www.ulster.ac.uk/business/work-with-us/funding/innovation-vouchers

⁷² www.interface-online.org.uk/how-we-can-help/funding/standard-innovation-vouchers



Hertfordshire Business School: Digital Estate Value-Added Reseller (Media 5)

Hertfordshire Business School (HBS) is Hertfordshire's principal regional university and as such attracts significant inquiries from the local business community. These inquiries are often related to existing business challenges, specifically those associated with skills gaps in three main areas: marketing opportunity identification, product development and operational issues. Fundamental to this business engagement with the university is the opportunity to utilise funding schemes to help part pay for these consultancy services. One very attractive scheme that has been popular with small businesses is the Innovation Voucher. The Hertfordshire Business School has had a long history of working with innovation schemes dating back to 2007 with those funded by the Regional Development Agency, however, more recently they have developed their own Innovation Vouchers, and have used these to fund projects that focus on small business growth.

Media 5 first approached HBS in 2012 just after experiencing a Management Buy-Out (MBO). HBS initially helped them conduct a product concept study, using an MBA team to help evaluate this in one particular application, the 'popular shop' within a shopping mall. As a consequence of this, and to open up their market further from its existing dominance by Tier 1 clients, HBS scoped out a project using an Innovation Voucher, to explore other markets. HBS utilised both academic experts and two graduates to work on this project, based around Customer UX mapping, surveying over 70 Tier 2 retailers

to understand their strategies around using digital estate to enhance the customer/consumer experience, and link this with online media. Over 38% of in-store shoppers use online social media to help make their choices. The report detailed four key perceptions about the increased importance of digital estate for these Tier 2 retailers:

- The shopper journey involves in-store online access;
- Shoppers significantly use social media to decision make during their browsing;
- Tier 2 retailers saw digital estate investment as a key opportunity to sustain competitive advantage within their sector;
- In-store shopper journeys are still critical to a shopper's eventual product/service purchase.

These outputs plus other contributions from the report have and will continue to be used to win further business and diversify away from their Tier 1 customer base. Other opportunities are being explored, and the relationship with HBS and its academics is strong and valuable. HBS have subsequently had two postgraduate student project teams working with Media 5 to provide further Market/Product Concept testing assistance.

Website: Media5digital.com

Contact: **Charles McKay, Founder**
charles.mckay@media5digital.com



Strathclyde Business School: Ayrshire Community Media

In 2015, the **Hunter Centre for Entrepreneurship (HCE) at Strathclyde Business School** was awarded an **innovation voucher**, and matching funding from North Ayrshire Council, to research and build a growth strategy for Ayrshire Community Media (ACM). ACM is a community business aiming to develop into a multi-function media hub social enterprise. HCE's remit was to propose a novel combination of social enterprise services, by facilitating ACM in the development of an implementable and feasible template for their growth, permitting them to plan, source funding, co-ordinate resources and grow in an effective and novel fashion. A multi-method research design was developed which comprised:

- 1) Benchmarking case studies of four leading creative hubs
- 2) Semi-structured interviews with a sample of nine of ACM's core stakeholders
- 3) Formal surveys with two main potential client groups
- 4) Desk research into ACM's market environment
- 5) An interactive "Markets and Models" workshop with ACM and key stakeholders.

Samples and instruments for each of these were carefully planned and developed.

The university team recommended an incremental growth strategy for ACM, using a new city centre studio to act as a community-embedded pilot location, with a two year emphasis on building a strong, extensive group of core community users. They found that a top priority for ACM is to fit out the new studio with an appropriate

range of specialist film-making equipment. Grant funding should be sought as a first priority, and serious consideration given to loan funding to cover some of the capital costs needed. The volunteer tenant/project-leader role was also recommended as a possible route to extend the development of community and commercial projects within the new studio. Specialist volunteer tenant/project-leaders are provided with studio space for their own craft and creative work – in this instance, around digital media – and in return design and run initiatives in their own area of expertise. These initiatives might include creative workshops, community engagement projects, or employability skills training. HCE also recommended that a substantial part of ACM's resources be dedicated to focusing on the development of their core commercial business, steadily increasing sales of their film-making, television, and video work. HCE's research indicated that social enterprises offer a core potential market, as does the extensive Ayrshire photography market. The findings were shared with both ACM and North Ayrshire Council, and have helped shape both the growth plans of ACM and North Ayrshire Council's wider creative and social enterprise policies.

Website: www.strath.ac.uk/business

Contact: **Professor Eleanor Shaw, Head, Hunter Centre for Entrepreneurship & Vice Dean Enterprise & Knowledge Exchange**
eleanor.shaw@strath.ac.uk

The small business owner's story - Joe Hall, Hall's Food Group

Joe has been involved in his family's bakery business since 1990. The original company was founded in 1933 by Joe's grandfather and went into liquidation in 2006, however, Joe bought the company back and reorganised the infrastructure which had been predominantly staffed by family members. He identified this as the primary reason for business failure and reorganised the staffing and management structure drawing on outside expertise to take on co-directing and management roles.

Joe became involved with Lancaster University Management School (LUMS) in 2009 when he joined the LEAD programme citing this as a "transformational" moment in his business career. The course offered him a new way of exploring his approach to business and provided a rich network of SMEs which formed a number of action research groups. Joe's group work helped him to work through difficult issues from within his business. This provided him with the opportunity to share his business problems with his cohort in a supportive but challenging way. He believes that the four years of solid growth are as a direct result of the impact the LEAD programme and then consequently the GOLD Board have had on his business strategy and personal approach to his business relationships. Joe credits the two programmes with equipping him to survive the recession which began in 2008 and has only seen a real improvement over the last seven months with an 18% increase in sales. One of the key things for Joe in engaging with the university is that, instead of acting in isolation he has been able to take a broader view based on insight from research led seminars and interaction with his business colleagues in LUMS.

"It has been critical to our survival as well as our success."

There have been a number of opportunities for Joe to remain engaged with the LUMS community including becoming part of the Entrepreneurs in Residence team in the Department of Entrepreneurship, Strategy and Innovation and most recently signing up for the MBA programme at LUMS. Joe has relished the opportunity to explore the theory that underpins his business strategy and believes that the operations assignment he completed recently is responsible for a seventy percent change in the way they manage operations in the bakery:

"I see the MBA as a toolkit which gives me the ability to evaluate the problem in a different way."

He believes that many more SMEs would value the opportunity to engage in the academic community and that the university needs to do more to develop this side of business engagement.

"If SMEs are already engaging with the university and giving their time for free then why wouldn't they want to engage more? It is a way of the university giving something back."



Joe considers his experience with the management school as something that he would like to develop further. He enjoys the ability to share his business knowledge with the students in his capacity as an Entrepreneur in Residence. The MBA has been a life changing opportunity for him, impacting on both his business and individually by providing him with an ability to evaluate his business in a different way believing that "life is being translated back onto the page" for him.



www.hallsbakery.co.uk

CHAPTER 4

Promoting Sustainability, Health, Social Development and Interdisciplinary Work

There is a wide range of activities that illustrate the positive impact business schools have on the environment, cultural and social spheres. Some of these activities, such as social enterprise, are close to the norms of business, but with social benefit as the main aim. Other activities utilise management skills in interdisciplinary projects to produce a wide range of outcomes across sectors including health, sustainability, automotive and manufacturing industries, tourism and food.



4.1 Public Value

Defining the term 'value' was much debated in the production of this report. Clearly economic measures of value such as productivity, jobs, company sales and profits are important to regional economies. How value is defined will vary between regions and local areas and will be determined by the local context of the region.

Cardiff Business School's view of public value recognises that as well as contributing to the economic factors, they have a responsibility for "nurturing a 'moral sentiment' to improve economic and social conditions". Cardiff Business School's Public Value strategy is an example both of public values in practice and of the application of management techniques utilised in a range of interdisciplinary projects.



"Business schools have the knowledge, experience and track record that many businesses would die for, particularly SMEs. But they often have no idea what business schools do and are probably terrified and therefore

have never 'opened the tin'. Business schools need to do more to engage with local businesses so they are known about and not so scary. Partnering with LEPs is one way to do that."

Mike Blackburn, BT Regional Director and Chair of the Greater Manchester LEP

Cardiff Business School's Public Value strategy

A range of **interdisciplinary, challenge-led approaches to research and scholarship** are already delivering social and economic improvements, for example:

Addressing gender pay gaps: In collaboration with the School of Social Sciences, Cardiff Business School supported the Women Adding Value to the Economy (WAVE) research initiative, funded by the ESF through the Welsh Government. The aim was to understand and 'interrupt' the ways in which gender pay disparities are consistently reproduced through occupational segregation in employment and self-employment, through the ways in which 'women's work' is valued and contracted and through the operation of pay systems. WAVE resulted in the development of values-based recruitment procedures, 'ready for promotion' and 'job-switching' schemes, enabling circa 100 women to move from temporary to permanent employment contracts. These findings have influenced the work of the Government Equalities Office on new gender pay gap reporting regulations for the private sector, whilst evidence has also been reported to the recent Women and Equalities Select Committee enquiry on the gender pay gap and to NGOs in preparation for the UN Commission on the Status of Women.

Website: www.cardiff.ac.uk/research/explore/research-units/women-adding-value-to-the-economy-wave
Contact: **Professor Rachel Ashworth, Professor in Public Services Management; AshworthRE@cardiff.ac.uk**

Addressing socio-economic disadvantage through access to broadband: The school's Welsh Economy Research Unit (WERU) is providing impartial and interdisciplinary research support for a major Welsh Government led business development initiative aimed at optimising superfast broadband uptake among Welsh businesses. The main focus is on SMEs operating in poorer, more marginal and rural areas of Wales, where uptake has traditionally been poor and low business productivity is a key issue affecting socio-economic welfare. WERU thus plays a key role in providing a sound evidence base to inform policy and strategic planning, so as to optimise social and economic improvements.

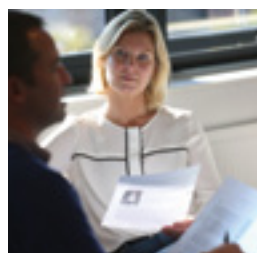
Website: www.business.cardiff.ac.uk/research/groups/welsh-economy-research-unit
Contact: **Professor Max Munday, Director of Welsh Economy Research Unit MundayMC@cardiff.ac.uk**

Tackling community violence: In collaboration with Cardiff University School of Dentistry, a team from Cardiff Business School carried out a novel analysis of data sourced from Emergency Department records. This provided new evidence to inform both policy and practice in tackling community violence. The team's analysis demonstrated that closed circuit television (CCTV) surveillance is associated with reductions in violent injury, providing an evidence base for the formulation of future government and police strategies. The findings also demonstrated a robust negative relationship between the real price of beer and violent injury, which fed into the legislation process in Wales, England and Scotland.

Website: www.cardiff.ac.uk/violence-research-group
Contact: **Professor Kent Matthews, Sir Julian Hodge Professor of Banking and Finance MatthewsK@cardiff.ac.uk**

Developing **new and innovative ways of engaging with the local community**, for example:

Tackling global societal problems: the business school is taking a leading role in the establishment of SPARK, the world's first Social Science Research Park, which will translate world-leading research into innovative and effective solutions to pressing, global, societal problems, establishing the University, Cardiff and Wales as international leaders in the design, development and delivery of innovative, impactful, evidence-based social science research.



Website: www.cardiff.ac.uk/innovation/campus-investment/innovation-central/spark
Contact: **innovationsystem@cardiff.ac.uk**

4.2 Social Enterprise

"Social enterprises trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community. And so when they profit, society profits."⁷³

In recent years business schools have included social enterprise in their teaching and research as well as setting up programmes to support social enterprises in their areas. For example, the Centre for Social Business at Salford Business School provides research and consultancy in areas such as microfinance, community issues, social housing, sustainable design, corporate social responsibility and business ethics.⁷⁴ The Business Social Enterprise Unit at University of Hertfordshire Business School offers a range of support and advice including practical support through student placements and internships.

Hertfordshire Business School (HBS): Social Enterprise Unit (SEU):

When the SEU launched in December 2009, interest in the role of social enterprises and third sector organisations was starting to grow. The SEU's primary objective is to promote and facilitate the involvement of business school students and staff with local social enterprises and third sector organisations through interventions designed to assist the local community by addressing the sector's strategic issues, as well as practical difficulties. The following case studies capture the essence of this growing offer.



Growing social entrepreneurship: In 2015 the SEU delivered a county-wide investment programme as part of a national initiative designed by UnLtd and HEFCE; the aim of which was to strengthen and broaden higher education support for social entrepreneurship and social enterprise. The grant enabled HBS to provide a £40,000 Scale and Growth fund and establish an effective eco-system for the development and growth of social entrepreneurship and social enterprise across Hertfordshire. The primary objective was to help social entrepreneurs with growth aspirations overcome the barriers faced by all micro and small firms – acquiring resources and increasing efficiencies. Four grants were distributed to local Social Enterprises from January-July 2015. The first two awarded

were sports related; a community fencing group and a football academy. Both were founded separately by UH Graduates - Paul Davis and Daniel Moss – who aimed to create environments for young people that fostered friendship, inspired respect and encouraged healthy lifestyles through regular exercise with links to the national curricula. The grant was invested in back office processes, a major distraction for start-up businesses, which aided membership growth by over 55% in the first year.

Training leaders: The Social Enterprise Leadership Foundation (SELF) programme, which ran its first cohort in 2013, is aimed at working professionals and those aspiring to senior management within third sector, charities and social enterprises. This intensive course is a fast-track, professionally recognised management qualification designed to develop participant's self-awareness and their leadership and management skills. Now on to its fourth cohort, it is accredited by the Chartered Management Institute.

Jeremy Keeley, Operations & Development Manager, South Hill Centre said,

"I found the SELF Programme to be a great benefit to me. As an existing business graduate it provided an opportunity for me to refresh myself on topics I had previously studied and bring myself up to date with latest academic thinking and case studies. The course itself was very practical and allowed space and indeed encouraged time to be given for personal reflection. I would recommend it for others in a similar position to me."

Website: www.teampdfa.com

Contact: **Paul Davis, Founder**
info@teampdfa.com

Website: www.broomfieldacademy.co.uk

Contact: **Daniel Moss, Director & Founder**
d.moss@broomfieldacademy.co.uk

⁷³ Social Enterprise UK www.socialenterprise.org.uk/about/about-social-enterprise

⁷⁴ Salford Business School, Centre for Social Business www.salford.ac.uk/research/sbs/research-groups/centre-for-social-business

4.3 Tourism

The value of tourism to the UK Economy was estimated to be £121.1bn (7.1%) of UK GDP in 2014. The UK is the eighth largest international tourism destination ranked by visitor numbers and the sixth largest international tourism destination ranked by visitor expenditure. It has been estimated that a new Full Time Equivalent (FTE) tourism job is created with every £54,000 increase in tourism revenue. Since 2009, tourism employment has increased at almost double the rate of the rest of the UK labour market.⁷⁵

Tourism is an important element of the economy in many regions and several business schools in the UK work in this area, with a few establishing tourism centres which research, teach and provide consultancy and support to businesses. The Moffat Centre (case study below) offers commercial tourism development research and consultancy, and in addition provides scholarships for students of Glasgow Caledonian University.



The Moffat Centre is a highly regarded university-based centre undertaking key consultancy and contract research projects in the travel, tourism, hospitality and events sectors. We were formed by an endowment from the Moffat Charitable Trust which had its origins in AT Mays Travel Agency chain (which at its peak was the third largest in the UK). The Moffat Centre trades as a business with any surplus generated used to fund scholarships of up to £3,600 per annum to undergraduate or postgraduate students interested in studying travel, events and tourism at Glasgow Caledonian University. To date the centre has funded over £600,000 worth of scholarships for over 160 students from a range of backgrounds and nationalities.

The centre's staff work on commercial tourism development projects throughout the UK and internationally. The Moffat Centre has developed a strong reputation in the global tourism sector and Professor John Lennon, the founding Director, is regularly invited to provide expertise to the UK and Scottish Governments, VisitScotland, UN development projects and EU pan

national tourism projects. Tourism and travel students are also employed within the centre on research projects including survey based research and interview analysis.

The Moffat Centre has undertaken more than 500 projects in over 35 countries, including destinations as diverse as St Lucia, Norway, Denmark, Lithuania, Malawi, Russia, South Africa, Canada and Ireland. Since 1999 the centre has carried out statistical research and evaluation including: monitoring and evaluation of the visitor attraction sector, major event evaluation, training and development, economic and financial feasibility analysis, and market planning. This material provides valuable case study content for teaching inputs that centre staff also deliver at undergraduate and postgraduate level. The centre also hosts a number of PhD students undertaking highly applied vocational research that relates to Moffat Centre activities and focus.

Website: www.moffatcentre.com
Contact: info@moffatcentre.com

⁷⁵ Tourism Alliance (2016) UK Tourism Statistics, www.tourismalliance.com www.tourismalliance.com/downloads/TA_390_415.pdf Accessed July 2016

4.4 Food

The agri-food sector is addressed by some business schools through research and collaborative projects. Agri-food is a key sector which contributed £109 billion, or 7.3% to the UK Gross Value Added in 2014 and employed 3.9 million people in 2015 (14% of national employment). There were approximately 6,100 SMEs in the food and drink sector with turnover of around £22 billion and 127,000 employees in 2014. In the food sector (excluding beverages) SMEs accounted for 96% of businesses, 30% of employment and 24% of turnover. Of food consumed in the UK in 2014, 54% originated in the UK and 27% from the EU.⁷⁶



Bedfordshire Business School's project '*Developing food tourism*' examined how food-related tourism can deliver social, cultural and environmental sustainable development in rural regions and communities.⁷⁷ Cities on the Grow, another cross-disciplinary project, is funded by Climate KIC⁷⁸, an initiative of the European Institute of Innovation and Technology. Henley Business School are involved in the project leading research on urban food enterprises in Reading and London. Cities on the Grow seeks to support a commercially viable urban, local food transition that secures its potential contribution to climate change mitigation and adaptation, and to health and well-being.⁷⁹

The Centre for Irish Business and Economic Performance (CIBEP), at Queen's Management School, Belfast is currently engaged in a project to support the Irish Agri-Food sector which is described in the following case study.

Queen's Management School, Queen's University Belfast - Centre for Irish Business and Economic Performance

The Centre for Irish Business and Economic Performance (CIBEP) is an interdisciplinary community working to assist Ireland, north & south, in building a stronger society through engaging in research-informed debate and offering advice aimed at realising improved business, economic and social conditions. The Centre offers workshops, seminars and public lectures covering key issues of interest and relevance to the external community.

This three-year Invest Northern Ireland funded project, has support from the Department of Agriculture, Environment and Rural Affairs (DAERA), Tesco NI, the Ulster Farmers Union, Ulster University and the Northern Ireland Food and Drink Association (NIFDA).

The initiative is led by CIBEP researcher, Dr Geoff Simmons and Professor Andrew Fearn (University of East Anglia) and is focused on supporting Northern Ireland food suppliers make better use of market developments and consumer behaviour insights to shape how businesses meet customer needs and achieve growth.

CIBEP Director, *Dr Anthony McDonnell* notes:

"This project represents a real case of research impact in that it provides a significant opportunity for farmers and food processors to work with leading scholars and business experts and learn from market intelligence and one another".

Dr Geoff Simmons says: "The project can lead to the development of the core skills and capabilities necessary to build sustainable businesses that are driven by a fundamental understanding of who buys what and why. Being able to provide suppliers with information on consumer behaviour is invaluable. If a supplier can use consumer data to shape its offerings and marketing strategies, it has a significantly better chance of survival in a radically changing food retail and consumer environment.

"The food sector is crucial to Northern Ireland's prosperity. It is our largest indigenous industry, our biggest manufacturer, our largest single employer and our most important exporter. We are delighted to support local food producers in making more informed business decisions through this project."

Website: www.qub.ac.uk/schools/QueensManagementSchool/Research/CentreforIrishBusiness/

Contact: **Dr Geoff Smith, Senior Lecturer**
Email: g.simmons@qub.ac.uk

⁷⁶ Food Statistics Pocketbook 2015, Department for Environment, Food and Rural Affairs, www.gov.uk/government/uploads/system/uploads/attachment_data/file/526395/foodpocketbook-2015update-26may16.pdf Accessed July 2016

⁷⁷ www.beds.ac.uk/research-ref/intour/projects/sustainable

⁷⁸ www.climate-kic.org

⁷⁹ www.citiesonthegrow.org/index.html

4.5 Health

The application of management techniques and skills to medicine can provide insights and solutions to specific problems. Our survey found specific Health Management programmes within seven UK business schools, which had interdisciplinary links both within and outside their respective universities. For example, one of the core disciplines of Imperial College Business School's Management Department is 'Health Economics, Policy and Management' which explores health system regulation, payment and incentivisation, focuses on innovation and organisational change across the healthcare supply chain and economic and social determinants of health and quality of life.⁸⁰

University of Liverpool Management School's Health Economics Group (LHEG) has developed a systematic approach to evaluating the safety, clinical and cost effectiveness of drugs and medical interventions - Health Technology Assessment (HTA). LHEG provide advice to the Liverpool Clinical Trials Unit (CTU), the largest CTU in the North West.⁸¹ Portsmouth Business School worked with a consortia of NHS trusts, city councils, and voluntary providers across the south coast to design a Masters programme for leaders in health and wellbeing services.⁸² Hull University Business School conducted a successful action research project - 'Reducing Infections By Enhancing Performance in a UK NHS Trust'.⁸³

The case study below, from Alliance Manchester Business School, provides a view of one approach to the application of management techniques to a health issue.

Alliance Manchester Business School: Mobilising knowledge to improve vascular health in the population of Greater Manchester

Alliance Manchester Business School's Health Services Research Centre (HSRC) is a leading research centre in the study of health services organisation, management and leadership, research implementation and policy. The centre fosters inter-disciplinary research across the whole of the University of Manchester, building on the school's national and international links. The centre, part funded from the Lord Alliance Family Foundation, is a flagship initiative that builds upon the school's great scale, depth and talent in the health research arena.

Two of the centre's professors, Professors Gill Harvey and Ruth Boaden, with colleagues from the University of Manchester, carried out a five-year £20m collaborative project funded by the Department of Health, NHS providers and commissioners, industry, and the third sector.

Their work has enabled gaps between evidence and practice in healthcare to be addressed, thereby improving the health of targeted patients in Greater Manchester.

Specifically, work within the Collaboration for Leadership in Applied Health Research and Care (CLAHRC) for Greater Manchester has enabled improvements in the identification and management of two vascular related conditions: Impaired Glucose Tolerance (IGT) and Chronic Kidney Disease (CKD).

Impaired Glucose Tolerance (IGT) – preventing type 2 diabetes in Salford

The prevalence of diabetes in England among adults is predicted to rise to 8.5% by 2020 and 9.5% by 2030. Research shows that without any lifestyle or medical intervention, about 50% of people with IGT will develop type 2 diabetes within five to ten years.

Working with Salford Diabetes Care's existing care call service the team developed and implemented a

telephone-based lifestyle intervention, delivered by trained health advisors, for patients diagnosed with IGT. Patients were provided with a six-month programme of proactive educational support and the pilot project directly led to the improved health of targeted patients.

Identifying people with undiagnosed Chronic Kidney Disease (CKD) in Greater Manchester

The NIHR Collaboration for Leadership in Applied Health Research and Care (CLAHRC) Greater Manchester improving chronic kidney disease (CKD) care project supported GP practices to improve their identification and management of people with early stage CKD. It was identified that there were fewer people in Greater Manchester diagnosed with CKD than the expected prevalence suggested there would be, meaning that people who have CKD may not have been getting the best care and treatment.

As a result of the initial pilot projects in Greater Manchester, 1863 new CKD patients have been identified and the success of the programme has led to the implementation of the programme in other areas of the UK.

Website: www.research.mbs.ac.uk/hsrc/
www.mbs.ac.uk/research/research-impact/impacts/preventing-type-2-diabetes-in-salford.aspx
www.mbs.ac.uk/research/research-impact/impacts/identifying-undiagnosed-people-chronic-kidney-disease.aspx
 Contact: hsrc@manchester.ac.uk

⁸⁰ www.imperial.ac.uk/business-school/research/health-management/research/

⁸¹ www.liverpool.ac.uk/management/research/impact/health-technology/

⁸² www.port.ac.uk/portsmouth-business-school/courses-and-accreditations/talent-development/

⁸³ www2.hull.ac.uk/hubs/research/research-impact/case-studies/full-reducing-infections.aspx

4.6 Sustainability and Energy



With sustainability and energy continuing to be crucial issues, business schools can support businesses and the public sector to embed environmental sustainability into products and services and to examine and reduce energy usage and waste. For example, Cardiff Business School and University of South Wales Business School contributed to the highly successful Advanced Sustainable Manufacturing Technologies (ASTUTE) consortium, a £27m, five year interdisciplinary programme comprising all eight Welsh Universities and funded by the European Regional Development Fund via the Welsh Government. ASTUTE was tasked with supporting the sustainable development of small and medium-sized manufacturing firms across the economically underperforming regions of West Wales and the Welsh Valleys through a series of applied collaborative R&D projects aimed at improving business processes and introducing new technologies. The programme was directly credited with supporting the creation of 158 jobs, 11 new enterprises and encouraging internal investment of over £6.6m, with the overall economic benefits of the operation to the regional economy being estimated by independent evaluators at well over £200m.⁸⁴

Interdisciplinary work between management academics and scientists can offer new insights. Work on Low Carbon Supply Chains at Sheffield University Management School involves both their Logistics and Supply Chain Management (LSCM) Research Centre⁸⁵ and the Centre for Energy, Environment and Sustainability (CEES)⁸⁶ which draws members from across the university. Essex Business School is the UK's first zero carbon business school building⁸⁷ and they have supported businesses to develop and market low carbon products and services.⁸⁸ Sustainability research at Kent Business School is based around "work in natural resource management, distribution network resilience, sustainable performance measurement, diversity management, CSR and social partnerships."⁸⁹ At Lancaster University Management School, the "Pentland Centre", which opened in 2015 examines sustainability, ethical trade and how business can be a force for good in a constantly changing environment.⁹⁰

'Clear about Carbon' run by University of Exeter Business School provides a good example of a comprehensive and successful programme which is described in the following case study.

⁸⁴ www.astutewales.com

⁸⁵ www.sheffield.ac.uk/lscm

⁸⁶ www.sheffield.ac.uk/cees

⁸⁷ www.essex.ac.uk/ebs/about/facilities/

⁸⁸ www.essex.ac.uk/ebs/research/management/default.aspx

⁸⁹ www.kent.ac.uk/kbs/research/sustainability.html

⁹⁰ www.lancaster.ac.uk/pentland/

Clear about Carbon (2009 and 2013) - University of Exeter Business School



“Clear about Carbon” is a European Social Fund-Convergence funded project & partnership, with the aim of developing and instilling low carbon literacy and management skills into public and private sector procurement and supply chains. Project partners included the University of Exeter Business School, Cornwall Council, Duchy College and Eden Project. The business school's role was to work with Cornish public and private senior management teams to research their developing leadership and supply chain management skills in support of low carbon economic development in Cornwall. The business school researchers (Professor Annie Pye, Professor Mickey Howard, Dr Beverley Hawkins and Dr Fernando Correia) worked with these organisations in two principal ways:

1. Action Learning Sets (ALSs) aimed at developing leadership skills to help managers improve their organisation's carbon footprint. They enabled solution-focused peer discussion, creating the additional benefit in helping senior leaders to bring about change and improvement in their practice, leading to lower carbon organisational consumption and production. This also provided valuable data on how managers learn to bring about change for low carbon procurement.
2. Lean Mapping Workshops demonstrated to organisations the value of improving order fulfilment processes through waste elimination. By systematically recording all internal and external process-based activity the workshops highlighted areas of wasteful activity that were then resolved, but the technique of recording all information and material flows as well as staff involved in the process could then be converted to a total value reflecting actual effort. This enabled a more holistic view of end-to-end supply chain activities, revealing 'carbon hotspots' and other major areas of concern, which may inform ALS discussions.

Project outcomes:

Cornwall College

- Development of sustainability/carbon management policies and purchasing practices
- Cost savings overall of £260,500 in energy, equipment and materials costs

Devon and Cornwall Police

- Embedding of low carbon/energy efficiency criteria in estates tendering and catering contracts and development of Sustainability Recognition schemes
- Actual and predicted cost savings of £1.65m over 5 years
- Winner of 2012 'Most Sustainable Public Sector Organisation in Emergency Services' award

NHS Peninsula Purchasing and Supply Alliance

- Development of a Benefits Tracker Tool and new purchasing principles. Learning outcomes informed national programmes, run in conjunction with the Department of Health.
- Annual cost savings of £750,000.

Project Awards for Clear about Carbon:

2011: ESF Sustainable Development Specialist Project Leader Award; 2012: Cornwall Works WISE Award for Innovation; 2013: Top Prize for Mainstreaming at the ESF Innovation, Transnationality and Mainstreaming Awards



Website: www.edenproject.com/eden-story/our-ethos/clear-about-carbon

Contact: **Dr Beverley Hawkins, Senior Lecturer in Leadership & Organisation Studies University of Exeter**
B.C.Hawkins@exeter.ac.uk

4.7 Interdisciplinary Work

Several of the projects included in this report have involved interdisciplinary and collaborative research. This kind of work not only offers the benefits of new skills, techniques and perspectives to the people from each discipline involved, but it often better reflects how industry deals with research and development, working across disciplines to develop new products and services. Interdisciplinary research has been associated with having great potential to contribute to research breakthroughs, address societal problems, and foster innovation.⁹¹ The Research Councils Impact Report for 2014 states that “Novel, multidisciplinary approaches are needed to solve the big economic and societal challenges over the next 10 to 20 years” and they “...support a culture of interdisciplinary and multidisciplinary research through all funding routes.”⁹² It is interesting that 87% of the impact case studies of the Research Excellence Framework (REF) came from interdisciplinary research⁹³ implying a strong relationship between interdisciplinary research and research impact. The Economic and Social Research Council Annual Report for 2014-15 includes the following statement on interdisciplinary research:

“We have also driven forward our commitment to interdisciplinary research by extending our collaboration with other Research Councils. This has helped us address what are increasingly complex societal challenges which lie well beyond the reach of a single discipline or method.”⁹⁴

The ESRC funded EREBUS initiative not only involves multiple collaborators and work in three distinct disciplines, it was set up as a Capacity Building Cluster with the aim of supporting regional SMEs. EREBUS is described in the next case study.

EREBUS (Engaging REsearch for BUSiness Transformation) Capacity Building Cluster -Business Schools at Aston University, Warwick University and University of Birmingham.

Led by Aston, with a focus on knowledge transfer within SMEs, and between SMEs and universities, the rationale is that ‘businesses need to undertake evidence-based business transformation to remain competitive, while business research methodologies need to emphasise knowledge co-production and maximise business impact’. EREBUS created relationships between SMEs and universities characterised by a high level of mutual benefit and concentrated on the themes of Energy, Health Technologies and Finance.

Between 2008 - 2013, 43 projects were initiated with direct impacts on 33 organisations - 14 SMEs and 19 SME facing organisations such as Birmingham City Council, Warwick Science Park and Sandwell Primary Care Trust; 18 CASE PhD studentship awards comprising research project collaboration with SMEs or SME-facing organisations; 6 Knowledge Transfer Partnerships (KTPs) and 10 placements of PhD academic researchers with business or public sector organisations. The remaining 9 projects were “vouchers” for an academic member of staff to work on an issue for the participating organisation. In addition to £643,000 of ESRC funding, EREBUS attracted over £0.5m in matched cash funding and £0.75m in contributions in-kind from industry partners.

Examples of particular project successes included the following:

In **Health Technologies**, a KTP with Kimal plc - “Developing an in-home care business to provide home based alternatives to in-hospital services such as renal haemodialysis”. This demonstrated how NHS data can be collected and used as a tool to influence evidence based decision making in NHS Trusts and win new business for Kimal. It influenced thinking on adult renal dialysis, which

was recognised with the Medilink Innovation Award 2011.

In **Finance**, a blended placement and voucher project with Aston Reinvestment Trust, a social enterprise, extended the limited knowledge on relational lending models by implementing a revised application process, and testing the resultant lending outcomes (loan performance and social impacts), paying attention to the experience of the borrowers as well as that of Aston Reinvestment Trust. The project improved the Trust’s capability and helped raise its profile with its constituency of SME organisations.

In **Energy**, a CASE PhD studentship award with Birmingham City Council explored adaptation of public sector procurement practices to bring new innovative products and services to market contributing to strategic outcomes (e.g. reducing CO2 emissions and supporting innovation). It led to an implementation framework for public procurement of innovation tested against case study data, attracting the interest of Climate-KIC (Knowledge and Innovation Community), Europe’s largest public-private innovation partnership on climate change, for a scoping project on the potential for European City Authorities to use public procurement to stimulate innovation in climate change mitigation and adaptation markets. The work was central in securing funding for Birmingham City Council to manage a European Public Procurement of Innovation Network for two years.

Website: www.aston.ac.uk/aston-business-school/research/working-with-business/erebus/projects/

Contact: **Professor Ben Clegg, Associate Dean**
b.t.clegg@aston.ac.uk

The Brighton Fuse project is a collaboration between the Centre for Research in Innovation Management (CENTRIM) at Brighton Business School, Science Policy Research Unit (SPRU) at the University of Sussex, the Faculty of Arts at University of Brighton, and the local digital business association - Wired Sussex. The project covered the development of a creative, digital, and IT cluster in Brighton and aimed to release the potential when creative, digital, and IT sectors 'fuse' in business.

Creative-Digital-IT: Superfusing South to North

What do you get when an Artist, a Programme and an Entrepreneur walk into a bar? Three recurring meetup groups, probably, that is unless there is a reason for these different people to work together. The Brighton Fuse research project showed hard evidence that when these disciplines 'fuse' in projects and in businesses there is great potential for innovation and economic growth.

The AHRC-funded project was a collaboration itself between the **Centre for Research in Innovation Management (CENTRIM) at Brighton Business School**, SPRU at the University of Sussex, the Faculty of Arts at University of Brighton, as well as the local digital business association, Wired Sussex. The National Council for Universities and Business ensured channels to national debates. Through a survey of over 500 businesses and 77 qualitative interviews the team showed that the Creative-Digital-IT cluster in the city of Brighton and Hove was contributing hugely to the local economy with £310m in revenues from the 32% sample. 99% of firms had produced at least one form of innovation, but the most intriguing result was that those firms that were highly reliant on interdisciplinary fusion were growing three times faster than those that were specialised. These 'superfused' firms integrated technology with visual and writing skills from the arts for content, all co-ordinated by entrepreneurial management. There were a number of impacts from the Brighton Fuse:

- Wired Sussex and the University of Brighton ran a residential startups programme, FuseBox24, which bridged Art School approaches with business development and coaching. Similar programmes have been repeated in a specially designed Fuse Box space where Wired Sussex is based.
- The £170m City Deal for Brighton and Hove was shaped using the research evidence on barriers to growth such as office space and infrastructure. The research raised awareness of the scale and intensity of the CDIT cluster leading to the Local Economic Partnership winning a bid to host one of the three regional Digital Catapult centres, leading to consolidating activity connecting the small firms with larger partners like American Express and Gatwick Airport.
- The research team were able to inform the Standard Industrial Classification codes consultation from the Department for Culture, Media and Sport by providing evidence of how integrated technology and creativity had become. This supported the government's subsequent decision to adopt IT-related sectors into the creative industries classification from 2015.

Follow-up projects funded by AHRC included a project on CDIT freelancers, showing their prosperity and growing role in the cluster and the wider economy, as well as a follow-up survey to show how the cluster firms fared over time. Importantly the research agenda shifted to broader horizons with the funding of a Creative Fuse North East project this year, following similar methods and involving Newcastle University Business School and all the region's universities. The challenge here will be to understand the differences between the South East and the North East, the degree of importance of proximity to London in the digital age, and how cluster dynamics work over a region, rather than a single city. The fusion agenda promises to leave a vibrant legacy across the regions, with business schools playing a key role in this interdisciplinary mix.



Website: www.brightonfuse.com

Contact: **Professor Jonathan Sapsed, Chair of Entrepreneurship and Innovation, Newcastle University Business School (formerly Principal Investigator of the Brighton Fuse projects)**

⁹¹ HEFCE (2015) A Review of the UK's Interdisciplinary Research using a Citation-based Approach, Report to the UK HE funding bodies and MRC by Elsevier, Accessed July 2016 www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Review,of,the,UKs,interdisciplinary,research/2015_interdisc.pdf

⁹² The Research Councils Impact Report (2014) page 4 www.rcuk.ac.uk/documents/publications/2014impactreport-pdf/ Accessed July 2016

⁹³ Ian Keyte, (2016) 5 key building blocks of the UK research system, The Royal Society, April 2016 www.blogs.royalsociety.org/in-verba/2016/04/26/5-key-building-blocks-of-the-uk-research-system/ quoting Philippa Saunders Accessed July 2016

⁹⁴ ESRC Annual Report and Accounts 2014-15 www.gov.uk/government/uploads/system/uploads/attachment_data/file/441131/esrc-annual-report-and-accounts-2014-to-2015-web-version.pdf Accessed July 2016

CHAPTER 5

Nurturing Talent

In the academic year 2014-15 there were 326,945 undergraduate and postgraduate students in Business and Administrative Studies at UK universities.⁹⁵ As well as an endorsement of UK business schools this is a formidable resource for UK businesses and the public sector if access is handled well. The Scale-up report states that:

*"For leaders of scale-ups, the number one problem that prevents them from being able to accept customer orders is access to talent, namely a skilled supply of people who they can hire."*⁹⁶

There are a number of ways in which this student resource can be utilised to the benefit of both students, in terms of work experience, exposure to real-life business problems and jobs; and to businesses, as extra resource, access to new ideas and innovations and as a conduit with the academic community. This chapter explores the main routes through which this is being achieved.

5.1 Student Placements, Projects and Internships

Over half of Chartered ABS member business schools offer their students work placements, longer internships or projects with businesses. Such placements not only offer expertise to the businesses involved but provide real world experience for the students developing their skills.

For example, Lincoln Business School offer their Professional Practice Year to undergraduate students from the UK or EU. This involves a work placement between their second and final year of study and it is a year-long, full-time position in a role relevant to their studies which is supported by a placement tutor.⁹⁷ Keele Management School runs the Postgraduate Student Consultancy Programme which provides an opportunity for many types of organisation to benefit from the knowledge and enthusiasm of bright, highly motivated postgraduate students who are also under the supervision of a senior Keele academic. Student consultants complete 'real projects' within a realistic timescale and at little cost.⁹⁸ The Newcastle Business School Business Clinic offers a free service mainly to SMEs in which projects are undertaken by teams of undergraduate or postgraduate students supervised by a member of the academic staff.



"Business schools are well positioned as the agents of innovation and growth, and a key source of talent for employers. The new Apprenticeship Levy, alongside the development of degree apprenticeships, will provide a welcome stimulus for employers to invest in new development routes for their employees through their local business schools and working with professional bodies."

Petra Wilton, Director of Strategy and External Affairs, Chartered Management Institute

⁹⁵ Figures from the HESA HEIDI database. www.heidi.hesa.ac.uk, Accessed July 2016, Measured as full time equivalents (FTE), Business and Administrative Studies is the HESA subject classification.

⁹⁶ Coutu, S. (2014) The Scale-up Report on UK Economic Growth, An Independent Report to the Government, Information Economy Council, www.scaleupreport.org/scaleup-report.pdf page 11

⁹⁷ www.lincoln.ac.uk/home/lbs/workplacements/professionalpracticeyear

⁹⁸ www.keele.ac.uk/kms/businessandenterprise/studentconsultancyprogramme



Newcastle Business School students spread life-saving message in Cumbria

Students from Northumbria University's Newcastle Business School, worked with the North West Ambulance Service in Cumbria to increase public awareness of life-saving defibrillators.

Camilla Shirley, Laura Botham, Bentley West and Danielle Brook are students at Northumbria University and part of Pioneer Consultancy, one of the teams in Newcastle Business School's innovative Business Clinic. As part of their final year studies they took part in a Business Clinic and were called in to develop a marketing strategy to support the North West Ambulance Service's Cardiac Smart campaign – aimed at reducing mortality associated with out of hospital cardiac arrest.

The brief included raising awareness of automatic external defibrillators (AEDs), educating on usage, where they are located and advising communities how they can buy them.

Camilla, one of the students from Newcastle Business School said: "Working with an organisation as forward-thinking and pro-active as North West Ambulance Service has been a superb learning experience for us, and really enjoyable."

Lauren Watson, from North West Ambulance Service, said: "We are already running a number of initiatives in this area, but this excellent work by Newcastle Business School students has laid the ground work to both support these and take things to a new level. Given its rural landscape and relatively isolated communities we have some unique challenges here in Cumbria. Pioneer Consultancy has understood this perfectly and we will be studying their recommendations in detail."



The Business Clinic is an education scheme whereby a group of business students participate in a 'consultancy firm' to provide advice for clients, as an alternative to a traditional dissertation. The service is offered for all types of businesses including SMEs, multi-nationals and charities. Students are encouraged to get to the root of the problem, deliver results and provide a detailed report and presentation of their recommendations.

Website: www.northumbria.ac.uk/news

Contact: **Rik Kendall, Media and Communications Manager**; rik.kendall@northumbria.ac.uk

5.2 Engaging Students

To effectively engage students with regional business they must first be engaged with their course and business school. Achieving this produces students who actively participate and take away a personal understanding of their learning and experiences in work placements, projects, internships and entrepreneurial endeavors. Well rounded students make better contributions to these activities and ultimately better employees and entrepreneurs. The approach of Nottingham Business School (NBS) at Nottingham Trent University to producing an engaging student experience is outlined.

Personalisation: Adding Value to each student according to their individual needs.

In an increasingly crowded and competitive world of business education, **Nottingham Business School** (NBS) at Nottingham Trent University has differentiated itself from the market with the development of a framework which gives each of its 3,500 undergraduates a truly personalised experience and produces work-ready graduates.

An in-depth study carried out by NBS between 2008-2012 revealed that students felt 'mass-processed', with programmes treating them as one group rather than individuals. NBS identified such 'group treatment' as a primary cause of disengagement among its students, leading to slower progression through the programme and lower likelihood of degree attainment among certain groups. To tackle the issue, NBS designed a system that would create opportunities across four axes of learning—*Knowledge, Experiential Learning, Learning Styles and Career Development* - while also achieving three primary objectives: to embed personalisation into the fabric of its programme; to co-develop students' journeys with their active participation; and, most important, to put the student and their aspirations at the centre of the learning process.

The 2015-16 academic year saw the full roll out of personalisation to all undergraduate students at NBS. A comprehensive set of experiential learning opportunities and support systems have been put in place for students as a compulsory element of their studies. Students are allocated individual tutors, receive personalised business mentoring from NBS Alumni Fellows, receive tailored career and skills development, and benefit from a range of adaptive learning tools.

NBS has been at the forefront of integrating an Experiential Learning Cycle to ensure that opportunities are provided for the application of learning in the real-world both

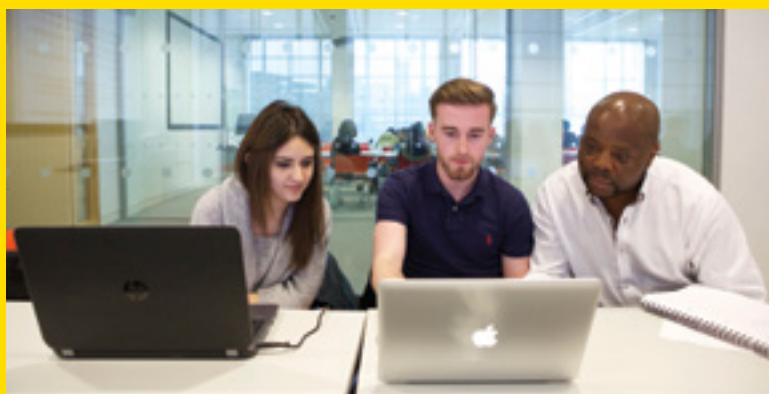
systematically and comprehensively throughout the curriculum. Students learn the theory, practice the theory, and experience and observe the theory in real-world applications; then they reflect on what they have learned. This ensures that students personally experience and observe the world as it is and not just simplified and 'sanitised' versions they encounter in case studies and the class room.

Every year more than 1,500 NBS students make a significant contribution to local, national and global businesses through work placements, internships, community projects, industrial consultancy and entrepreneurial activity that is personalised to their career aspirations. The progress and engagement of students is tracked via an award winning analytics (student dashboard) programme. This data is combined with a set of diagnostics to measure students' strengths and weaknesses in several learning dimensions. Students work with their mentors to develop plans, look at the data, and identify points where they are not taking full advantage of the opportunities available.

A systematic survey showed that students prized the positive impact of personalisation, while the end of the year results also showed significant improvements in attainment at the higher end of first year students and across second and final year students. NBS has also seen a steep rise in applications for its second year routes of international exchange, paid internships, entrepreneurship and community based projects. In 2016-17 NBS will fully roll out personalisation for all its 1000+ postgraduate and Executive Education students and further deepen its application for undergraduates.

Website: www4.ntu.ac.uk/nbs

Contact: **Professor Baback Yazdani, Dean**
baback.yazdani@ntu.ac.uk



5.3 Knowledge Transfer Partnerships (KTP)

The Knowledge Transfer Partnership (KTP) is a flagship productivity and innovation programme supported by UK Government, which generates high levels of satisfaction amongst businesses, academics and associates.

The impacts on business performance are significant. As one company in the CBI's publication Best of Both Worlds Guide to Business-University Collaboration states "The results of the investigations undertaken in partnership with the University, have been instrumental in advancing thinking on improving the performance of the company's products. We perceive great value in the opportunity to work closely with the experts because it encourages us to think even more widely and perceive further possibilities of advancement. We are great supporters of KTPs."⁹⁹

Each partnership is an important mechanism that helps academics engage with business and a key vehicle to develop their understanding of industry.

KTPs support businesses through the use of graduates who are employed on a project within the company, but with the added bonus, they receive supervision from university and business school academics.

The scheme is unique for two reasons. First, as it uses graduates as intermediaries, as well as employees, to transmit knowledge. Secondly, the programme has achieved continuing government funding for over forty years from its origins as the Teaching Company Scheme (TCS) in 1975.

KTP case studies involving business school local engagement are listed in Appendix B.

5.4 Student Entrepreneurship

Student entrepreneurship offers many benefits. For the students themselves it can provide employment, but also valuable skills and experience which they can either continue to utilise within their business, carry with them to a new employer or even use to develop other start-up companies. For regions, some of these new companies will grow to provide employment for others and a contribution to the economy. The increase in social entrepreneurship provides the same benefits to student entrepreneurs in terms of their employability and prospects, but also offers societal benefits.¹⁰⁰

Student entrepreneurship is growing. Results of the Higher Education Business and Community Interaction (HE-BCI) Survey¹⁰¹ for 2014-15 show that there were 10,956 active graduate companies, with 4,474 companies having survived for at least three years.¹⁰² In contrast the 2002-3 HE-BCI survey shows only 732 active graduate companies and 323 companies which survived at least three years.¹⁰³ This is a steep increase of 1,397% in just over a ten-year period. We also know that in 2014 self-employment accounted for 4.8% of all first degree graduates who were in employment 6 months after graduation.¹⁰⁴

The importance of student entrepreneurship today has been recognised through a number of recent high profile reports. The first recommendation of the Self-Employment Review is that "there is a need for education to better prepare our young people for the role which self-employment might play in their future."¹⁰⁵ This was also identified in the 2014 'Enterprise for All' review which made recommendations including:

- Universities to have an elective enterprise module available to all students
- An active and supported enterprise society in every university
- A 'start-up programme' in all universities that have business schools holding Small Business Charter status
- An incentive and reward structure for enterprise activity at universities¹⁰⁶

Most universities now offer students entrepreneurship support of some kind, for example, student enterprise clubs, hot-desking facilities and mentoring, a change since 2010.¹⁰⁷

⁹⁹ www.news.cbi.org.uk/reports/best-of-both-worlds/best-of-both-worlds-pdf/

¹⁰⁰ HEFCE and UnLtd (2011) Unlocking the Potential of Social Entrepreneurship in Higher Education, www.unltd.org.uk/wp-content/uploads/2013/01/Unlocking-the-Potential-Hefce-UnLtd-Final-Report-June-11.pdf Accessed July 2016

¹⁰¹ The HE-BCI survey examines the exchange of knowledge between universities and the wider world, and informs the strategic direction of 'knowledge exchange' activity that funding bodies and higher education institutions (HEIs) in the UK undertake. www.hefce.ac.uk/kess/hebci/ Accessed July 2016

¹⁰² Higher Education Business and Community Interaction (HE-BCI) survey (2014-15) www.heidi.hesa.ac.uk/ViewReport.aspx, Accessed July 2016

¹⁰³ HEFCE (2005) Higher education business and community interaction survey 2002-03, January 2005/07, www.hefce.ac.uk Accessed May 2007

¹⁰⁴ Higher Education Careers Services Unit, (2014) What Do Graduates Do

¹⁰⁵ Julie Deane OBE (2016) Self-Employment Review - An independent report, Department for Business, Innovation and Skills, February 2016, www.gov.uk/government/uploads/system/uploads/attachment_data/file/529702/ind-16-2-self-employment-review.pdf

¹⁰⁶ Lord Young of Graffham (2014) Enterprise for all: The relevance of enterprise in education, Department for Business, Innovation and Skills, www.gov.uk/government/publications/enterprise-for-all-the-relevance-of-enterprise-in-education

¹⁰⁷ NESTA Blog (2015) Supporting student entrepreneurship www.nesta.org.uk/blog/supporting-student-entrepreneurship#sthash.ZuhZN0JT.dpuf,

The 2015 PACEC report commissioned by HEFCE which considered ways to provide evidence on the value of student enterprise estimated that the gross annual value (sales and turnover) of the student start-ups and spin-outs for the year 2013 was £2.7bn p.a. The return on investment for every £1 spent through the Higher Education Innovation Fund (HEIF) was £3.36 in business value (i.e. sales/turnover) due to all impacts of HEI attendance, and £1.14 for the impact of HEI business support. In addition, one fifth of start-ups surveyed had received knowledge exchange support from their universities, which they found to be generally effective with training in business management, innovation and financial management skills. Approximately two thirds of respondents "...said they were influenced to start up by the university contribution, including subject/courses studied and the KE/enterprise element."¹⁰⁸

Student entrepreneurship at the Hunter Centre for Entrepreneurship in Strathclyde Business School is formalised in the undergraduate degree programme, the BA Business Enterprise. The first cohort graduated in 2011 and each subsequent year has brought a larger cohort of students as well as new innovations into the teaching programme, including the launch of Business Clinics, delivered in partnership with Jobs & Business Glasgow, involving over 100 students and 25 companies each year. At postgraduate level the new Masters programme, the MSc in Entrepreneurship, Innovation and Technology has just been launched.¹⁰⁹

Student entrepreneurship at UK business schools is illustrated by a case study from the programme at Leeds University Business School.

Leeds University Business School: A passion for Student Enterprise



Enterprise is at the heart of the institutional vision at the University of Leeds and is one of the four pillars of our strategy, championed by the Vice-Chancellor and driven collaboratively by senior staff across the university. At LUBS, experienced enterprise educators and leading researchers at the Centre for Enterprise and Entrepreneurship Studies (CEES) act as enterprise champions across the whole university and lead nationally in key bodies such as Enterprise Educators UK (EEUK) and the Institute for Small Business and Entrepreneurship (ISBE). This passion for enterprise feeds into a range of opportunities for students.

The opportunities in the curriculum for enterprise education for "any student, from every school" are growing. In 2014/15 over 1,000 students undertook enterprise electives, half of which were from outside the business school. LUBS launched the popular MSc Enterprise, 'with Enterprise' recruiting undergraduate programmes and fully-funded 'Year in Enterprise'

placements. Extra-curricular student support has inspired the 135 member NACUE-supported Enterprise Society and the ENACTUS team. 'Spark' Start-Up Services provide significant support for student entrepreneurship, last year witnessing a 40% increase in uptake of a programme of workshops, mentoring and advice services. This has created 33 businesses, 41 new jobs and 37 businesses filling the 'InTechnology Enterprise Incubator' and, with support from alumni, distributed over £200,000 to support internships and Enterprise Scholarships.

The cross-faculty 'Leeds Enterprise Educators Network' and 'Research in Enterprise and Entrepreneurship Studies' communities exist to enable staff, supported by 18 external Enterprise Ambassadors, acting as "entrepreneurs in residence" that bring critical insight from the business community to learning, teaching and business start-up support programmes. These capabilities in providing enterprise education and start-up support to all has been nationally recognised with the 'Duke of York Award for University Entrepreneurship' at the Lloyds Bank National Business Awards and the Times Higher Education 'Entrepreneurial University of the Year' award. Staff have been recognised with a prestigious National Teaching Fellowship and the Head of the University's student start-up service, SPARK, was named as the Higher Education Enterprise Champion at the National Enterprise Educator Awards.

Website: www.lec.leeds.ac.uk

Contact: **Dr Sarah Underwood, Director of the Centre for Enterprise and Entrepreneurship Studies**
s.underwood@leeds.ac.uk

¹⁰⁸ PACEC (2015) Research to Assess the Nature and Annual Value of Student Start-Ups, Undertaken on behalf of HEFCE, page 2
www.hefce.ac.uk/media/HEFCE/2014/Content/Pubs/Independentresearch/2015/Student,Start-Ups/2015_student_start-ups.pdf

¹⁰⁹ www.strath.ac.uk/business/huntercentreforentrepreneurship

5.5 The Chartered Manager Degree Apprenticeship (CMDA)

The Chartered Manager Degree Apprenticeship (CMDA) is a new degree-level apprenticeship in management developed by a group of 40 employers, business schools and universities, headed by Serco, which has been approved by the Department for Business, Innovation and Skills. Business schools have played a key role in both shaping the CMDA programme and driving forward its implementation within their universities and to the benefit of local employers.

The CMDA offers a degree, on-the-job experience and a professional status with the Chartered Management Institute (CMI). The programme aims to improve management skills in UK companies. Research from CMI shows that 71% of organisations in the UK fail to effectively train first-time managers.¹¹⁰ The apprenticeship levy will make this an even more attractive option for employers.

The apprenticeship usually lasts for four years, but this depends on the previous experience of the apprentice. It is delivered mainly in the workplace through work-based projects but also includes study time within a business school. A CMDA apprentice earns a full time salary throughout the course of their training and studies.¹¹¹

CMDA programmes are currently promoted at the following Institutions.

- Aston Business School¹¹²
- BPP University Business School¹¹³
- Bristol Business School, Department of Business and Management¹¹⁴
- University of Chester Business School¹¹⁵
- The Claude Littner Business School, University of West London¹¹⁶
- De Montfort University, Leicester Business School¹¹⁷
- University of Hertfordshire Business School¹¹⁸
- Hull University Business School¹¹⁹
- Lord Ashcroft International Business School¹²⁰
- Manchester Metropolitan University Business School¹²¹
- Nottingham Business School¹²²
- Portsmouth Business School¹²³
- Sheffield Business School Sheffield Hallam¹²⁴
- Southampton Solent Business School¹²⁵
- Staffordshire University¹²⁶
- Worcester Business School¹²⁷
- Brighton Business School (expected January 2017)¹²⁸

Short case studies to illustrate the ways in which business schools are implementing the CMDA are provided below for Sheffield Business School-Sheffield Hallam, Manchester Metropolitan University Business School and University of Chester Business School

Sheffield Hallam University

Sheffield Hallam University currently delivers the **CMDA** with apprentices from Nestlé and has designed a specific degree programme that meets the needs of the organisation, delivers the CMDA standards and is mapped to the CMI Level 5 diploma so that learners can achieve Chartered Manager status (CMgr) through the exempt route. The learners, who join the programme directly from school or college, undertake rotations in different functions in the workplace in their first 2 years then select one of these functions to specialise in for their 3rd year. At the same time, they are undertaking a part time degree, BA (Hons) in Professional Business Practice at Sheffield Hallam University which consists of a series of learning modules some of which are aligned to the work of four business rotations in HR, supply chain, sales and marketing. The work based learning course aims to develop a wide range of business and management skills, is assessed using a variety of work related assignments and develops the learners as reflective practitioners. The programme is delivered in four days blocks at the university with approximately six modules per year over a three year period. During this period of time the learners are developing their portfolio of evidence against the CMDA standards drawing this from their work based assignments, in-house development activities and their work experience. Following successful completion of the degree and achievement of Chartered Manager status, the learners progress to the endpoint assessment where their portfolio is assessed and they are interviewed. It is anticipated that this will be approximately nine months after completion of the degree.

Sheffield Hallam University is also developing an open access version of the programme which will be delivered over 3.5 years and will have less classroom contact time and is working with a number of other employers to identify modes of delivery to meet their specific needs including greater use of online and blended learning approaches.

Website: www.shu.ac.uk/study-here/higher-and-degree-apprenticeships/business-and-management www.nestlecareers.co.uk/academy/content/school-leavers/index.html
Contact: nestle-academy@cappeu.com

¹¹⁰ www.managers.org.uk/insights/news/2015/november/all-you-need-to-know-about-the-new-chartered-manager-degree-apprenticeship

¹¹¹ www.managers.org.uk/about-us/media-centre/cmi-press-releases/new-degree-apprenticeship-in-professional-management-given-green-light-by-the-uk-government

¹¹² www.aston.ac.uk/aston-business-school/programmes/chartered-manager-degree-apprenticeship

¹¹³ www.bpp.com/bpp-university/degree-apprenticeships

¹¹⁴ www1.uwe.ac.uk/business/degreeapprenticeships/cmda.aspx

¹¹⁵ www.chester.ac.uk/sites/files/chester/Apprentice_Leaflet_cmd_apprenticeship.pdf

¹¹⁶ www.uwl.ac.uk/academic-schools/business/chartered-manager-degree-apprenticeship

¹¹⁷ www.dmu.ac.uk/about-dmu/schools-and-departments/leicester-business-school/index.aspx

¹¹⁸ www.herts.ac.uk/_data/assets/pdf_file/0018/112941/University-of-Hertfordshire-Chartered-Manager-Degree-Apprenticeship.pdf

¹¹⁹ www2.hull.ac.uk/apprenticeships/cmda.aspx

¹²⁰ www.anglia.ac.uk/business-employers/professional-development-and-training/degrees-at-work/who-we-are-working-with/barclays

¹²¹ www2.mmu.ac.uk/apprenticeships/students/management/

¹²² [www.ntu.ac.uk/apps/pss/course_finder/181730-1/1/ba_\(hons\)_chartered_manager_degree_apprenticeship.aspx](http://www.ntu.ac.uk/apps/pss/course_finder/181730-1/1/ba_(hons)_chartered_manager_degree_apprenticeship.aspx)

¹²³ www.port.ac.uk/portsmouth-business-school/chartered-manager-degree-apprenticeship-cmda/

¹²⁴ www.shu.ac.uk/study-here/higher-and-degree-apprenticeships/business-and-management

¹²⁵ www.solent.ac.uk/courses/2016/professional/higher-and-degree-apprenticeships/the-chartered-manager-degree-apprenticeship.aspx

¹²⁶ www.blogs.staffs.ac.uk/business-services/access-professional-development/chartered-manager-degree-apprenticeship/

¹²⁷ www.worcester.ac.uk/discover/new-degree-apprenticeship-to-launch-at-worcester-business-school-lecture.html

¹²⁸ www.brighton.ac.uk/Business-and-Community-Partnerships/Training/Apprenticeships/Chartered-Manager-Degree-Apprenticeship.aspx

Manchester Metropolitan University Business School

From September 2016, **Manchester Metropolitan University Business School** will provide the Chartered Management Degree Apprenticeship across three faculties and two campuses. It will run as a core programme and with sector pathway options, in accordance with regional employer demand. On 4 July other universities were invited to MMU for an Apprenticeship knowledge exchange event, run in partnership with the Chartered ABS.

The CMDA is a new kind of degree course that cannot initially benefit from widespread exposure via UCAS. It therefore requires specific targeted recruitment of organisations and this does not typically fall into an existing centralised marketing function. MMU has invested in a dedicated Apprenticeship Unit to house expertise, support academic departments and co-ordinate Degree Apprenticeships across the university.

It is important to stay flexible when designing curriculum content. The CMDA has been designed to provide access to development opportunities for as wide a range of individuals and companies as possible. This includes individuals who are at the start of their career and who wish to become professional managers and achieve Chartered Manager status, as well as those who may already have developed practical experience but who wish to develop their theoretical understanding of management skills further.

We have set up a CMDA Advisory Board which advises the academic team on programme structure, content and modes of delivery. MMU offer day release and block release open programmes and a tailored version for closed cohorts, dependent upon business needs.



Effective leadership and cross-disciplinary academic and professional teamwork is vital. The CMDA programme will challenge multiple university systems; rooming, workload modelling, recruitment resourcing, materials development and contextually negotiated curriculum models. Yet the CMDA at MMU is re-energising the business school's commercial portfolio, placing the school at the heart of widening participation and demonstrating its regional relevance as 'The University for World Class Professionals.'

Website: www2.mmu.ac.uk/apprenticeships/students/management/

Contact: www2.mmu.ac.uk/apprenticeships/contact/

University of Chester Business School

The University of Chester Business School has an excellent track record in providing work-based learning programmes for organisations across the world through its highly acclaimed Centre for Work Related Studies in which this programme will operate. Whilst the Chartered Manager Degree curriculum is focused upon the core competencies identified within the Standard, each assessment can be individually negotiated to specifically put apprentices' learning into context, resulting in a comprehensive portfolio of evidence that may also be used by the organisation to enhance performance. The programme also incorporates a bespoke, individually tailored consultancy project at each level which apprentices would be able to negotiate and design in conjunction with their organisation to benefit a specific business area.

The first cohort will commence in September 2016 with subsequent open or closed cohorts available at any time of year according to business needs. There is already a free recruitment support service in place for employers. Applications will be assessed in partnership with employers using qualifications and/or relevant experience as the criteria, and accreditation is potentially available for previous experiential learning. There is no minimum UCAS points threshold. The programme delivery model is extremely flexible with compulsory workshop attendance just twelve days per year, supported by a blended learning approach and regular workplace visits. Uniquely in the UK, apprentices who complete the programme at Chester will not only gain a BA (Hons) Business Management and Leadership (with an addendum to the award title where specialisms exist), they will also be awarded the highly valued ILM Diploma at Level 4, 5 and 6 as well as the achievement of Chartered Manager status.

Website: www.chester.ac.uk/degree-apprenticeships/business
Contact: **Lisa Rowe, Senior Lecturer;** lisa.rowe@chester.ac.uk

CHAPTER 6

Leading Skills Development

The main activities of any university school or department are teaching and research. Skills development is an extension of this and therefore it is not unexpected to find that most business schools work with businesses to offer executive education and/or continuing professional development courses. These vary significantly at different business schools from the more standard training in finance, marketing and operations management to bespoke programmes developed with business and public sector clients and more novel teaching in which the subject matter or teaching methods are innovative. There is also the trend towards work based learning and apprenticeships described previously.

Another development in skills training is the **Principles of Responsible Management Education** (PRME). 51% of Chartered ABS members participate in the PRME and the Chartered Association of Business Schools is itself a signatory. The principles espouse the values of inclusivity, social responsibility and sustainability which are at the core of the mission to create social and economic value for students and future employers alike.

*"The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact's Ten Principles, and provide an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century."*¹²⁹

One signatory of PRME, Cardiff Business School and its specific focus on 'public value' promotes a public value led approach to executive education. A recent example is a Welsh Government funded workshop to assist Senior Executives from Welsh public sector organisations in developing their collaborative working expertise with a specific view to meeting the needs of Wales' ground-breaking Wellbeing of Future Generations Act (2015).¹³⁰ The Executive Education team have also been responsible for delivering the Women in Public Life¹³¹ development programme on behalf of the then Presiding Officer of the National Assembly for Wales, Dame Rosemary Butler and in partnership with Chwarae Teg, an equal opportunities charity.

Another signatory of PRME, University of Bradford School of Management's PG Certificate in Innovation, Enterprise and the Circular Economy¹³² is run in partnership with the Ellen MacArthur Foundation. The programme utilises an innovative approach, which integrates systems thinking and looks beyond the linear 'take, make, dispose' mode to one in which resources are kept in use for as long as possible, maximum value is extracted from them and then products and materials are recovered and regenerated at the end of each service life.

These programmes and initiatives reflect a growing trend in skills development from UK business schools towards social benefit and sustainability.



"For SMEs, the development of senior managers is both critical and incredibly difficult. The sheer acceleration of an individual's responsibility during the scale-up phase is like nothing a corporate employee is ever likely to experience. This requires a different approach to skills development, which UK's business schools are ideally placed to deliver."

Stuart Miller, CEO, ByBox and Chair, Small Business Charter

¹²⁹ www.unprme.org/about-prme/index.php

¹³⁰ www.thewaleswewant.co.uk/about/well-being-future-generations-wales-act-2015

¹³¹ www.wmad.org.uk/wipl

¹³² www.bradford.ac.uk/management/study-with-us/masters/pgcert-innovation-enterprise-circular-economy

6.1 Executive Education and Training

Our analysis found that 63% of Chartered ABS member business schools offer Executive Educational and 68% offer Continuing Professional Development (CPD) courses. The distinction was made between these two as CPD courses are usually rooted in professional training and include certification whereas Executive Educational courses are often attendance based. However, there is some cross-over between the two and 59% of Chartered ABS member business schools offer both Executive Educational and CPD courses.

These types of training courses are benefitting thousands of participants across the UK every year, and the number appears to be increasing dramatically. For example London Guildhall Faculty of Business and Law have trained 1500 in the last 5 years compared with 2500 in the last 10 years;¹³³ and Leeds University Business School trained 2335 in the last 5 years compared with 3439 in the last 10 years.¹³⁴

Teesside University Leading Growth Programme

Teesside University secured £542,130 ERDF funding to deliver the Leading Growth Programme between January 2014 and September 2015; the criteria of which was to support SMEs based in the North East region and which operate in ERDF-eligible sectors. The Programme provided leadership and development support and aimed to improve company performance and growth by increasing turnover, creating jobs, and generating wealth for the North East economy. 70% of the SMEs operated in three main sectors: professional, scientific & technical activities; information & communication; and manufacturing. These are also priority sectors for both Tees Valley Unlimited and the North East LEP where 92% of SMEs were small or micro enterprises. Impact data was gathered from 36 out of 60 of the participating SMEs upon completion.

Previous studies have identified poor management and leadership skills as constraints to business growth (IoES, 2006), with particular emphasis towards the following skills: decision-making, strategising and goal-setting; communicating with others; motivating others; delegating to others; winning business; control of quality and administration; and dealing with money.

Personal Impact

Evaluation evidence indicates that Leading Growth was effective in meeting the needs of SMEs. 23 of the 36 respondents (64%) felt the Programme had fully met, or exceeded, their needs and expectations. The extent to which delegates have been able to apply their improved leadership skills is extremely high: Thirty-five (97%) of the 36 respondents reported an improvement in them personally as managers/leaders within their company, leading to positive changes within the business.

Turnover impact

Although difficult for SMEs to attribute their growth in turnover directly to Leading Growth, nearly three quarters of the businesses (26 of 36) reported that their sales turnover was higher compared to the previous financial year. 29% of all businesses reported turnover to be 61% to 80% higher compared to baseline levels. Among the 26 businesses experiencing turnover growth, the total gross value of the extra turnover is approximately £4.1 million

(gross) since participating in Leading Growth. On average, across all businesses, 20% of the growth in turnover was attributed to the effects of the Programme.

Other impacts

The majority of respondents stated that since they had participated in Leading Growth they had expanded their business or diversified their offer (69%) e.g. by launching new products. For those businesses who had or expected to expand their offer, 32% felt it was influenced greatly or as a direct result of Leading Growth. Nearly half (44%) stated that they had undertaken 'other organisational restructuring'. Beneficiaries experienced a range of other tangible benefits, including improvements in management and leadership skills, enhanced business strategies, and improved staff morale.



References

Institute of Employment Studies, The Comparative Capability of UK Managers (2006)

Teesside University, Final Evaluation of The Leading Growth Programme (October 2015)

Website: www.tees.ac.uk/schools/tubs

Contact: **Suzanne Withrington, Principal Lecturer in Business Engagement and Enterprise**
s.withrington@tees.ac.uk

¹³³ www.londonmet.ac.uk/faculties/guildhall-faculty-of-business-and-law

¹³⁴ www.business.leeds.ac.uk

6.2 Bespoke and Innovative Programmes

A surprising and interesting finding from our analysis is that 50% of Chartered ABS member business schools offer tailored or bespoke programmes, which are developed with client companies or public sector organisations to meet their specific needs. Such courses allow participants to learn not only from cutting edge management theory, but also from the application of that theory in situations which are practical and relevant to their industries or organisations.

One example is Buckingham Business School's Centre for Automotive Management¹³⁵ which offers education and training tailored to the needs of the automotive industry. Portsmouth Business School¹³⁶ have run tailored courses including a specially adapted Masters programme to support 'lean' methodology for Hewlett Packard and a Masters programme for leaders in health and wellbeing services for the NHS in conjunction in partnership with a consortia of NHS trusts, city councils, and voluntary providers. The Centre for Innovation in Health Management¹³⁷ is a joint venture between Leeds University Business School and Faculty of Medicine and Health, offering bespoke leadership programmes with particular expertise in clinical leadership, multi-professional leadership and board-level development. The Executive Education team at Loughborough School of Business and Economics has recently won 'Best Training Initiative Award'¹³⁸ for a course aimed specifically at customer-owned financial services firms (i.e. building societies and credit unions) and developed in partnership with the Building Societies Association (BSA).

A case study describing the STV – University of Edinburgh Business School partnership provides more detail on this kind of bespoke training.

STV – University of Edinburgh Business School partnership



STV is a broadcaster, digital media and television production company that holds the licences for Channel 3 in Scotland; in the past two years it has also launched City TV channels in Edinburgh and Glasgow and will launch services in Aberdeen, Dundee and Ayr in early 2017. STV is a highly trusted brand and an anchor organisation in the Scottish media and creative industries sector, providing opportunities for local talent to thrive.

The successful corporate turnaround of STV became the subject of research by Professor Chris Carter, Professor of Strategy and Organisation from the business school. As STV achieved financial stability and pursued ambitious growth plans, a leadership development programme was introduced to support staff in delivering the next phase of growth.

In addition to the research elements, the collaboration has included the design and delivery of executive education for over 40 senior managers (three separate cohorts) in the business. A unique feature of the programme is the inclusion of STV senior executives in the teaching, along with business school faculty. This hybrid that brings together senior executive experience and cutting edge management theory is innovative and has produced a high quality educational experience and significant learning for both STV and the business school.

Follow-on modules have involved the cohorts in scenario planning activities, looking at issues relating to the future of the broadcast media sector. Indicative projects include an investigation into the future of free to air public service broadcasting, and a study of the importance of consumer data for media organisations.

The relationship has added value for both parties, activities include the pro-bono delivery of executive education for charities that are recipients of funding from the STV Children's Appeal; STV providing opportunities for student projects, and guest speakers at university events; most recently the business school has helped support a new mentoring programme within STV. Significantly, the business school-STV partnership has led to a re-imagining of corporate engagement, providing a template which is greater than the sum of its parts. The benefits to both partners are significant, positively impacting on the future of the Scottish media and creative industries sector.

Website: www.business-school.ed.ac.uk

Contact: **Jenny Britton, Head of Executive Development;** jenny.britton@ed.ac.uk

¹³⁵ www.buckingham.ac.uk/research/cam

¹³⁶ www.port.ac.uk/portsmouth-business-school/courses-and-accreditations/talent-development

¹³⁷ www.cihm.leeds.ac.uk

¹³⁸ www.lboro.ac.uk/departments/sbe/executive-education/news/2016/march/aea-2016-award.html

Whilst the bespoke programmes described above are innovative in their collaborative nature; there are also innovative courses that have been developed solely by business schools. The 'CLEAR IDEAS' innovation development model from Sheffield University Management School is a novel programme designed to give managers the skills to generate and implement ideas. The programme is described in the next case study.



Making a difference to management practice

The University of Sheffield has a history which is closely entwined with the City of Sheffield, and **Sheffield University Management School (SUMS)** is continuing this tradition. Today SUMS is actively engaged in the Sheffield City Region, and is committed to enhancing regional performance and growth. Colleagues from across the school are involved with a range of public, private and third sector organisations, providing research based insights and delivering training in a range of areas from business model innovation and employment regulation to SME exporting and organisational efficiency.



One prominent example of this is the 'CLEAR IDEAS' innovation development model, developed by Dr Kamal Birdi, which builds on extensive research to enhance leadership and innovation skills. CLEAR IDEAS is a two stage training model to help participants address real-life challenges by developing the skills of managers to both better generate (IDEAS steps – Illuminate, Detail, Erupt, Assess, Select) and implement (CLEAR steps – Commit, Lead, Engage, Align, Review) new ideas in the workplace.

The CLEAR IDEAS model has been used with many of the major public sector bodies in the Sheffield City Region, including seven Councils (Sheffield, Barnsley, Rotherham, Bolsover, North East Derbyshire, Doncaster and Chesterfield), NHS institutions, South Yorkshire Police, and South Yorkshire Fire and Rescue. One of the most notable outcomes led to savings of £1.7 million in the delivery of social care services in Sheffield, while the creative-thinking techniques have also helped South Yorkshire Fire and Rescue save money in fitting 19,000 smoke alarms.

It is the research-led insights of colleagues at SUMS and their commitment to promote socially-responsible working practices that underpins their engagement.

Website: www.shef.ac.uk/management

Contact: **Professor Tim Vorley, Professor of Entrepreneurship**; tim.vorley@sheffield.ac.uk

6.3 Work-Based Learning

“Work-Based Learning... the acquisition of knowledge, skills and competences through action-based or reflective learning in a vocational or occupational context”¹³⁹

If the full potential of work-based learning is realised through company and learner engagement, it could be a powerful vehicle for developing workplace skills and promoting productivity.¹⁴⁰ Work-based learning offers several advantages. For students, it is a chance to learn and gain a qualification whilst being employed and without accruing student loan debt. In addition, it provides practical experience and therefore arguably produces a more employable graduate. For employers, Work-based learning provides their staff with new skills making them more valuable to the company. Project work can also address issues of interest to the company, that can be explored by the student with academic supervision.

Nottingham Business School offers the BA (Hons) Business Management (In Company).¹⁴¹ This degree course includes the first year studying at the university followed by a two-year placement in a company. During this period, modules are delivered through study days. Teaching takes a problem-solving approach and most assessments are practically focused.



The Work-Based Learning (WBL) programme¹⁴² at Kingston Business School provides programmes on a work-based learning contract in areas such as:

- Business, Management, Professional and Consultancy Practice
- Organisational Learning & Development Practice
- Career and Talent Management
- Innovation & Entrepreneurship
- Leadership Practice
- Healthcare Management and Leadership
- Project Management Practice

A credit based programme of study is designed and a flexible ‘learning agreement’ framework allows tailoring of the programme around work. Assessment is on the basis of capability to put theory into informed practice.

Cardiff School of Management’s Foundation Degree in Applied Professional Practice¹⁴³ is a work-based degree with broad entry requirements and no examinations, designed to give employees the opportunity to realise their potential. The programme is modular and much of the learning process is completed within organisations. There are 10 modules split over two years and the final module in both year one and year two is a workplace project. The programme allows learners to develop research skills and to examine their own and their colleague’s workplace practices. Students are encouraged to examine their previous learning and present a claim for advanced standing via Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL). There is also an opportunity to ‘customise’ the award for employment sectors by specific modular learning outcomes allied to highly specialised content.

¹³⁹ www.net-wbl.eu

¹⁴⁰ www.oecd.org/edu/skills-beyond-school/work-based-learning-and-productivity.htm

¹⁴¹ www.ntu.ac.uk/study-and-courses/courses/find-your-course/business/ug/2017-18/business-management-2-year-in-company

¹⁴² www.business.kingston.ac.uk/business-services/services-individuals/work-based-learning

¹⁴³ www.cardiffmet.ac.uk/management/enterprise/workbasedlearning/Pages/Foundation-Degree-in-Applied-Professional-Practice.aspx

RECOMMENDATIONS

There is clearly much that business schools, as anchor institutions, are doing to develop and support their regional and local economies. This report was designed to highlight best practice, and to point to what more could be done to improve productivity, innovation, and growth to the benefit of regions and, as a consequence, the national economy. Business schools have experience, knowledge, expertise, and a longevity that makes them ideally suited to play the anchor role, but only if there is full engagement together with the other key participants.

Action is required by all stakeholders: business schools, local and regional stakeholders, government, UK Research & Innovation and the Chartered ABS as the representative body of the business schools.

Business schools should:

1. Work with key local and regional agencies, such as Local Enterprise Partnerships and Growth Hubs to support locally-appropriate policies and practices. By working with businesses and the community within their local and regional context they can target specific barriers to development, growth and productivity, and support a re-balancing of the economy. This will require collaboration with other specialist faculties and institutions, transforming invention into innovation, and linking STEM to commercial uses.
2. Improve the visibility of, and accessibility to, their programmes which support business growth and innovation. For those not familiar with the physical and cultural environment of a university, they can be confusing and intimidating places. Business schools must provide an easily accessible entry point, with an obvious 'front door'. This will enable business schools to be a regional hub and a go-to point for local businesses seeking support. This in many cases will require investment in relevant facilities. This goes beyond programme delivery and includes student employability and internships, and co-funded research.
3. Work closely with the government to help shape the landscape for regional development funding ahead of Britain's exit from the EU and the need to replace to replace ERDF and ESF funds.

Local and regional bodies should:

4. Recognise and build on the added-value to the region generated by universities and business schools as 'anchor institutions', by ensuring business schools are involved at all levels of local and regional activity. In particular LEPs, local Growth Hubs, local government, chambers of commerce, and the Federation of Small Businesses should provide opportunities for business schools to showcase what they can offer by highlighting specific activities on their websites and by inviting business school speakers and participants to the events they hold for local businesses.
5. Take advantage of the national and international reach of business school alumni and faculty by collaborating with business schools and universities in order to secure inward investment from national and international, private and public sources.

Government should:

6. Directly fund business school activities which promote local growth and productivity. Such funding should support regional differences, recognise the experience and expertise of local business schools and not try to define what a universal delivery model would look like.

7. Engage business schools as partners in discussing and deciding on schemes and targets for regional development.
8. Commit to maintaining funding for successful programmes under threat by Britain's impending exit from the EU. As a result of the EU referendum most of the existing European funding to support the local and regional development programmes described in this report may cease to exist. This must be replaced if these programmes are to continue and increased if further dissemination of best practice is to occur.

UK Research and Innovation should:

9. Work with business schools as a gateway into universities, linked to regional agencies, to support the productivity and innovation agendas. Under the new UKRI structure business schools can play a unique role translating opportunities from STEM investments into commercially viable propositions for UK businesses.
10. Ensure the Stern Review's recommendations to promote interdisciplinary research through the Research Excellence Framework exercise are realised and interdisciplinary work is rewarded. There is an opportunity for UKRI to play a more effective role in encouraging interdisciplinary research and promoting regional collaboration for growth. To ensure this direct research council funding should be made available.

Businesses should:

11. Take on interns, work placements or apprentices studying at business schools. These are excellent cost-effective ways for businesses to benefit from eager learners who can bring energy and new perspectives to the workplace. It is also a good way to develop a talent pipeline for your workforce and for your industry.
12. Partner with business schools on research projects that respond to and contribute to actual business needs and organisational development.

The Chartered ABS should:

13. Build upon the Small Business Charter to create a stronger learning network of business schools with a proven track record in supporting small business.
14. Create a library of success stories and examples of best practice and make it publicly available.
15. Further develop indicators and evidence of the direct and indirect contribution of business schools to their respective regions, to demonstrate the breadth, depth and diversity of that contribution.
16. Work with government and research councils to ensure that research funding from European sources is protected as part of the UK's exit from the EU or replaced from UK government sources.

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The Chartered ABS Taskforce

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Amerjit Basi	Formerly BIS	Linda Hanna	Scottish Enterprise
Neil Carberry	CBI	Anne Kiem	Chartered ABS
Sara Carter	Strathclyde Business School	Neil Lee	London School of Economics
Charlotte Chung	Federation of Small Businesses	Karen Leigh	UK Government, Cities and Local Growth Unit
Simon Collinson	Birmingham Business School	Marcus Mason	British Chambers of Commerce
Nigel Culkin	Hertfordshire Business School	Jon Powell	Enterprise Educators UK
Moira Decter	Lancaster University Management School	Stephen Roper	Warwick Business School
Alice Frost	HEFCE	Petra Wilton	Chartered Management Institute

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We are thankful for the contributions of the devolved governments and of course the provision of data and case studies from member institutions of the Chartered ABS. In total, in excess of 60 business schools have their work highlighted, and there are many more examples which demonstrate the widespread practice of working locally and regionally, and in many cases globally as well.

APPENDICES

Appendix A

Research Excellence Framework 2014: Impact Case Studies, by region

East Midlands

- University of Leicester - The user- centred management of innovation in two SMEs (Technological)
- Nottingham Trent University - Decent Homes: evaluation and information (Societal)

East of England

- Anglia Ruskin University - The internationalisation of SMEs in the Assistive Care Sector (Economic)

London

- King's College London - Metropolitan Police Absenteeism (Legal)
- University College London - Development and deployment of a Spatial Decision Support System (SDSS) for inward investors to London (Economic)
- University of East London (UEL) - Black Business Observatory: supporting enterprise development among British Africans in London (Societal)
- London Metropolitan University - Cultural and Creative Industry Clusters and City Growth (Political)
- London Metropolitan University - Accessibility & User Needs in Transport for Sustainable Urban Environments (AUNT-SUE) (Societal)

North East

- University of Sunderland - The use of Storytelling within the Police (Societal)
- University of Sunderland - Transforming Management Thinking Through Alternative Pedagogies (Societal)
- Newcastle University - Lean management for manufacturing SMEs: Improving practice, performance and infrastructure in the North Sea Region of Europe (Economic)
- Durham University - North East Economic Model (NEEM) (Economic)

North West

- University of Liverpool – LEAD (should be several universities here – suggest case study on LEAD overall) (Economic)
- University of Liverpool - Closing the North West's Prosperity Gap – Using the Liverpool Agility Methodology to Deliver a Productivity Improvement Strategy for Manufacturing SMEs (Small and Medium-Sized Enterprises) in the North West of England (Technological)
- Lancaster University - Improving the Performance of Technology Focused SMEs (Economic)
- Lancaster University - Stimulating Long-Term Growth in UK SMEs: the LEAD® Programme. (Economic)
- Manchester Metropolitan University - How Entrepreneurship Research at MMU Supports SMEs and Social Enterprises to Succeed (Societal)
- University of Manchester - Salford Process Reengineering Involving New Technology (Technological)

Northern Ireland

- University of Ulster - Case 2 - Enhancing SME Market Orientation within the Retail Supply Chain (Economic)

Scotland

- University of Strathclyde - Increasing inward investment in Scotland and enhancing union responses to offshoring and international labour standards (Societal)
- University of Strathclyde - Supporting the funding and delivery of union-led learning services that widen educational access and benefit learners, unions and employers (Societal)
- University of Stirling - Retailing, Retail Planning and Town Centres (Societal)
- The University of Edinburgh - Enhancing the role of the third sector in delivering public services in Scotland (Political)
- University of Strathclyde - Enhancing the Scottish Government's policy evaluation capacity (Political)
- University of Glasgow - Shaping Policy, Strategic Planning, and Investment in Transport at City, Regional and National Levels (Political)
- University of St Andrews - Capitalising on creativity in the film and screen industry (Economic)

South East

- University of Surrey - Setting new standards of professional management coaching (Societal)
- University of Brighton - Profitnet programme (Technological)
- University of Kent - Helping Kent's smaller businesses grow sustainably (Economic)
- University of Surrey - Cluster Mapping; improving business intelligence in Health Care (Technological)

South West

- University of the West of England (UWE), Bristol - Informing policy to improve labour productivity (Economic)
- Plymouth University - Regional economic impacts: input-output models and spatial econometrics (Societal)
- Plymouth University - Sustainable environmental management in smaller ports (Environmental)
- University of Exeter - Clear About Carbon: Leading Sustainable Procurement in the Public and Private Sector (Societal)

Wales

- University of South Wales - The Enterprising University / Enterprise Education (Societal)
- Bangor University - SME Research in a European Union Convergence Region (Economic)

West Midlands

- University of Worcester - Enhancing Policy and Practice in Career Management and Development (Societal)
- Keele University - Migrant workers and vulnerable employment (Societal)
- Aston University - Maximising High Growth Entrepreneurship and Driving Small Business Growth (Economic)

Yorkshire and Humber

- The University of Huddersfield - Shaping Entrepreneurship and Enterprise Education and Assisting Business Start-Up and Growth (Societal)
- Leeds Metropolitan University - Improving Leadership in SMEs through Coaching and Action Learning (Economic)
- University of Leeds - Development approaches that stimulate knowledge acquisition and growth in small and medium-sized enterprises: influencing practice and policy (Societal)
- University of Sheffield - 'CLEAR IDEAS': Increasing innovation skills to improve the delivery of public services (Societal)
- University of Hull - Employer Sponsored Volunteering (ESV) (Societal) (Third sector)
- University of Bradford - Equality, diversity and inclusion policy and practice development in the health care sector (Societal)
- University of Bradford - TUC develops engagement projects with minority ethnic and new migrant communities (Societal)

Appendix B

KTP Case Studies involving Business School local engagement

East Midlands

- ERF Electrical Wholesalers Ltd Business Expansion Powered Through Knowledge Transfer
- Flexpress Ltd Knowledge Transfer Provides Right Design for Business Growth
- Solutions Group PLC I.T. Solutions for Solutions Group
- The Tile Studio Ltd KTP Helps Design and Implement a Profitable Marketing Strategy
- BFS Group Ltd Environmental Management in Best Practice
- BFS Group Ltd (Trading as 3663 First for Foodservice) Strategic Environmental Management

East of England

- Briton EMS Ltd New Business Procedures Map Path to Success

London

- Raj Foods Limited KTP - The Essential Spice
- Accel Venture Partners Management LLP
- La Fornaia Ltd Rising to the Challenge and Improving Business Processes
- Pharmchem International Ltd KTP Aids Disaster Response
- Workspace Group PLC KTP Works for Workspace

North East

- Country Valley Foods Ltd Primed for Success

North West

- Bentley Designs Ltd CRM is the Route to Success
- Arena Housing Association Ltd Managing Change to Advantage Through KTP
- Croft Engineering Services Engineering Benefits Through KTP
- H J Berry & Sons Furnishing Change
- Salt Union Limited Software Development Keeps Business on the Right Road

- SOG Ltd Grasping Facilities Management Opportunities and Boosting Tenant Occupancy
- Todd & Ledson Limited KTP Helps Company Survey Opportunities for Market Growth
- Lea Green Foods Limited KTP Shows a Taste for Marketing Innovation
- Central Manchester and Manchester Children's University Hospital Operational Success with KTP

Northern Ireland

- Bio-Kinetic Europe Ltd Effective Quality Management Offers Compliance without Compromise
- Creagh Concrete Products Ltd Improved Quality Management Realises Concrete Benefits
- Hallmark Solutions - A New Strategy for New Markets

Scotland

- Nan Gall Energy Systems Ltd KTP Helps Company to Reach Overseas Markets

South East

- Piper Double Glazing Ltd Creating a Window of Opportunity for Staff
- The Institute of Hospitality Developing an E-Learning Strategy
- Webmart Ltd KTP Grows Web of Influence
- Brainstorm Communications Ltd KTP Helps Company Brainstorm a New Image
- The Printers' Charitable Corporation Charity Presses Ahead with New Strategic Direction
- The Thames Valley Energy Agency Building a Sustainable Future through KTP

South West

- Grapevine Telecom (Bath) Limited Strategic Marketing makes the Right Connections
- Pegasus Retirement Homes Advanced IT Improvements and CRM System Focuses Pegasus Business Resource

- Rowe Group Making Marketing Mainstream
- Pendennis Shipyard (Holdings) Ltd Riding the Waves with a Marketing-Led KTP
- Bournemouth Churches Housing Association KTP Advances Move Towards Organisational Excellence

Wales

- National Institute of Adult Continuing Education Adult Learning Gains Knowledge from KTP
- The Milford Docks Company Ltd KTP Helps Marine Company's Ship to Come in
- Galeri Caerarfon CYF Award-Winning Creative Arts Centre and KTP Collaborate for Growth

West Midlands

- Chamois Furnishings Ltd Ecological Products Deliver Natural Business Growth
- Frank Galliers Ltd KTP Builds Marketing Success
- Young's Home Brew Limited KTP Successfully Taps Liquid Assets
- Christian Education Movement Better Marketing Provides Cornerstone for Future Growth

Yorkshire and Humber

- Briton Engineering Developments Ltd Marketing & Engineering KTP Snowballs Success
- Craftsman Tools Ltd 'Knowledge without practice is just like a glass eye, all for show and nothing for use' George Swinnock
- KTP Can Take the Credit for Financial Success
- Surgical Innovations Group PLC KTP Provides the Right Bedside Manner for Medical Innovation
- Zeina Foods Ltd Going Nuts for KTP

Full case studies including outcomes are available from the KTP database.¹⁴⁵

¹⁴⁵ www.info.ktponline.org.uk/action/search/complete.aspx

Appendix C

Locations of Small Business Charter Award Business Schools

Aston University, Aston Business School

Paula Whitehouse

p.a.whitehouse1@aston.ac.uk
+44 (0) 121 204 3122

University of Bedfordshire Business School

Debra Leighton

debra.leighton@beds.ac.uk
+44 (0) 1582 743121

University of Birmingham, Birmingham Business School

Professor Francis Greene

f.greene@bham.ac.uk
+44 (0) 121 414 3277

University of the West of England, Bristol Business School

Nicholas O'Regan

Nicholas.O'Regan@uwe.ac.uk
+44 (0) 117 3286302

Coventry University, Coventry Business School

Stephen Peak

ac2129@coventry.ac.uk
+44 (0) 24 7688 7618

University of Cumbria Business School

Dr Raye Ng

raye.ng@cumbria.ac.uk
+44 (0) 7738 768066

Edinburgh Napier Business School

Professor George Stonehouse

g.stonehouse@napier.ac.uk
+44 (0) 131 455 4525

University of Hertfordshire Business School

Professor Nigel Culkin

n.culkin@herts.ac.uk
+44 (0) 1707 285492

Kingston University, Kingston Business School

Enterprise Support Team

enterprise@kingston.ac.uk
+44 (0) 20 8417 3045

Lancaster University Management School

Professor Nigel Lockett

n.lockett@lancaster.ac.uk
+44 (0) 1524 593916

Leeds Business School, Leeds Beckett University

Dr George Lodorfos

G.Lodorfos@leedsbeckett.ac.uk
+44 (0) 113 81 24885

Leeds University Business School, University of Leeds

Terry Kendrick

T.Kendrick@leeds.ac.uk
+44 (0) 113 344 3925

Leicester Business School, De Montfort University

Warren Manning

warren.manning@dmu.ac.uk
+44 (0) 116 257 7642

University of Leicester School of Management

Dr Matthew Higgins

m.higgins@le.ac.uk
+44 (0) 116 252 5644

University of Liverpool Management School

Professor Ossie Jones

O.Jones@liverpool.ac.uk
+44 (0) 151 795 3724

University of the Arts London, London College of Fashion

Dan Henderson

d.henderson@fashion.arts.ac.uk
+44 (0) 207 514 7400

School of Business, London South Bank University

Professor Mike Molan

molanm@lsbu.ac.uk
+44 (0) 207 815 5733

Loughborough University School of Business and Economics

Dr Julie Holland

j.holland@lboro.ac.uk
+44 (0) 1509 228834

Manchester Metropolitan University Business School

Professor Lynn Martin

l.martin@mmu.ac.uk
+44 (0) 161 247 3610

Newcastle Business School, Northumbria University

Professor Fraser McLeay

fraser.mcleay@northumbria.ac.uk
+44 (0) 191 243 7495

University of Northampton Business School

Dr Mairi Watson

Mairi.Watson@northampton.ac.uk
+44 (0) 1604 892174

Nottingham Trent University, Nottingham Business School

Lizzy Martin

lizzy.martin@ntu.ac.uk
+44 (0) 115 848 8681

University of Nottingham, Nottingham University Business School

Dan Edge

dan.edge@nottingham.ac.uk
+44 (0) 115 8466950

Portsmouth Business School, University of Portsmouth

David Smith

david.smith@port.ac.uk
+44 (0) 23 9284 8501

University of Salford, Salford Business School

Professor David Spicer

d.p.spicer@salford.ac.uk
+44 (0) 161 295 2846

Sheffield University Management School

Professor Andrew Simpson

andrew.simpson@sheffield.ac.uk
+44 (0) 114 222 3232

Southampton Solent University, School of Business and Law

Christine Fountain

christine.fountain@solent.ac.uk
+44 (0) 23 8201 3881

Staffordshire University Business School

Hazel Squire

h.squire@staffs.ac.uk
+44 (0) 1782 294 985

Stirling Management School, University of Stirling

Professor George Burt

George.burt@stir.ac.uk
+44 (0) 1786 466003

University of Strathclyde, Strathclyde Business School

Professor Eleanor Shaw

eleanor.shaw@strath.ac.uk
+44 (0) 141 548 4259

University College London, Department of Management Science and Innovation

Dr Dave Chapman

d.chapman@ucl.ac.uk
+44 (0) 20 7679 0441

UWS School of Business and Enterprise, University of The West of Scotland

Edward Borodzicz

edward.borodzicz@uws.ac.uk
+44 (0) 141 848 3402

University of Wolverhampton Business School

Miceal Barden

m.barden@wlv.ac.uk
+44 (0) 1902 323877



40 Queen Street
London
EC4R 1DD

Tel: 020 7236 7678
charteredabs.org