

SHARING INFORMATION OF PROGRESS REPORT





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LETTER FROM THE DEAN OF FBSS, PROFESSOR JANE HENDY



Focused on excellence in learning, teaching and research, Kingston Business School is innovative, international and culturally diverse. We offer a full service of higher education, covering Bachelors, Masters and Doctoral education, as well as short courses and bespoke executive education. Our programmes are internationally renowned and accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the European Foundation for Management Development (EFMD), as well as many professional bodies. With emphasis on creativity and innovation, Kingston University has been rated amongst the top two most successful UK higher education institutions for graduate start-up companies (Higher Education – Business and Community Interaction Survey).

In alignment with business needs and stakeholders' expectations, Kingston Business School proudly became a signatory of the UN Principles for Responsible Management Education (PRME) in 2015. The PRME initiative provides an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. The implementation of the PRME Principles in our Business School has benefited from our ongoing commitment to the Ten Principles of the United Nations Global Compact for more than a decade. Being part of the PRME network has supported us to further embed Responsible Management Education in everything we do. As we detail in this report, significant progress has been achieved in the last two years and we remain committed to fostering PRME in our Business School. As part of the wider Kingston University, we are influenced by and have an influence on many of the practices at University level as well as the local community and we have highlighted these activities in this report where appropriate.

Kingston Business School is dedicated to student achievement, engaging and interacting with practice and pursuing world-class research. The alignment with the Principles of PRME has strengthened the support provided to students to enhance their ability to act on sustainable development issues, contributing to further embedding sustainability and ethics in the business world and in the global dialogue.

This report communicates our progress on the implementation of the six Principles of PRME at our Business School. We hope you enjoy reading this report and ultimately, that our initiatives also inspire other institutions worldwide to foster Responsible Management Education.



LETTER FROM THE ACADEMIC LEAD FOR PRME, DR SMIRTI KUTAULA



I was appointed as the Academic Lead for PRME in March 2022. I welcome this opportunity as I actively research in the field of sustainability, specifically, Fairtrade and circular economy in the context of emerging and developed economies. I have also worked closely with the sustainability team at University level, engaging with curriculum initiatives around sustainability.

I am pleased with what we have been able to achieve so far, and I found the KBS community to be particularly appreciative and supportive of the PRME initiatives. I have been involved in multiple discussions with Senior Management, Ian Roberts, Head, Kingston Business School and Professor Gaelle Vallee-Tourangeau, School Director, Research and Enterprise to strategize the annual PRME initiatives of the School. In 2022/23, we launched a school-wide Elfie initiative as part of our ongoing commitment to PRME, engaging students around individual responsibility towards the society.

We believe that sustainable development starts with awareness and constructive dialogue between staff and students. Therefore, to support the School's commitment to PRME, we carried out intensive discussions with academic staff around their PRME-related activities, to explore the opportunities and challenges. This gave us a wonderful chance to understand some of the great work our staff have been doing in relation to incorporating PRME principles and SDGs within the curriculum and working on related research projects.

The PRME SIP report highlights the key achievements in research, teaching, knowledge exchange and professional practice activities across the Business School and how it aligns with the overall institutional strategy. Putting together this report gives us an excellent opportunity to take stock of where we are at and what we would like to achieve next. In preparing the report, I have worked very closely with Annamaria Williams, Accreditations Manager in the Faculty of Business and Social Sciences.

We hope to continue to work on integrating the PRME principles within the University's activities as sustainability needs to be embedded in the University experience, it is not an option.

ABOUT KINGSTON UNIVERSITY, KINGSTON BUSINESS SCHOOL

UNIVERSITY HISTORY

Kingston University has a history that begins in 1899, in its earliest guise as Kingston Technical Institute. The modern history begins in 1970, when Kingston College of Art and Kingston College of Technology (which offered Business and Management courses from the 1940s) merged to form Kingston Polytechnic and offered degree-level qualifications.

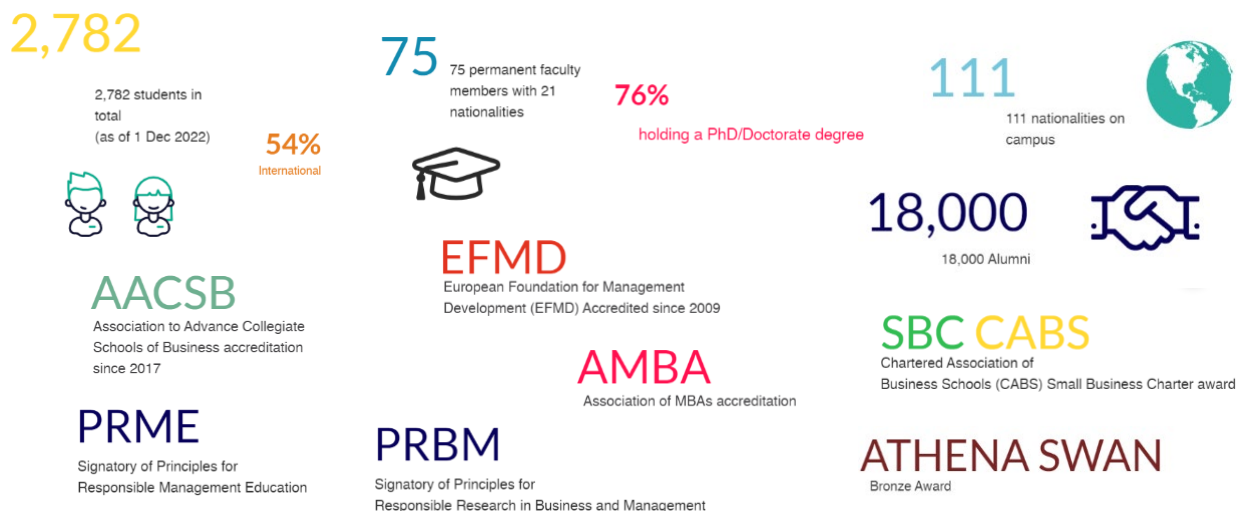
In 1992 The Further and Higher Education Act allowed polytechnics to apply to become universities and receive the associated degree-awarding power (prior to this Act of Parliament, polytechnic degrees were nationally validated); Kingston University was one of 32 Polytechnic institutions that undertook this strategic change at this time. Since that time, it has developed from a teaching-focused University to a balanced teaching and research environment, whilst retaining a widening participation remit. Achievements include being rated the top University for Business Start-ups in the UK for eleven years running. Kingston University is ranked in the top 300 young universities in the world (Young University Ranking 2022, Times Higher Education). The University has been ranked among the best in the country in several subject areas and as one of the top 60 institutions overall in the 2023 Guardian University Guide league tables. Equality, diversity and inclusion is at the heart of Kingston University. Its diverse student and academic communities are reflected in the University's inclusive approach. The University holds an Athena SWAN bronze award reflecting its commitment to supporting and transforming gender equality within higher education and research. Kingston has been a Race Equality Charter Award holder since 2015 with a representation of 140 countries on campus.



KINGSTON BUSINESS SCHOOL HISTORY

Kingston Business School (KBS) is based in Southwest London, and offers business and management programmes at undergraduate, postgraduate and doctoral levels to a diverse and international student body.

Kingston Business School Key Facts



Kingston Business School is part of the Faculty of Business and Social Sciences at Kingston University, an English public university. Its graduates are known nationally for practical business skills, academic knowledge and skills. The School has an international reputation for supporting entrepreneurialism and start-up companies. For eleven years, the School has reported more supported graduate start-ups than any other university in the UK (HEBCI Survey). In 2020 the School was reaccredited for the Small Business Charter Award by the Chartered Association of Business Schools. In 2021, the School achieved a bronze Athena SWAN award. In 2022, Kingston Business School achieved EFMD, AACSB and AMBA reaccreditation, further enhancing the School's presence and reputation internationally. These accreditations have contributed to the development of the School's continuous improvement culture, evidence of which is given throughout this report with the multiple improvements and enhancements since the last submission. The full list of accreditations and professional memberships can be found in [Appendix 2](#), a list of our international rankings and recognitions in [Appendix 3](#).

The nature of Kingston Business School is one of triple intensity, shaping a system of teaching and learning, research and scholarship, and external engagement. The Teaching & Learning portfolio fosters external engagement through an emphasis on industry-facing curriculum and student experience and graduate employment. External engagement continues through strong ties with alumni and complements the research and scholarship programme of activities through the co-creation of responsible research programmes, the generation of external impact as well as enterprise and consultancy revenue. This virtuous circle of research and scholarship activities and external engagement is then fed back to the learning and teaching through the design of evidence-based, future-focused and industry-facing curriculum and portfolio. KBS's purpose is to make an evidence-based and transformative impact. In terms of business education, this means providing opportunities, challenge and support for personal growth and career development for the diverse needs of learners.

At the undergraduate level, Kingston Business School follows the remit of the University as a "widening participation" institution, providing inclusive access to education to students who may be (for example) without a family background in higher education, or without pre-existing expectations of a university education. The challenges and rewards of this approach help shape Kingston Business School; its staff and students. At the postgraduate (taught) level, specialist and

generalist Masters degrees are offered, providing an education supporting professional development within programmes accredited by appropriate professional bodies. The School attracts a diverse postgraduate population including a large international contingent, keen to find employment in the UK post-graduation. At the doctoral level, the School provides a supportive research and innovative learning environment. See a list of courses offered at KBS in [Appendix 4](#) and read about our Kingston MBA in [Appendix 5](#).

STRATEGIC DIRECTION

In 2021, Kingston University started a national conversation around Future Skills resulting in the launch of the 2021 Future Skills League Table. In this, Future Skills was clearly identified as most important to meeting the challenges businesses face. The Future Skills report in 2022 confirms that it is still a priority for the nation's prosperity and that the skills needed by the workforce to navigate through today's significant social and technological changes are not simply acquired by reading a subject. That is why in 2022, the University pushed the debate onto the practical steps to integrate Future Skills across business and Higher Education.

To address these challenges, in 2022 Kingston University launched its revised long-term strategy, 'The Town House Strategy', named after its internationally acclaimed, award-winning Town House building. The evolution of the University's strategy focuses attention on developing the innovation, enterprise, digital and creative problem-solving skills in graduates; the skills industry and society need to meet the challenges of the future, as confirmed by the university's own research, Future Skills (2021, 2022). See [Appendix 1](#) for more details about Future Skills.

Kingston University's Town House Strategy is built around four themes:

Theme 1: Education: Future Skills and Academic Portfolio

Driving a progressive new model of education, combining subject-specific knowledge with the future skills and attributes most needed by employers.

What we will do:

- Embed the development of future skills throughout every year of every programme
- Use design thinking and project-based learning to imbue future skills while also allowing students to personalise their acquisition
- Develop and maintain a relevant and sustainable portfolio with diverse modes of delivery that is also financially sustainable

Theme 2: Industry and Policy Engagement

Partnering with industry to develop students' skills, and engaging government and organisations with the University's expertise to further debate and influence policy.

What we will do:

- Actively involve employers and organisations with the delivery of future skills to our students
- Foster our own students' considerable ambitions in entrepreneurship and start-ups
- Actively engage in governmental and sector fora and our mission group as a thought leader on inclusive, progressive higher education and research
- Use our knowledge and expertise as a civically engaged university to support the Royal Borough of Kingston and the region's economic, cultural, and educational vibrancy

Theme 3: Research and Knowledge Exchange

Having impact in research, knowledge exchange and professional practice.

What we will do:

- Create Knowledge Exchange and Research Institutes (KERIs) around areas of excellence with ambitious targets for both
- Encourage KERIs to be cross-disciplinary in order better to address complex problems

- Work with employers to respond to rapidly changing industry and individual needs by developing their employees' future skills

Theme 4: People

Providing an innovative and high-performing working environment for staff.

What we will do:

- Make performance our focus as we develop our policies and processes for staff, with equality, diversity and inclusion a thread running through everything
- Foster the career development and ambitions of our staff by using academic domains and developing career pathways for professional and technical staff

KINGSTON UNIVERSITY MISSION, VISION AND VALUES

The University has a proud heritage of educating people and advancing knowledge, making a difference to the world around us, having impact. We will build on this heritage through our commitment to high academic achievement, to supporting an inclusive learning and innovating community, and through a balance of scholarship, research, and professional practice.



Developed and refined following extensive consultation with the governing body, staff, student community and external stakeholders, our Town House Strategy provides a strategic framework and strong focus for taking the University forward, clearly articulating its values. Positioning students' learning and campus experience firmly at the heart of everything it does, it also redefines the University's strong commitment to contributing to society and the economy through its academic expertise, research, and innovation. Equipping its graduates with the energy, knowledge, and confidence to make a noticeable difference in the world around them is also a core principle.

Launched in 2022, our Town House Strategy sets out our overarching goals and character through vision and mission statements and our aims for students, staff, and the local and global community.

Kingston University is special. We are passionate about the power of a university education to transform lives and believe strongly in students putting their academic study into practice – ‘learning through doing’.

We are committed to opening Higher Education up to the whole community; indeed, it is an essential part of our ethos. Nearly 60 per cent of our students come from homes where they are the first generation to attend a University; more than 50 per cent from black and minority ethnic backgrounds; many commute from home, and many work to support their studies at Kingston University.

We open up choices, offering students a diverse range of undergraduate and postgraduate programmes, helping them into their careers, to develop their potential and achieve their ambitions. We are equally committed to the development of our staff’s potential, for the benefit of our students and ourselves.

In order to achieve our vision, we recognise the importance of local and global relevance in the courses we offer, the research we undertake and the relationships we build with businesses and local and regional communities.



OUR COMMITMENTS TO PRME

As a PRME signatory, Kingston Business School is committed to progress in the implementation, within our institution, of the following Principles:



Principle 1 Purpose



Principle 2 Values



Principle 3 Method



Principle 4 Research



Principle 5 Partnership



Principle 6 Dialogue

This report communicates our progress to our stakeholders, focusing on the last 24 months, and intends to exchange effective practices related to these principles with other academic institutions.

The **Six PRME Principles** and our related practices and initiatives will be detailed in the next sections; they are grouped under the PRME Principle that is predominant, although several examples illustrate the implementation of more than one Principle. Emphasis has been given to the sections on **Principles 3** and **4**, as they cover the learning and teaching, and the research that academics are doing in our Business School.



OUR COMMITMENT TO PRME PRINCIPLES



PRINCIPLE 1 PURPOSE

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



PRINCIPLE 2 VALUES

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



PRINCIPLE 3 METHOD

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



PRINCIPLE 4 RESEARCH

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



PRINCIPLE 5 PARTNERSHIP

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



PRINCIPLE 6 DIALOGUE

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

OUR COMMITMENT TO UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Kingston University is an institutional signatory of the United Nations Sustainable Development Goals (SDG) Accord, a commitment that learning institutions are making to one another to do more to deliver the goals.

Our commitment to the United Nations Sustainable Development Goals (SDG) Accord reflects the continued importance we place on sustainability and our role connecting agendas locally and globally.

Kingston University is using the Sustainable Development Goals (SDGs) as a way of demonstrating our contribution to sustainability. This means our approach includes the environmental, social and economic impacts of our activities as well as how they relate to the University corporate plan. Our role, as a civic university, positions us well to understand how we can contribute to local communities as we respond to global challenges of climate change, ecological collapse and inequality.



PROGRESS MADE 2021-2023

PRINCIPLE 1 PURPOSE



At Kingston University in general, sustainability and ethics are at the core of our learning, teaching and research as well as our campus systems and operations that enable learning. In alignment with PRME, amongst our strategic aims, our local and global community seek our research and expertise for its impact on culture, society and industry, benefitting from our commitment to sustainability and support for local and regional communities and groups. Our commitment to the United Nations Sustainable Development Goals (SDG) Accord reflects the continued importance we place on sustainability and our role connecting agendas locally and globally.

Kingston University has a history of sustainability leadership. We were home to one of the earliest dedicated academic centres of excellence for sustainability in teaching and learning, a dedicated sustainability team at the heart of University management established robust operational processes and innovative delivery that raised the profile of sustainability across the organisation. To formalise and strengthen our commitment to sustainability, the Estates and Sustainability team worked with stakeholders across the University to develop a five-year Sustainability Plan. Published in July 2021, the plan sets out the University's approach to embedding sustainability across teaching, learning, knowledge exchange, research and estate and operations. The plan has been developed with engagement and implementation in mind. The University has been keen to proactively involve as many stakeholders as possible, to gather and learn from existing good practice and to build capacity.

The plan reflects how we consider sustainability at Kingston University; as a critically important strategic challenge, an agenda requiring joined-up, future-thinking and innovative approaches and something that everyone needs to get involved with if it is to be delivered. Our approach includes the environmental, social and economic impacts of our activities as well as how they relate to the University corporate plan. Our role, as a civic university, positions us well to understand how we can contribute to local communities as we respond to global challenges of climate change, ecological collapse and inequality.

Kingston University Approach

Our twin-strand approach considers our response to sustainability in relation to teaching, learning, knowledge exchange and research, and our operations and estate. Embedding sustainability means ownership of ambitions and targets is shared across the organisation.

The diagram below provides an overview of the key elements with the institutional partners and delivery mechanisms that are used to drive progress.

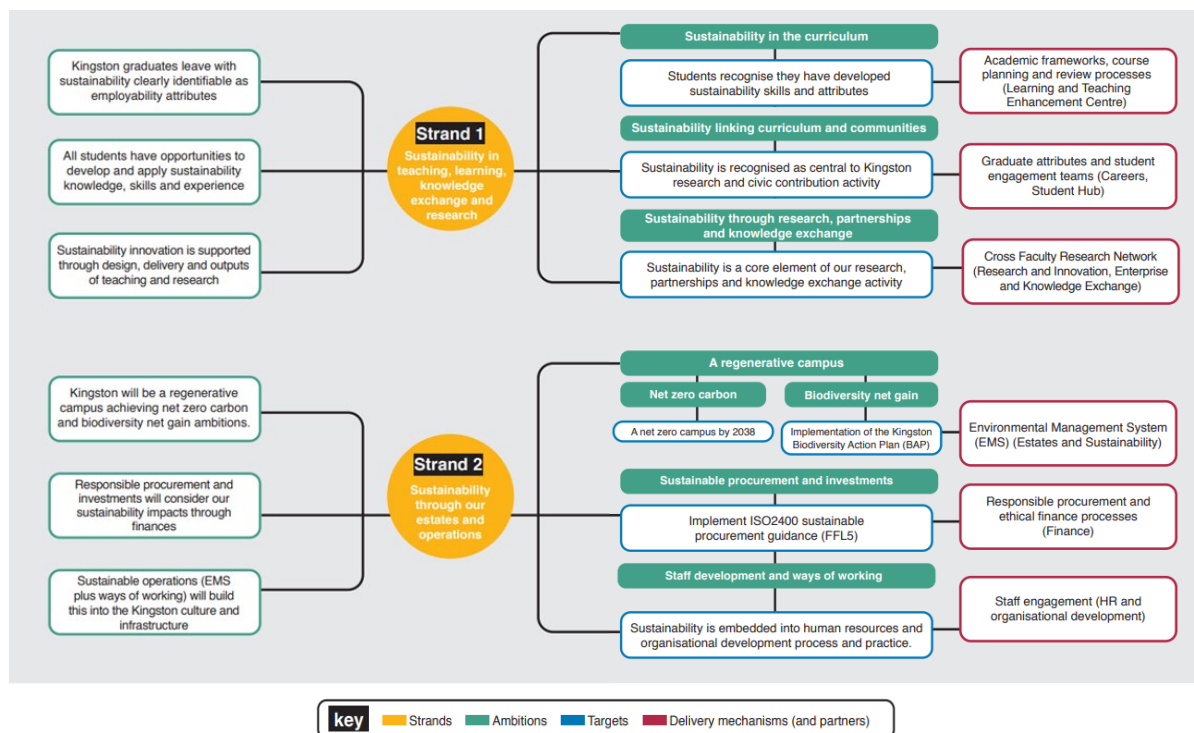


Figure 1: Kingston Sustainability Plan Strands

Strand 1: Sustainability in teaching, learning, knowledge exchange and research

Developing sought after graduates is the mission of the corporate plan. For our graduates to leave with sustainability clearly identifiable as employability attributes, they will need to understand sustainability in the context of their academic programme, how it links to local and global challenges and have opportunities to contribute practically in ways that align this with their own interests and ambitions.

The University has made a commitment to support this by embedding sustainability comprehensively across all faculties using innovation through design, delivery and outputs of teaching and research.

Progress in this area is driven by embedding sustainability into our course planning and review processes, graduate attributes and the work of our student engagement teams.

An academic-led Sustainability Community of Practice is supporting this by bringing together staff, students and other stakeholders (local, business, professional bodies etc.) to ensure our approach contributes to our civic/place-based agenda.

Sustainability in the curriculum

KU is committed to linking the academic frameworks of Inclusive Learning, Employability and Sustainability to deliver significant co-benefits. A sustainable curriculum guide is being developed and will be delivered across all areas so that strong links to the SDGs in the curriculum are transparent.



Sustainability linking curriculum and communities

Sustainability is a significant part of the student experience and positions our students as community leaders and change agents.

Kingston University students can be agents of change in our local community. Equipping them with sustainability skills, knowledge and expertise can unlock significant potential and position them as advocates for positive change. International connections enable many students to act as leaders in the global community.

Students provide an important 'bridge' with our local business and third sector communities through formal and voluntary placements. Using sustainability as a focus for these opportunities provides additional mutual benefit. For example, the Kingston University HackCentre brings together organisations with challenges and students who are supported to develop their creative thinking and problem-solving skills. Hackathons are aligned to the UN SDGs and offer powerful opportunities for both students and businesses.



Sustainability through research, partnerships and knowledge exchange

Sustainability provides a powerful vehicle for communicating how research and knowledge exchange activity contributes to our place-based agenda making a positive community contribution. Research and partnerships that support economic recovery are particularly important as local and business communities rebuild post-Covid. An informal cross-faculty network with a focus on sustainability research supports this by pro-actively making connections with community and knowledge exchange opportunities.



Strand 2: Sustainability through our estate and operations

A regenerative estate is designed with the future in mind. A future where we are not simply managing our environmental impacts but managing our estate in ways that improve the environment, sustaining biodiverse habitats alongside amenity spaces that are valuable to human wellbeing. Achieving net zero carbon and biodiversity net gain is central to creating a regenerative estate.

In addition to managing the impacts we have on our immediate environment the University effectively manage its indirect impacts, including the impacts of its spending and investments.

Progress in this area is driven by the University's Environmental Management System (EMS), responsible procurement and ethical finance processes.

To ensure our approach embeds best practice across environmental, financial and social activity, this strand is supported by empowered and engaged staff and the facilitation of remote working, learning and teaching.

A regenerative campus: net zero carbon

The University is committed to achieve net zero scope 1 and 2 carbon emissions by academic year 2038/39 and net zero scope 3 emissions by academic year 2050/2051 through developing and delivering a pathway to net zero carbon for the Kingston campus.

Compliance, further improvements to energy management and investment for carbon reduction across the estate, including limiting the impact of new buildings form the basis of the pathway.



A regenerative campus: biodiversity and green spaces



Kingston campuses are havens for wildlife with biodiversity net gain implemented on all sites with staff and students engaged, educated and supporting best practice.

Our physical environment should reflect our sustainability ambitions which means sustainability and biodiversity net gain which goes beyond mitigation when developing our campus. Protecting and enhancing biodiversity not only ensures compliance with legislation but is vital for a civic university.

Responsible procurement and investments



The University has made a commitment to implement ISO2400 Sustainable Procurement guidance (FFL5), maintain Fairtrade University status, deliver responsible finance and investment policy.

The University has identified that managing our indirect (or Scope 3) emissions is an important part of achieving net zero carbon as an organisation. This means building responsible procurement further into our procurement processes across the organisation.

Staff development/engagement and ways of working



Our staff and the culture of the organisation are inextricably linked to the delivery of our sustainability ambitions. Ways of working evolve, and the Covid-19 crisis has accelerated the speed of change. Sustainability is becoming part of our move towards a more agile workplace. Staff understanding sustainability and their role in delivering institutional ambitions is vital to the success of the Sustainability plan.

Since its launch, our students and staff have embraced the plan by making sustainable changes within their roles and by getting involved in specific sustainability projects and initiatives like Green Impact, our sustainability champion network.

The Annual Sustainability Report demonstrates Kingston University's commitment to communicate progress against our sustainability targets. We recognise there is still a lot of hard work required to achieve the ambitious targets set out in the Sustainability Plan.

Access, Participation and Inclusion

KU has a strong commitment to opening up HE to the whole community through its Access, Participation and Inclusion Plan (API), discussed in Principle 2.

KBS is defined by its diversity of students and faculty, and strategic aim of enhancing students' life chances. KBS actively participates in initiatives such as Navigate and an HSBC UK sponsored programme for aspiring entrepreneurs from under-represented and low-income backgrounds to bring their business ideas to reality.

In 2021 KBS was successfully awarded an Athena Swan Charter Bronze award, a framework to support and transform gender equality within HE and research. KBS has also established KUWEN - Kingston University Women in Enterprise Network. Demonstrating a commitment to inclusivity, the HoS is a member of the 'Equality, Diversity and Inclusion' committee of the Chartered Association of Business Schools (CABS).

Although firmly located within its UK regional context, KBS has also committed to supporting a global outlook in its students and faculty. The KBS strongly believes that global citizenship is significant in making a positive societal impact, evidenced for example by establishing a Global Citizenship Programme with a range of partner HEIs.

PRINCIPLE 2 VALUES

Principles of the UN Global Compact



Kingston Business School has worked for over twenty-five years towards the Ten Principles of the UN Global Compact with efforts intensified as a result of the 2008 global financial crisis. The previous alignment with the Principles of the Global Compact streamlined the implementation of the Principles of PRME in the School, which formally started in 2015 when we became a PRME signatory.

Corporate Social Responsibility Policy

The University continues with its commitment to sustainability approving a Corporate Social Responsibility Policy. The policy states the University's commitment to contribute to the United Nations Sustainable Development Goals in the core business of teaching and learning, in research and innovation and in our civic engagement activities, as well as in our daily operations. Examples of our contribution include specialist courses in Renewable Energy and Environment and extra-curricular opportunities to participate in sustainability actions both locally and globally.

Equality and diversity

Kingston University has made substantial progress in closing the awarding gap for its Black, Asian and Minority Ethnic (BAME) students.

The Business School is proud of the progress made in the past five years with School specific BAME attainment. We have moved from a position of below benchmark in 2015/16 to above benchmark in 2019/20 and continue to be above benchmark in 2022/23. Overall, the School achieves the benchmark of a 'good degree,' and we have taken steps to continue to reduce the BAME awarding gap. This includes training for staff on unconscious bias, inclusive curriculum and how to engage all students through assessment choice. In 2021/22 we worked on two funded research interventions aimed at enhancing student achievement and engaging students in targeted assessments, both of which have improved our knowledge and performance in this key area.

Access and Participation Plan 2020-21 to 2024-25

Kingston University has a strong history of supporting access to university for everyone with the ability to succeed. We view our diverse student community as one of our greatest strengths. Kingston students are ethnically diverse, and we have high numbers of disadvantaged, mature and care experienced students.

A focus of our access work is to encourage more young people to attend university, who come from neighbourhoods with a history of low participation in higher education. We will also continue to support access to higher education for young people who are care-experienced or estranged from their families. There are gaps in degree awards and graduate employment between different groups of students, across higher education and at our university.

Kingston has introduced several strategic initiatives that benefit all students but are shaped by the imperative to reach those who fall into one or more of our defined target groups. These major strands of work engage staff across the institution and are part of an institutional approach to addressing the systemic issues that result in differential outcomes, thus reducing gaps in degree awards and progression and ensuring equality of opportunity and outcomes. The model below sets out our overarching theory of change in relation to access and participation. **Figure 2** overleaf demonstrates the KU Access and Participation Strategy.



Figure 2: Access and Participation Strategy

Each input (strand of work) is informed by an internal evidence-base that has been built over several years, as well as sector insights into what works. The University started further institutional research commencing in 2019/20 and continuing throughout the period of this plan, until 2024, to deepen our understanding of the factors that impact on the success and progression of students from our target groups and will ensure that this learning is incorporated as part of ongoing planning and operational delivery.

Some of this is already underway, for example, an examination of the potential impact of faith on student outcomes. Data dashboards have been developed that enable the University to identify gaps at faculty, course and module level and thus direct efforts and resources where they will have the most impact, as well as monitoring progress.

Student consultation is central to KU approach and ensures that the University particularly responsive to the needs of its target groups. The strategic measures are inclusive of all students but include aspects that are specifically focused upon improving outcomes for target groups. For example, *Head Start* is a targeted component of the University's elongated induction; *Beyond Barriers* mentoring is an example of positive action within KU's enrichment programme; and the inclusive curriculum framework is being prioritised in courses where degree awarding gaps are the most significant and impact upon the largest numbers of students. The intersections that exist between target groups will ensure that the impact of these targeted initiatives is maximised. The University predicts that the outputs of the strategic measures will combine to improve the confidence, belonging, retention, academic progression and satisfaction of students from target groups. This will ultimately result in reducing, and eventually eliminating unexplained attainment and progression gaps.

Inclusive Curriculum Framework

The University's award-winning Inclusive Curriculum Framework was introduced to make sure academic programmes are designed and delivered to support belonging. We will continue to develop this work during the period covered by the Access and Participation Plan (2020-21 to 2024-25). We are focused on helping all students to develop employability skills for the future within our curriculum. We will also increase opportunities for students to develop professional experience, within and alongside their programme of study.

We are investing in the expansion of the digital and virtual offer from our Careers and Employability Service through the provision of online resources, podcasts and a mobile optimised platform for job searching, which is particularly beneficial for commuter students. We will continue to encourage full participation at University through providing students with comprehensive academic skills support, personal tutoring, and a broad range of enrichment activities. This work to support student success will be underpinned by accessible and culturally competent student support services.



Kingston University London

ELEVATE

'AN ACCELERATOR PROGRAMME FOR KINGSTON UNIVERSITY BLACK HOME STUDENTS'

Careers and Employability

WHAT IS ELEVATE

ELEVATE is a targeted programme that provides students with ringfenced opportunities and events. The programme aims to build students' confidence, develop skills and support wellbeing in preparation for the competitive graduate market.

WHY WAS ELEVATE LAUNCHED

The Black Lives Matter Movement and the passing of George Floyd in May 2020 further highlighted the issue of systemic racism towards people from Black heritage backgrounds, including students. The ELEVATE Programme was launched to address disparities in the degree awarding gap and graduate outcomes between Black and White students.

WHO IS ELIGIBLE FOR THE ELEVATE PROGRAM

ELEVATE is an accelerator programme designed solely for Black home students.

HOW DO WE SUPPORT STUDENTS

ELEVATE is designed to support students to explore career paths and gain the right skills to succeed, including developing a greater awareness of careers across different sectors, discovering opportunities to engage in activities that enhance employability and obtaining practical support with planning next steps, applications and meeting employers.

Student Registration Form

FOR FURTHER ENQUIRIES PLEASE CONTACT ELEVATE@KINGSTON.AC.UK

Dr Christina Butler leads the Inclusive Curriculum Framework (ICF) workstream in Kingston Business School (KBS). An Example of My ICF Workstream Practice is Strengthening the Elevate Programme for KBS Students.

The aims of this appointment are, in the first instance, to reduce the degree awarding gap and increase student engagement and satisfaction by supporting and upskilling teaching staff. Success should ultimately lead to increased enrolment and retention on KBS programmes and strengthened TEF, REF, and KEF metrics. Currently Dr Butler is working with senior KBS colleagues and University Elevate Programme colleagues to support the building of skills among our Black home students who are the target audience of the programme.

We are bringing together business leaders, recent graduates, and our current students to network and share best practice.

Race Equality Charter (REC)



Kingston University is very proud to be one of the first eight institutions to receive a Bronze award in 2015 and then subsequently renewed in 2019.

Kingston University serves an immensely diverse student population and has always engaged with student race equality, often being recognised nationally as trailblazers through initiatives such as the Inclusive Curriculum and the Beyond Barriers Mentoring Scheme. However, as an organisation, we learned a huge amount from the Black Lives Matter movement of Summer 2020 and the COVID-19 pandemic's disproportionate impact on BAME communities.

The University is currently preparing a new REC submission for the University to ensure our Action Plan continues to evolve and is fit for purpose by addressing structural inequities and achieving sustainable change and progress.

Progress on the REC so far

- The University has now explicitly stated its commitment to race equality by endorsing the Race Equality Pledge: 'Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.'
- The University introduced a Senior Leadership Team (SLT) Lead for Equality Diversity and Inclusion (EDI), Professor Simon Wortham;
- The University created a new EDI governance structure and a Senior Leadership Team Sponsor for Race Equality;
- The University has an established strong independent BAME staff network that we support;
- The University appointed two Race Equality Charter co-chairs to work alongside the SLT sponsor: Baljit Thatti and Wilson Muleya.

Athena Swan Charter



The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. Established in 2005 to encourage and recognise commitment to advancing the careers of women in Science, Technology, Engineering, Maths and Medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women.

The following staff members volunteer for the Athena Swan Committee and whose hard work led to the achievement of this award: Dr Bahare Afrahi, Dr George Alexandrou, Ms Lorraine Foster, Mrs Helen Franklin, Dr Niki Giatras, Dr Ehsan Khajeh, Dr Smirti Kutaula, Dr Heike Luecke, Mr Ian Roberts, Dr Yuliana Topazly, and Professor Gaelle Valle-Tourangeau.

Fairtrade University Status

Dr Smirti Kutaula was part of the university-wide Fairtrade Awards Team, co-leading on the academic front. In partnership with the Union of Kingston Students (UKS), Kingston University is among one of 25 higher education institutions that have achieved a Fairtrade University and College award, after being audited for the academic years of 2020/21 and 2021/22.



Now in its fifth year, this prestigious award is delivered in partnership with the Fairtrade Foundation, the National Union of Students (NUS), and Students Organising for Sustainability (SOS-UK). The award programme also encourages partnership between a university's student's union, its sustainability and catering teams, as well as their academic staff and students, to cover procurement, raise awareness and campaign activities. Students are recruited as volunteer auditors and given training, which equips them with transferrable skills and experience in conducting audits.

Kingston has been awarded Fairtrade University 1 star status. Stephanie Todd, Operations Sustainability Manager was thrilled to see a collaborative effect reflected in our 1-star Fairtrade accredited status. "Over the past two years our Fairtrade Award Team has worked hard to raise the profile of Fairtrade at Kingston," she said. "As a university, we have a civic responsibility to ensure we are supporting fair and equal trade," she added.

The award recognises a broad range of activities undertaken across Kingston University which work towards a more just, equitable and sustainable world for all. This includes working to raise awareness with our students on issues of ethical and sustainable consumption and increasing the availability of Fairtrade products on sale at the university. Achieving Fairtrade University status is one of the many ambitious sustainability targets we have set ourselves in our 5-year Institutional Sustainability Plan. Dr Kutaula continues to be a part of the team, currently working towards the 2-star award.



The Business Engagement Team is proud that they have recently taken part in the Green Impact challenge, learning how to make a positive and lasting change at home, and at work.

Green Impact is a UNESCO award-winning programme designed to support and embed environmentally and socially sustainable practice within organisations. The campaign is run by Students Organising for Sustainability, founded by student officers and staff from the NUS and remains part of the NUS-family. It is UK-wide and had been delivered in 7 countries. They have worked with over 1,100 organisations from universities and students' unions, to hospitals, to museums, and city and county councils in embedding over 410,000 sustainability actions in places of work, living and study. It operates as an incentive and awards scheme that tasks teams and departments to act more sustainably, including its societal aspects such as equality, diversity and inclusion, along with wellbeing.

Challenges can be anything from communicating recycling systems, to committing to go Fairtrade; from supporting team health and wellbeing campaigns, to working towards carbon-neutrality! It is a scheme that offers plenty of opportunity for knowledge and skill development, building relationships and encouraging collaboration.

Kingston University relaunched their Green Impact Sustainability Network in 2021 and saved an estimated 32,728kg CO₂ and £6,379, based on analysis from just 10 actions.

New catering provider appointed

A new provider has been appointed to deliver catering and hospitality services across the University. *Aramark* will take on responsibility for running a range of campus outlets and providing event catering from 1 August 2023.

Highly regarded for its commitment to customer engagement and boasting strong sustainability credentials, Aramark already has extensive experience of operating in the higher education sector. It provides similar services at a number of other universities across the United Kingdom, including Hertfordshire, Westminster, East London, Leeds Trinity, Derby, Robert Gordon and Edge Hill.

The University's catering and hospitality is currently provided by Elinor, which has been responsible for these services for a number of years. The majority of Elinor staff currently working across the University's cafés and food outlets are expected to remain in roles at Kingston.

Reducing environmental impact and supporting the communities in which it's based are key features of Aramark's operations. Wherever possible, it works with local and regional suppliers, many of whom are small and medium sized businesses, to source products and ingredients responsibly. It also has measures in place to minimise food waste, reduce packaging and lower greenhouse emissions. To help customers make informed, environmentally friendly decisions about their purchases, it uses the Foodprint labelling system, which clearly shows each product's carbon score.

Aramark will cover 16 food and beverage outlets across the University. They include the Marketplace, Costa, the Picton Room, Town House cafés and the Coffee Box at Penrhyn Road, the Foodstore, Costa, the Business School and library cafés, Hannafords and the shop at Kingston Hill, the Foodstore and bar at Knights Park, the library café at Roehampton Vale and the Pavilion café and bar at Tolworth Court.

Award Winning Town House building



Kingston University's Town House has been named the winner of the 2021 Royal Institute of British Architects (RIBA) Stirling Prize – confirming it as Britain's best new building. Built by three-time Education Constructor of the Year Willmott Dixon Construction, the Stirling Prize-winning building comprises a three-floor academic library, archive, dance studios and a studio theatre, a covered courtyard and cafes on the ground and fifth floors.

The building, opened in January 2020, was named winner by a jury of eminent architects and industry experts, made up of Lord Norman Foster, RIBA President Simon Alford, Dame Phyllida Barlow, sustainability expert Mina Hasman and previous RIBA Stirling Prize recipient Annalie Riches.

The building meets the University's sustainability commitments, with the colonnade providing solar shading, cooling the building and reducing energy consumption, with other features including a photovoltaic array and landscaping designed to support increased biodiversity.

PRINCIPLE 3 METHOD



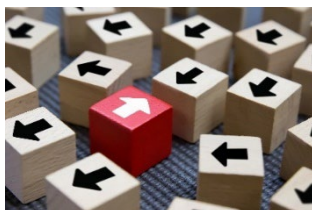
Innovation, creativity, enterprise and diversity are included in Kingston University's values and practices. Ongoing work to provide the best teaching and learning experience for the University's students has seen the scope of activity undertaken by the Directorate for Student Achievement (formed in 2017) finessed further, enabling us to concentrate resources on improving student attainment further and accelerating their future success. The directorate has six areas of focus led by our Directorate Leadership team: Access, Participation and Inclusion, Careers and Employability, Enterprise Education, Learning & Teaching Enhancement, Strategic Programmes and Collaborations and Student Voice.

Expansion of the Learning and Teaching Enhancement Centre (LTEC) is providing more focussed support for course teams to improve teaching quality, opportunities for continuing professional development and celebrating good practice across the University. LTEC supports practising staff in achieving the highest level of professionalism and scholarship at all stages of their career, e.g., staff starting their academic careers through to experienced staff across different career pathways and higher education professions. LTEC also supports the Technology-Enhanced Learning (TEL) strategic vision, with a specific TEL Champion within each School or Faculty.

As described in 'PRME Principle 1: Purpose' section, the University hosts Estates and Sustainability to support real-world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and leading change.

Kingston Business School embraces an experiential learning model. Our modules often include live consultancy projects, where students in groups perform real-life consultancy on a given topic and present their informed proposals to the clients. The successful impact of the projects is evidenced through the clients returning in following years as well as offers of employment.

Overview of PRME related modules



Ethics, Responsibility and Sustainability (ERS) is taught across the curricula and is informed through membership of EFMD, AACSB, PRME, ABIS, and the UN Global Compact. In addition, the UN SDGs and QAA guidelines that encompass sustainability also contribute. Curriculum audits have been conducted, aimed at measuring, increasing and improving ERS. In 2018, such an audit identified ERS was explicitly present in 55% of PGT and 43% UG individual module curricula (as documented), with 100% of all programmes confirmed to address ERS.

Students work on a wide range of projects and live briefs including social enterprises, charities and community-based organisations, exposing them to broader societal challenges and providing an opportunity to contribute. The more systematic integration of grand challenges within curriculum, informed by the work of the research hubs, is planned, as well as the opportunity for students to gain credits for community based, extra-curriculum activity.



, led by Dr Ana Pedraz Marcos, examines topics at the interface between corporate social responsibility (CSR) and ethical marketing, and their relevance and importance in contemporary business and marketing environments. The module also explores the role and importance of CSR and sustainability, and their implementation in key marketing decisions including advertising, branding and ethical consumption. The role of social marketing is considered - the application of marketing principles and techniques to further social good and wellbeing. Students develop an understanding and sensitivity to ethical considerations that arise in the practice of responsible marketing and an awareness of the ethical challenges that marketers face when operating across international country markets. The module combines a mix of interactive instructor-led lectures and workshops, and student-led learning activities including case study discussions and presentations.



*The percentage of students participating in related core modules and electives

The summative group assessment, worth 20% of the overall module mark, aims to enable a student to carry out research into proposing a New Product incorporating CSR, Sustainability, Ethical attributes. Students are expected to choose a sector and prepare and deliver a PowerPoint slide deck of their presentation with a recorded voice over of their presentation. Products such as Tyre Bags, Reusable cups and infinity spray were presented for this assessment.

The second assessment, 80% of the module mark, is broken down to two parts:

Development of an Individual CASE Portfolio (20% of the total mark), where students need to choose three case studies that were analysed during the classroom session and for each case write a short reflective summary (maximum 500 words for each case) highlighting the main CSR / sustainability / ethical issues that could be identified from the case; the main theories that were used, in class, to identify and critically evaluate the CSR issues; analysis of the extent to which the corporate image / reputation of organisations, discussed in the cases, were damaged from their poor ethical behaviour; and the possible impact on their stakeholders, particularly their customers. Uber, Marks & Spencer, Union Carbide Corporation, Volkswagen emissions scandal, Apple and conflict minerals, Smartphone data tracking were amongst topics, Patagonia – Pyramid of CSR students analysed in 2022.

Individual report (80% of the total mark)- Each student is required to identify a specific CSR topic or issue (e.g., labour practices; marketing practices; ethical supply chain; corporate governance; ethics) that can be associated with the activities of one or more business organisation(s) and to examine the practical case(s) in the light of relevant CSR theories. Topics range from Marine Stewardship Council and their supply chain activity against the UN Sustainable Goals and Carroll's Pyramid to Amazon workforce scandal.



, led by Mr Peter Martins Da Silva, considers the key theoretical and practical aspects of managing CSR and sustainable development. Students develop their understanding of the crucial issues of CSR and sustainability which help determine and frame the goals of business activities from an ethical perspective. Tutorial exercises, lectures, guest speakers, case studies and videos are used to support the learning process.



Dr Smirti Kutaula, module leader for Leading Change on *BSc Business Management*, received the highly commended award at the annual British Academy of Management (BAM) Education Practice Awards 2021 in the Experienced Teaching Practitioner category. This was for the development of the 'Decolonising Business School Curriculum: Embedding race-ethnicity in learning and teaching practices' initiative. Dr Kutaula developed a participation and engagement activity; "Black History Month: Leadership in Context" for the

module, taught to over 150 *BSc Business Management* students. Drawing upon the leadership approaches covered in the module, students were asked to recognise the contributions made by black leaders. This activity was linked with their module assessment strategy as students gained marks for their participation. This provided students with an opportunity to learn about a diverse range of BAME thought leaders, particularly, students of colour could relate with them regarding the challenges they faced, and how they overcame them despite adversities, racial bias and antagonism. The module is aligned with the UN SDG 5 'Gender Equality' and SDG. 8 'Decent Work and Economic Growth'. The British Academy of Management have commented that her programme was "*topical and engaging*" and focused on inclusiveness, while her paper "*very strongly presents the need for this type of intervention to be adopted more widely across programmes to challenge and encourage reflection and needs to be part of the mainstream critical analysis of all modules we teach in business schools.*".

BH7705

Leadership, Change and Consultancy

During 2021/22, Dr Christina Butler brought Scholastic Publishers, a large company, into this module on the *MSc International Business Management (MIBM)*, to expose the 130 strong cohort of international students to the challenges of embedding diversity and inclusion practices in a new cultural context. In a cross-faculty initiative, the *MA Publishing* students will act as coaches to the *MIBM* consulting teams at points during this multi-week mini-consulting experience. For many of the international students in the *MIBM* cohort, this opportunity is their first exposure to work outside their home country. As a result, they are developing confidence in working in the UK environment, building inclusivity knowledge, expanding their global outlook, and enhancing employability prospects. In turn, Scholastic benefits from the insights provided by the University's student resource base and a close-up look at prospective future employees. Dr Butler has also been awarded a £100,000 Learning Matters grant by McGraw Hill to apply against learning resources to enhance inclusivity and engagement among KBS students. The award will be used to support modules at both UG and PG levels. Dr Butler developed her application by drawing on the work she has done over the past 12 months as Inclusive Curriculum Workstream Lead for the School.



BA7031

Financial Statement Analysis



A module for finance and accounting students, led by Dr Suman Lodh, is designed to have a sustainability element in the assessment where students need to assess the sustainability activities of their chosen companies to take an investment decision. Some students felt that this coursework helped them learn more about sustainability of UK based big companies, which will help students in their future career. In 2022/23 two guest lecturers delivered a presentation on sustainability during the teaching, one of whom was a founder of a London-based tech company.

BS7302

Managing Corporate Social Responsibility and Sustainable Development

, led by Dr Ana Pedraz Marcos, provides a critical understanding of corporate social responsibility (CSR) and sustainable development (SD), along with an appreciation of their development and growing importance. The module enables students to manage organisations and their activities in a socially responsible way through the ability to evaluate CSR and SD practices as applied to various business functions. One of the two summative assessments in the module is an Individual journal, worth 30% of the module mark, in the form of a learning journal analysing a range of topical events relating to CSR/SD/Business Ethics (BE) issues. Students need to pick a suitable topic or event for each entry linked to business matters and the CSR/SD/BE theme of the module. Each topic or event may be one that has been covered or referred to in the module content, or else from a current event or personal experience. Some of the topics chosen in the last couple of years included corruption in an

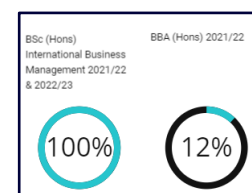


Indian IT organisation; protests against a new Starbucks site in Brighton; tobacco advertising, ethical branding, child labour, and culture jamming.

The individual report, worth 70% of the mark, involves critical analysis of corporate social responsibility and sustainable development policies and practices. This assessment enables students to apply their knowledge to business scenarios. It involves students carrying out an in-depth analysis and review of CSR/SD/BE concepts and policies with reference to business practice. Typical issues that have been covered in the written report in the last couple years vary from animal testing in the cosmetics industry, labour exploitation in the fast fashion industry, sexism and discrimination against women in the video game industry, to biodiversity, child labour and fat-cat salaries.

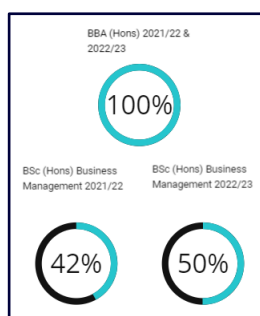
BH5102

The paired case study presentation of HRM in an International Context, led by Dr Qi Wei, worth 30% of the overall module mark, is aimed at students gaining an appreciation for and an understanding of the human resource management (HRM) challenges of the social aspect of the ESG in an international context. Students need to develop a case study which showcases their chosen UN Global Compact participant organisation together with an analysis of and recommendations for training the employees about their awareness of the organisation's Environmental, Social, and Governance (ESG) commitment, and more specifically the social aspect of ESG. Some of the companies students chosen included Unilever (SDG 5 and 6), Nestle (SDG5 and 8), Nestle Purina Pet Care (SDG3,12,13,14, 15, 17), Levi Strauss (SDG 9,10,12) and Samsung (SDG 11,12,13).



BO6203

International Business Operations, led by Dr Michael Wang, is designed to develop students' ability to assess the business environment faced by an international company and evaluate opportunities and risks in international marketplaces. The module includes the topic of business ethics and corporate social responsibility. Students are encouraged to conduct a case study in their assignments to understand the current challenges and issues that companies may face in sustainability transformation.



BH7704

Career Counselling Training and Development is aligned with SDG 5 'Gender Equality' and SDG 8 'Decent Work and Economic Growth'. It is focused on sustainable careers and life-long learning.



BH7707

Wellbeing and Work

, led by Dr Ana Paolillo, is aligned with UN goals especially 'good health and well-being' (SDG 3) and 'decent work' (SDG 8). The module is focused on promoting an understanding of the relevance of mental health as well as diversity and inclusion issues with regards to employee well-being and skills related to the development of psychological interventions relevant to well-being in organisations.



BH7708

Psychological Assessment at Work

, led by Dr Anna Paolillo, is aligned especially with SDG. 5 'Gender Equality' and SDG. 8 'Decent Work and Economic Growth'. It is focused on fairness and equity in selection and assessment, including the development of inclusive, sustainable and decent employment job roles and offers. The students work with a business psychology consultancy as part of their live brief assignment where they have to develop a proposal for a real company to guarantee an inclusive, ethical and fair candidate's experience.



Kingston Business School engagement in PRME related activities



Spring International Week at Montpellier Business School (26-30 March 2023). 11 Professors from 10 international Partner Universities visited the campus and met up with the students to give them a sneak peek of their upcoming international experience. Dr. Smirti Kutaula delivered a course on “Circular Economy and Sustainability” to the students.

City of Finance and Sustainability: field trip



Twenty students from the Business School visited Bloomberg Space, located on the Bloomberg European Headquarters site. They learned how tech and media giant Bloomberg bought up the original location to build its multi-million-pound HQ, and ‘rebuilt’ the Temple of Mithras. They also stopped into Sky Garden - London's highest rooftop public garden located in the city's square mile. A great day had by all!



International Black Scholars Programme: Exciting funded travel opportunity in June 2023

The University is offering up to 15 students from Black and Black Mixed heritage backgrounds the opportunity to engage with a funded 28-day programme to Charlotte, North Carolina, USA in June/July 2023.

The programme aims to empower students to understand, critically debate and offer solutions to the contemporary global issues of climate change and antiracism. The programme explores these issues not only in theory but in practice by visiting local higher education institutions, local government organisations and community lead organizations in our host city.

As part of the learning experience, students will have the opportunity to create a project that explores one of three key contemporary issues which they will share with the Kingston University Community at our annual Festival of Learning in October 2023.

HSBC UK launches student incubator programme at KU



HSBC UK is working in collaboration with 5 universities across the UK to pilot a competitive enterprise programme that will target aspiring entrepreneurs from under-represented and low-income backgrounds to bring their business ideas to reality.

The programme supports students of black and minority ethnic backgrounds from Aston University, University of Bedfordshire, De Montfort University, University of East London and Kingston University to bring their commercial aspirations to life. The programme is now live within the 5 universities with successful candidates from each university embarking, in March, on a 12-week bespoke course run by Start Up Discovery School. The programme will culminate with a finals day to be held in HSBC UK's Birmingham Head Office in June.

The successful candidates will receive One to One HSBC UK mentoring from Commercial Banking Relationship Directors alongside guidance from the Start Up Discovery School, access to HSBC UK customer webinars and some modest financial support to enable them to bring their commercial ambitions to fruition.

It's hoped that the pilot will provide a model for other banks and financial institutions to emulate in collaboration with universities as a way to nurture talent, encourage innovation, and offer support to aspiring entrepreneurs from underrepresented and low-income backgrounds across the UK.

Ian Roberts, Head of Kingston Business School said: ["Equality, diversity and inclusion is at the heart of Kingston University. We are delighted to be able to offer these opportunities to our entrepreneurial students through the support of HSBC and the Start-Up Discovery School."](#)

Inaugural Kingston University Satellite Mission Hackathon



The recent - and inaugural - Kingston University Satellite Mission Hackathon event in 2023 saw students from the MBA Executive Program, the Department of Law and Department of Aerospace Engineering (Space Technology pathway) come together in a directed Hackathon. The students were tasked to produce a feasible satellite mission concept that aimed to assist meeting one of the 17 UN sustainability goals but additionally provide a commercially viable product that could be pitched to a local satellite company Surrey Satellite Technology Limited (SSTL).

Mixed teams of students had 2.5 hours to work on their concepts and present their ideas. Some great ideas included the monitoring of green spaces in urban rooftop settings and predicting the movement of plastic pollution bergs on shipping routes. This was the first time the organising team, comprising Dr Damian Bielicki (Law), Dr Peter Shaw (Aerospace) and Dr Pauline Parker (Business), with fantastic assistance from Amanda Baker (Hack Centre Manager) had put on this event.

The main goal was to bring students together from three very different disciplines who have different ways of approaching problems and get them to interact and communicate with each other. It also gave students an insight on what life might be like in industry, business, and commerce. Participants had a great experience working in multi discipline groups, one commenting in feedback: *"Very nice to work with different people who think in unique ways, it really broadens your horizons"*.

People's Choice Award in the National Enterprise Educator Awards 2022

The National Enterprise Educator Awards, organised by Enterprise Educators UK, recognise excellence within enterprise and entrepreneurship education in UK higher and further education. The aim is to reward and celebrate those who have demonstrated an exceptional and inspirational commitment to supporting student and graduate entrepreneurship.



Mrs Liz Machtynger and Dr Yuliana Topazly reached the Finals of the National Enterprise Educator Awards, with their 'Making Enterprise accessible for all!' project, which featured in the People's Choice Award in 2022.

The Head of Kingston Business School said, *"Kingston Business School's mission is to create 'sought after students' and entrepreneurs of the future. Creating the platform to innovate and deliver impact for students is at the heart of our programme of work. Yuliana has spearheaded the enterprise and entrepreneurship programme building multiple exciting interventions across the business school and accessible to all driving insight and collaboration across teams and organisations. Liz has designed and delivered a strategic future skills development programme to underpin teaching with key skills required for students' futures. Together they have made a powerful, lasting impact for KBS and continue to evolve in the future."*

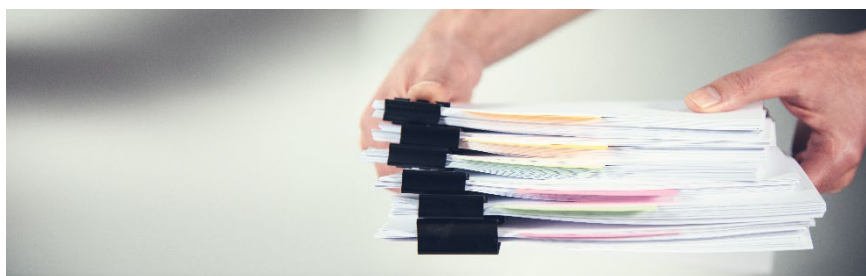
PRINCIPLE 4 RESEARCH



Research is an integral part of the KBS's overall strategy, which aims to attain excellence in research, teaching and professional development. Research leadership is embedded in the Faculty structure and includes the post of Associate Dean (Research) responsible for overall Faculty strategy; the KBS Director of Research and Enterprise (SDRE) and Research Hubs leads.

Research Strategy

A key goal of the research strategy of KBS since REF2014 has been to broaden the research base. Increasingly, our



research has become externally engaged and outward looking, as evidenced by the variety of funders, research projects, workshops, events and seminars as well as the diversity of doctorate topics. Research income comes from a broad range of sources, national and international, private and public,

including, e.g., The Legal Services Board, The Department for Work and Pensions, The European Union's Horizon 2020 programme, the Organization for Economic Co-operation and Development (OECD), Innovate UK, the British Academy of Management, the Academy of Marketing, the Marketing Trust and Barclays Bank. KBS has continued to improve its research quality and volume, including the number of faculty undertaking research. As a result, the 'mock' REF 2021 submission showed that 63.0 FTE faculty have at least one peer reviewed research output: including refereed journal articles, a book, chapter in book, research monograph. This was against a total FTE of 81.2 in KBS (78% of faculty being REFable). This marks a substantial improvement on 24.9 FTE in the REF 2014. Kingston University's mission is to foster knowledge and learning that benefits society.



Our institutional approach aligns research, knowledge exchange, professional practice and teaching within a framework of impact, supporting staff and students to work collaboratively on key challenges in areas such as health, technology, creativity and culture, business and entrepreneurship. Research underpins the University's response to various national agendas, including education and skills, and economic and social recovery after COVID-19. Equality, diversity and inclusion underpin our approach to researcher career development and the promotion of an inclusive research culture, driving institutional strategies to support staff and students. We currently hold the Athena Swan and Race Equality Charter Bronze awards and a

number of diversity awards in recognition of work with staff and students. The University is a member of the University Alliance.

Research, Business and Innovation (RBI) services ensure effective governance, support and training for all aspects of research institution wide. The core teams are Research, including the Graduate Research School; Research Systems, Governance & Funding; Impact; Business Engagement; and Apprenticeships. Research leadership and management in academic units is provided by Faculty Associate Deans for Research and Innovation, School Directors of Research, Directors of Postgraduate Research and Heads of School, who are expected to facilitate the development and delivery

of high-quality research and to ensure that appropriate career development support is provided for all researchers at all levels.

The University's approach to Equality, Diversity and Inclusivity (EDI) is fundamental to our research culture, supporting our mission to foster knowledge through positive engagement and partnership and informing the goal of societal impact of our research. Our sector-leading work includes the Inclusive Curriculum Framework, addressing the BAME degree awarding gap; and we have achieved Race Equality Charter and Athena Swan recognition at institutional level.

Research activity is embedded in all academic departments of the AACSB-accredited Kingston Business School – across Accounting, Finance and Informatics; Management; and Strategy, Marketing and Innovation and the Small Business Research Centre. Further, our dedicated research centres and groups provide focal points for research in more specific areas and a network of internal and external collaborators for our academics.

KBS has a strong track record in research into Small and Medium Enterprises (SMEs). Research projects include work with UK government departments (DWP, BEIS), supranational agencies (OECD) and private companies in the co-production of knowledge to effect positive change to the environment in which small businesses operate. Most research involves direct engagement with SMEs, their owners and staff to build a picture of the real world of SME activity. KBS is also the largest provider in a consortium of business schools supporting small businesses and entrepreneurs, delivering the government sponsored 'Help To Grow' programme in the UK.

KBS Research vision 2021-2026

The research vision of KBS for 2021-2026 is 'to work collaboratively to contribute credible insights and tangible value to people's lives, business practices, society and the environment through impactful research'. It flows from the institutional strategic aim within the KU Strategic Plan to 'advance our subject areas and increase our societal influence and impact'. KBS aims to: 1) stimulate knowledge-generation around future-focused priorities; 2) nurture a positive research culture underpinned by openness, inclusion, and integrity; and 3) enable and facilitate collaborative research impact and knowledge exchange through strong research partnerships.

One key element in the implementation of this strategy is the creation of five thematic research hubs, with the ambition of integrating all different dimensions of research and enterprise activities while exploiting the synergies between these elements. Research hubs host social interaction in terms of presentation and discussion of research through seminars, the preparation of grant applications, supervision of PhD students, networking with other institutions, the development of impact as well as enterprise activities, mentoring of more junior colleagues, and the provision of training in these different areas for colleagues at different stages in their careers as well as PhD for students. What differentiates hubs from a more traditional organisation of research through academic departments is the emphasis on the exploitation of synergies between different research and enterprise activities, as well as the thematic focus of the hubs, designed at facilitating the interaction among colleagues working on similar topics from the angle of different disciplines or methodologies.



Research Hubs

Up until 2021, the Small Business Research Centre (SBRC) provided leadership, fostered collaboration and advanced research in the area of entrepreneurship and SMEs. For many years researchers in the Centre engaged with leading international networks, such as the European Council for Small Business and Entrepreneurship (ECSB), the International Council for Small Business and Enterprise (ICSB), and the European Network for Social Research.

The SBRC already has a track-record of external business engagement, evidenced by its successful accreditation submission to the Small Business Charter in 2020.

In the past few years, KBS has initiated a transition towards a more strategic and impactful research and enterprise agenda, in line with the current mission and strategic direction of the University as well as external constraints and influences (knowledge exchange framework, grand challenges, ongoing socio-economic effects of the pandemic). Increasingly the School is seeking to link/partner with industry to produce research insights which not only advance knowledge but also work collectively to make a positive contribution to society's most pressing issues. The School has reorganized its research landscape around research hubs which encompass both forward-looking themes as well as research strengths.

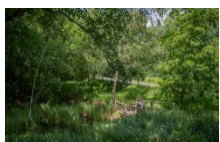
Five areas have been identified to focus our efforts to build research and impact, as well as aligning them with the UN Sustainable Development Goals:



The Future of Work/New Ways of Working Hub contributes to reducing inequalities, to promote sustainable health, well-being, and livelihoods in both the Global North and Global South through, notably, examining technology-based solutions. (SDG5, SDG10)



The Customer Insights Hub contributes to consumption well-being and sustainable consumption of goods through examining shopping and its effect on overall subjective well-being (SDG12)



The Sustainable Innovation and Entrepreneurship Research Hub helps to meet the social and economic challenges of sustainability and climate change through co-producing new knowledge about innovation and entrepreneurship (SDG13)



The Foresight, Creativity, and Decision-Making Hub contributes to sustainable livelihoods through examining artificial intelligence and data-driven solutions to ensure inclusive and equitable lifelong learning opportunities for all and sustained, inclusive and sustainable economic growth and firm performance. (SDG4, SDG8)



The Capital Markets and Risk Research Hub contributes to build effective, accountable and inclusive organisations through examining the tenets of sustainable and inclusive governance. (SDG16)

As research and business engagement are believed to have a mutually productive relationship, KBS aims to actively support researchers in each hub to identify and build relationships with key stakeholders. Each research hub lead is supported to organise knowledge exchange events and develop and maintain existing strategic links with national and international organizations (e.g., Carbon Trust, OECD, ENSR and Social Enterprise UK) and partners (e.g., Kingston Chamber of Commerce, Royal Borough of Kingston local authority and South London Partnership) as well as new knowledge transfer partnerships.

Each KBS member with significant responsibility for research has joined one of these hubs and membership has also been open to include KBS members with significant responsibility for business engagement and enterprise. New faculty members are also introduced to the remits of these hubs and asked to elect one as their main hub. Each hub is required to have an outcome-based plan for research output, impact pathways, external bidding, partnership working and faculty development. Hub activity is financially supported through the UK government research funds obtained following the Research Excellence Framework (REF) submission. In the recent years, KBS has had access to an annual budget of circa £230k from this source, with the main expenditure item being conference attendance (pre-covid) and research assistance (since the outbreak of the pandemic).

Aligned with the KU's signing up to the Concordat to Support the Career Development of Researchers and the San Francisco Declaration on Research Assessment (DORA), KBS fosters its engagement with open research practices by strengthening its links with the Responsible Research in Business and Management (RRBM) network.

KBS develops an inclusive research culture by prioritising research activities which promote knowledge exchange and innovation between colleagues at different career stages, mentoring Early Career Researchers and those who are growing their areas of responsibility in research. It also addresses imbalances in gender representation in leadership roles and design activities (such as mentoring by senior female peers) aimed at closing this gap.

KBS is further embedding its doctoral training in research activities by including PhD researchers in thematic communities of research practice. Research students are also hired as research assistants (including for impact or knowledge exchange work) which further enriches doctoral training and contributes to career development.

KBS seeks and fosters longer-term collaborations with stakeholders, including large and small business organisations, government and non-government bodies, national and local authorities, as well as through public engagement. These relationships are established through KBS's reputation for research on entrepreneurship and small businesses, health management, sustainable innovation, and new product development.

KU Business Development Managers work closely with KBS to facilitate exchanges between academics and business, industry and public sector bodies by organising external networking and Knowledge Exchange events such as the annual Kingston Business Expo Networking event and the bi-annual Business Breakfasts.

Furthermore in 2021/22 each Research Hub has proposed an impact statement, clarifying where they have the expertise and ambition to focus their contribution, mapped against the UN SDGs. KBS has also invested in Impact training for academic faculty.

ENERGISE Project and Kingston Living Lab

Kingston University is leading a new real-world research project which could help Small and Medium-sized Enterprises (SMEs) reduce their carbon footprint and make financial savings by encouraging them to rethink their practices around energy use.

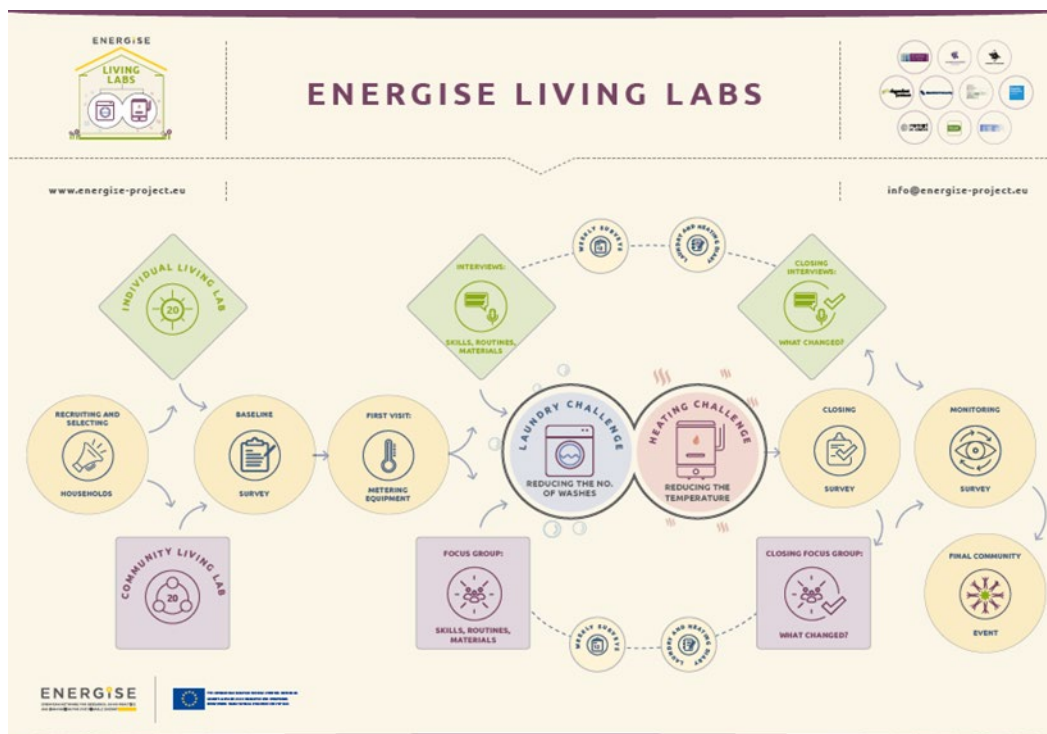


Figure 3: Energise Living Labs

The Kingston Living Lab supports SMEs to experiment with new practices for keeping workplaces warm, while data is gathered to address important research questions related to sustainability and energy research. Kingston Living Lab undertakes original, impactful research to help businesses to reduce energy use. KLL builds on the recently completed Horizon 2020-funded 'ENERGISE' research project led at Kingston by Professor Audley Genus. ENERGISE was reviewed by the European Commission as delivering 'exceptional results with significant immediate or potential impact'. The Kingston Living Lab project runs over a three-year period ending in 2024.

The three-year Kingston Living Lab project is formed by the University's former Small Business Research Centre at Kingston Business School to achieve greater understanding of how SMEs are using their heating day-to-day and to help them identify new energy efficient practices. It builds on the recently completed ENERGISE project which saw households across Europe adopt new habitual practices to reduce their consumption, see **Figure 4 overleaf**.

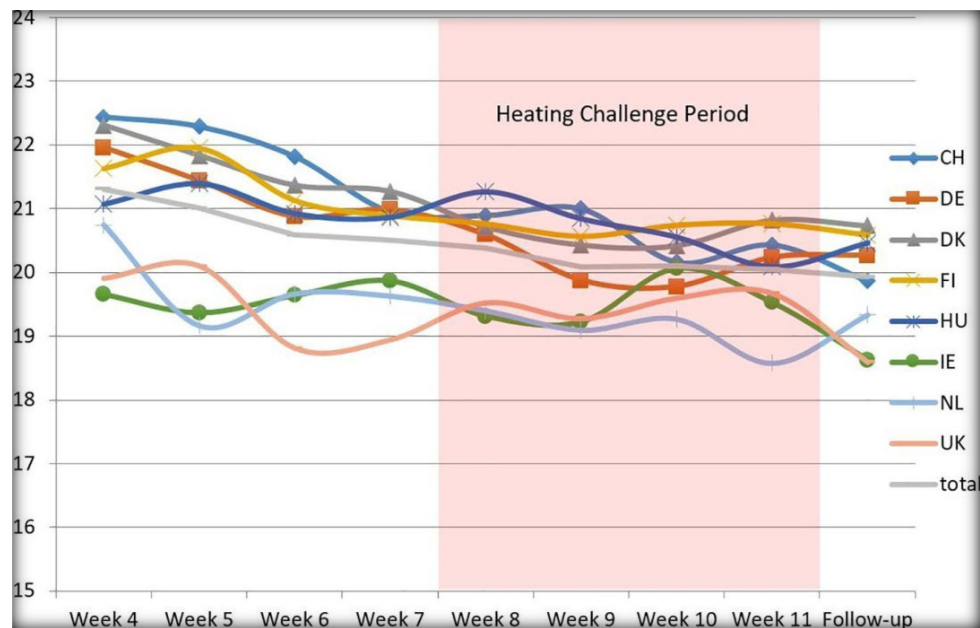


Figure 4: Heating Challenge 2021/22.

The research group is working with SMEs in the Royal Borough of Kingston upon Thames and across London covering the hospitality, retail and commercial sectors. Businesses have been taking part in a four-week challenge to reduce their workplace room temperature using thermologgers, provided by the University, which record temperature readings.

"The purpose is to encourage business leaders to reflect on what they are doing and why," explained Professor Audley Genus, Director of the former Small Business Research Centre and Kingston Living Lab. "By adjusting their practices and subsequently lowering their room temperature by as little as three degrees Celsius, businesses will significantly cut their carbon emissions and see financial savings in doing so," he added.

Dr Juan Soon, a post-doctoral researcher supporting the project, explained that the challenge is intended to make businesses think about the spread of heating across their workplace.

The challenge is to reduce their indoor temperature to a target of 18°C, or businesses can choose to set their own personal target which must be at least 3°C lower than their usual temperature. Businesses are given the freedom to come up with their own methods to achieve their temperature target. Their progress is monitored by a weekly survey where they can share their findings and any new practices they have adopted with the University.

Ritchie Sakthivel who runs Riverside Vegetaria, an independent restaurant in Kingston has signed up to the project and is enthusiastic about seeing results. "It is great to have this level of support and learn from other businesses in the area to have a collective impact on energy use. I am looking forward to seeing how taking part helps my business in the long term in terms of reducing how much energy we use and saving money as a result," Mr Satkhivel said.

The Living Lab is based on the idea that the participant or business wants to be actively involved in reducing their energy consumption and come up with their own practical solutions, Professor Genus explained. "We found from ENERGISE that the participants really care and spoke about their energy use in quite an animated way when given the chance to think about it and the tools needed," he added.

The Kingston i-Lab

"Where creativity meets the challenge of creating a better future for all"

The Kingston i-Lab is a space for the inter-play and incubation of ideas that aims to change the way organisations work in order to protect communities and the environment. It was created in 2015 under the guidance of Dr Miguel Imas by students on the *MSc International Business Management* and *MSc Occupational and Business Psychology* programmes, who were curious, passionate and driven by the desire to challenge the established conceptual premises upon which organisational (psychological) and managerial knowledge are constructed.

Under a co-leadership model and using an action methodology versed on storytelling and design-thinking, students apply themselves to construct imaginative and creative solutions that could change the way we work and, as a consequence, empower communities to assert and protect their eco- social systems. The purpose of the Kingston i-Lab is to help students achieve their maximum potential through learning in a curious, collaborative, creative and imaginative way.

The Kingston i-lab builds on the following conceptual ideas:



Figure 5: Conceptual ideas of the Kingston i-Lab

Past Projects include

- Tackling Inclusion & Diversity: Culture/Structure
- Improving Quality of Work: Change/Culture
- Creating Innovation in the Workplace: Change Culture
- Empowering Individuals through Creativity: Creativity/innovation
- Better Space, Better Environment to Work: Structure/culture
- Future of Work: Leadership
- Sustainable future: Leadership
- Enhancing and widen participation: Leadership/Change/Culture
- Overcoming failure: culture/leadership

Case Study

The Creative City: King's Cross Redevelopment

"This activity is part of the Kingston i-Lab drive to construct more sustainable and caring organisations through creativity, art and innovation."

The aim of the visit was to engage students with the importance of urban transformation and conceptual art in informing leadership and change in organisations using creative and innovative acts, particularly, how these activities inform our views on inclusion and sustainability of work.

Students were asked to organise, prior to the visit, in hub-teams of 5 individuals (the most). These hubs were collaborating and writing their reflections as well as collecting visual material from the visit. Students had to take a camera, notebook, iPad or small laptop where they recorded and visualised their experience to be able to exchange thoughts based on this important visual, voice recorded or written material.

Students explored freely the area in their hubs. During this time students were able to photograph and film what they found attractive and significant for appreciating creativity/innovation in the re-development of this area. At the end of the day students exchanged ideas and thoughts based on team reflections and experiences, linking back to the way we think about sustainable inclusion and the value of creativity.



The Kingston BRAINS LAB

The ‘Behavioural Research Analytics in Neurotechnological Systems’ (BRAINS) Lab, is a nationally leading innovation facility at Kingston Business School that pioneers the convergence of behavioural sciences, user experience research, and next-generation technologies. Through cutting-edge research and partnerships, BRAINS Lab aims to define an ethical, inclusive and sustainable digital future and enhance collective capacity and capability to mitigate harms and tackle major societal challenges.

The preliminary BRAINS lab project supports the activities of a wider Collaboratory of researchers and practitioners from multidisciplinary areas interested in questioning critically and creatively the consequences of VR, AR, MR on people, society, and businesses. This interdisciplinary infrastructural programme seeks to explore the potentials, opportunities, pitfalls, and ethical consequences of these new technologies in human life.



On 22-23 May 2023, a knowledge exchange workshop brought together academic experts with industry partners such as Google, NHS, John Lewis, and Barclays Eagles and tried hands-on technical demonstrations of iMotions, Varjo, Ultraleap and Emotiv throughout the two days and an opening Keynote from Ghislaine Boddington, from BBC Digital Planet.



Using the Double Diamond Design Thinking Model, the workshop delved into exciting partnerships, collaborations, and opportunities and explored new ways of thinking and working that will help drive ethical, inclusive and sustainable digital innovation.

“You could feel the buzz in the place!” says Professor Gaëlle Vallée-Tourangeau PhD at the launch of the BRAINS Lab at Kingston University, where academics and industry partners explored behavioural sciences, user experience research and next-generation technologies.

“The next phase of the economy - Industry 5.0 - requires sustainable, human-centric and resilient innovation,” says Professor Karen Cham FRSA. “This is best achieved in collaboration and with arts, humanities and human and social sciences included in technology development. The BRAINS Lab is here to support that.”

VIP guests included Google Accessibility Discovery Centre, NHS, Ericsson, Frazer-Nash Consultancy and Future Visual.



PRME related Intellectual Contributions

Creativity, entrepreneurial and social innovative practices



Dr Miguel Imas is a Senior lecturer in the Department of Management and Kingston i-lab Director. He has held visiting professorship at the University of Bologna in Buenos Aires, The University of Chile and the Getulio Vargas Foundation in Brazil. He studied both his BSc and PhD Social Psychology at the London School of Economics and Political Science where he remains an associate member of the psychology research lab.

Dr Imas has lead research in organisations and communities in Africa and Latin America. His research focuses on creativity, entrepreneurial and social innovative practices that these communities/organisations enact and perform in their daily lives. Dr Imas has supported and help to develop student driven start-up initiatives such as Jebo, part of the University of Bologna student commitment to improve their innovative and creative skills in business. He is also supportive of initiatives that examine and promote more sustainable economic practices in countries like Chile, Argentina and Zimbabwe. His work has been published in prestigious journals like Organization Studies, Gender, Work & Organization and Organization.

Dr Imas published a research paper with Lucia Garcia-Lorenzo (LSE), *A Post-colonial and Pan-African Feminist Reading of Zimbabwean Women Entrepreneurs in Gender Work & Organization* (3*).The paper contributes to advance knowledge in postcolonial, decolonial and critical entrepreneurship and organization studies. It will be extremely useful for those conducting research in Africa and the global South as well as for those working on decolonising the curriculum in management.

Personality traits influence whether we shop Fairtrade



Ethical consumer behaviour and sustainability expert, Dr Kutaula, alongside academics from the University of Surrey, University of Cyprus and Cyprus University of Technology, conducted a survey on 323 consumers in the UK and India. This used the Big Five Personality trait model, a psychological theory that measures five key dimensions of an individual's personality – agreeableness, conscientiousness, openness, extroversion, and neuroticism.

This was followed by 18 in-depth interviews with British customers to get a greater understanding of how their personality influences their perceptions and behaviours around Fairtrade. The interview process also sought to identify how their involvement with the Fairtrade ethos influences their attitudes towards the circular economy.

The findings of the study, published in *The Journal of Business Research*, revealed that individuals who are extraverted, agreeable, or conscientious are more likely to support Fairtrade.

New research from a Kingston University expert shows people with one of three personality traits are more likely to support the Fairtrade concept. The findings highlight the potential benefits of using personality-based marketing to sell Fairtrade products.

Dr Kutaula examined the relationship between personality and Fairtrade engagement, which means how emotionally involved people are with the Fairtrade ethos.

"Our analysis of the interviews highlighted that extraverts were significantly more engaged with Fairtrade and spreading awareness of its ethos," Dr Kutaula explained. "They are more likely to share their beliefs around supporting the Fairtrade ethos with their family and friends, as well as recommending products," she added.

They also discovered that people who displayed high levels of Fairtrade engagement were more ethically conscious in their decision making and consumption choices relating to the circular economy.

"They had an increased understanding of how wider sustainability issues are linked with Fairtrade," Dr Kutaula said. "They recognised that Fairtrade products are produced in a way that is not harmful to the environment and that these products use packaging which can be widely recycled, reused, or repurposed. Some were even re-purposing the packaging from their tea bags or coffee to store items such as make-up or jewellery," she added.

The research also demonstrates personality-based marketing could be a beneficial tool for selling and promoting Fairtrade products, Dr Kutaula said. "Companies producing and selling these products could explore ways to target consumers who demonstrate the three personality traits – extraversion, agreeableness, and conscientiousness," she said. "For example, they can target extraverts with promotional campaigns which stress the importance of Fairtrade and the circular economy and provide opportunities for them to actively share what they have learnt with other consumers."



Dr Christina Butler, an Associate Professor and a senior member of the Department of Management in the Faculty of Business & Social Sciences having worked at Kingston University since 2001. Dr Butler conducts research with an international network of world leading scholars focused on global teams specifically and global work more generally. Dr Butler's research leadership is demonstrated by regular contributions to the wider research community at leading international conferences and as a journal editorial board editor and member and internally through long-standing contributions to PhD supervision, research groups and seminar series. Currently Dr Butler complements her research profile with leadership in the domain in her role as Research Hub Lead (Future of Work and New Ways of Working (FoW)). At present, Dr Butler leads the Inclusive Curriculum Framework workstream in KBS.

Dr Christina Butler along with Professor Audra Mockaitis and Dr Adeboyega Ojo (Maynooth University) have published a paper in the *Journal of Vocational Behaviour*, entitled '*COVID-19 pandemic disruptions to working lives: a multilevel examination of impacts across career stages.*' A study undertaken by management experts at Kingston University's Business School and Maynooth University in Ireland has shown people in the early stages of their careers were more likely to be impacted by workplace stress during the Covid-19 pandemic than senior colleagues.

The pandemic had been widely reported to impact negatively on the mental health of whole populations, particularly younger people. In response, the study aimed to understand how individuals at different stages of their lives and careers were affected and what resources had a positive impact on their wellbeing.

The research focused on people at five career stages – from early on when they were finding themselves vocationally to pre-retirement, when there was less emphasis on career advancement. They found differences in how those groups reacted to the continued pandemic-related disruptions of 2020 and adjusted over time. The researchers first surveyed people in 30 different countries in April 2020, shortly after the World Health Organisation declared Covid-19 to be a pandemic, then at fortnightly intervals for eight weeks.

The resulting paper revealed that people at the start of their careers were most likely to feel stressed. The research also revealed that early career workers were more likely to disengage during the pandemic. This could manifest as the employee showing a lack of interest and becoming cynical about work as a way of coping and distancing. Meanwhile, mid-career workers – categorised as those settled in a career and building on those foundations – were prone to exhaustion during the pandemic. In some cases, this was because of juggling other responsibilities, such as home schooling due to school closures.

Becoming over-tired and disengaged could also have contributed to a national trend in which highly skilled employees in the over-50s were leaving their professions before retirement, Dr Butler said. "[This group is in danger of leaving work prematurely in what is sometimes referred to as the great resignation or engaging in what is known as quiet quitting,](#)" she explained. "[They have been reassessing their lives, particularly during the pandemic and, while they may not leave work completely, they may change career, move out of the city or work fewer hours, resulting in organisations losing a wealth of experience.](#)"

As well as examining the wellbeing of staff, the study also investigated factors that could mitigate stress or exhaustion, such as giving employees higher levels of autonomy at work.

“As the world moved to living with Covid-19, and the likelihood of another pandemic rising due to globalisation, greater understanding of how pandemics affect the working lives and wellbeing of employees at different stages of life was needed”, Dr Butler said.

Supply Chain agility and Supply Chain Risk



Dr Michael Wang, a Senior Lecturer in Sustainable Operations and Supply Chain Management at Department of Management obtained his first degree in Operations and Supply Chain Management, and Management at the University of Auckland, Auckland, New Zealand and his PhD degree from RMIT University, Melbourne, Australia. His current main research areas are supply chain management, sustainable operations, innovation management, sustainability, supply chain risk management, freight transport and international logistics. Dr Wang has several research projects related to sustainability in organisations and supply chains. One of his recent publications - *Supply chain agility as the antecedent to firm sustainability in the post COVID-19*, finds that the adoption of supply chain agility can improve supply chain relationships and positively

impact sustainability. Meanwhile, supply chain relationships partially mediate the relationship between supply chain agility and sustainability. In addition, sustainability mitigates the impacts of the COVID-19 pandemic on supply chains.

Dr Wang has another paper, which was published in 2023 - *Towards Forest Supply Chain Risks*, reveals that forest plays a vital role in climate change. The study is the first to investigate the risks in the forest supply chain to help improve performance in the forestry sector. The study has attracted great attentions in business research.

Diversity and Safety Climate



Dr Anna Paolillo is a Senior Lecturer in the Department of Management and Course Director of the MSc in Business and Occupational Psychology. Her main research topics are on diversity, well-being and safety at work; specifically, she has been examining the role of different facet specific climates (Diversity Climate, Climate for Inclusion, Safety Climate and Communication Climate) on safety performance within several firms in the metal and mechanical sector. Those projects successfully led to a decrease in accidents, injuries and an improved company safety culture. Dr Paolillo is currently working on a collaborative research project with University of Catania (Italy) entitled “*Impact of Diversity and Safety climate on employees’ responses to job dissatisfaction in the*

tertiary sector”. The aim is to explore the role that organisational climate has in predicting employees’ exit, voice, loyalty and neglect (EVLN), through the roles of specific climate for safety and climate for diversity. The results are being presented at the 2023 European Congress of Psychology.



Dr John Pereira lectures on a range of Accounting and Finance modules on postgraduate programmes and specialises in delivering workshops and seminars aimed at leveraging the power of Bloomberg software for advanced financial analysis. He is also the Course Director for Bachelor's in Business Administration (BBA) programme.

Dr Pereira's principal research interests are in the areas of credit risk modelling, corporate reporting, voluntary disclosure practices including ESG's. His research on sustainability looks at understanding the drivers of ESG disclosure and its effect on firm and market. One of his papers, a CIMA funded research project, *Corporate culture as a driver of integrated reporting*, looks at how ESG performance affected

the tone of managerial communication during the COVID pandemic.

The findings of the project suggest that a company's journey towards integrated thinking and reporting can benefit from an investment in corporate culture, specifically towards internal orientation. Both for companies that are willing to embark on the integrated reporting journey, as well as those that are already reporting in an integrated way and trying to reap the benefits from integration, the findings indicate that initiatives boosting internal-oriented culture can act as an internal lever to enhance integration in the decision-making process, therefore maximising the benefits.

Corporate Accountability



Dr Suman Lodh is an Associate Professor in Finance at Kingston Business School. Dr Lodh's research lies at the intersection of corporate finance, financial reporting, and sustainability. His publications and projects have focused on corporate accountability towards climate change, biodiversity, corporate lobby, digital currency, and SME finance. His work has been featured on BBC Asian Network, UK Parliament website and CFA Digest.

Dr Lodh has published 4 papers (ABS 3) on sustainability, CSR and Biodiversity in high impact journals such as International Review of Financial Analysis, Journal of Business Ethics, Business Strategy and the Environment, two papers in ABS 2 journals and two book chapters during the last 2 years. These are associated with

the currently funded projects which have a direct impact on SME businesses. ¹²³⁴

Editorial Experience (Research leadership nationally and internationally)

Dr Smirti Kutaula is the lead guest editor for a special issue titled *"Ethical Consumerism in Emerging Markets: Opportunities and Challenges"* for Journal of Business Ethics (ABS 3*, FT50). The special issue focuses on the ethical consumption patterns in emerging markets. A related Special Issue Professional Development Workshop (PDW) was organised in May 2021. It received 20 papers from 49 participants within 14 countries. They ranged from both developed and developing economies such as US, UK, China, Korea, Thailand, Saudi Arabia, Portugal, South Africa, France, Brazil and Hungary.

Professor Salma Ibrahim has been assigned as guest editor of the upcoming special issue in the British Accounting Review (ABS 3*) alongside other international lecturers. The title of the special issue is Performance Measurement,

¹ Uyar, Ali, Lodh, Suman, Nandy, Monomita, Kuzey, Cemil and Karaman, Abdullah S. (2023) Tradeoff between corporate investment and CSR: the moderating effect of financial slack, workforce slack, and board gender diversity. *International Review of Financial Analysis*, 87, p. 102649. ISSN 1057-5219;

² Uyar, Ali, Lodh, Suman, Nandy, Monomita, Kuzey, Cemil and Karaman, Abdullah S. (2023) Tradeoff between corporate investment and CSR: the moderating effect of financial slack, workforce slack, and board gender diversity. *International Review of Financial Analysis*, 87, p. 102649. ISSN 1057-5219;

³ Uyar, Ali, Lodh, Suman, Nandy, Monomita, Kuzey, Cemil and Karaman, Abdullah S. (2023) Tradeoff between corporate investment and CSR: the moderating effect of financial slack, workforce slack, and board gender diversity. *International Review of Financial Analysis*, 87, p. 102649. ISSN 1057-5219;

⁴ Owen, Robyn, Botelho, Tiago, Mac an Bhaird, Ciarán, Ghulam Hussain, Javed, Pierrakis, Yannis, Scott, Jonathan M. and Lodh, Suman (2023) Editorial: Entrepreneurial finance for green innovative SMEs. *IEEE Transactions on Engineering Management*, 70(3), pp. 942-949. ISSN 0018-9391;

Sustainability and Governance in the Healthcare Sector. The Editors are interested in articles that focus on advancing our theoretical understanding and addressing policy issues in these crucial, yet under-researched themes.

PhD student Project Exemplar

Mr Vittorio Edoardo Scuderi on MSc Occupational and Business Psychology, project title: *'How inclusion climate, trust climate, empowerment and diversity could help employees and employers?'*

The research is about the perceptions of diversity, inclusion, trust, and psychological empowerment within the workplace and their effect on job performance, job satisfaction, and behavioural reactions - i.e., exit, voice, loyalty, and neglect; it addresses UN SDG goals 3 and 5. He was supported by KBS, Kingston University PhD Studentship in Faculty of Business and Social Sciences (2020 - 2023).

PRINCIPLE 5 PARTNERSHIP



Kingston Business School has several links to local, national and international business and industry as many members of our teaching staff are active in professional practice. Besides enhancing our understanding of key stakeholders' expectations, our connections enable us to run a series of guest speaker lectures and seminars, and our Business Services and our Knowledge Transfer Partnerships (government-funded scheme linking a company with a university and a graduate to work on a specific project) bring businesses, local entrepreneurs and universities together. We also offer a work placements programme, collaborative research where several partners work together, consultancy and contract research for individual clients, and PhD/Masters studentships (a company can sponsor a Kingston University student and benefit from their specialist knowledge and research studies).

Executive Education

The University's successful Executive Education Programme provided management and leadership training (run by the School) to companies including Volvo, Park Plaza Group and Merlin Entertainment.

Kingston has continued to increase its international summer school market, with new partnerships in India, adding to existing partnerships in China and the Middle East.

A group of 15 aspiring entrepreneurs and business owners from Colombia took part in an innovation finance programme (pictured), designed by Kingston Business School. The nine-day course focused on seed funding and early-stage venture capital, financing models that have built many successful brands in their early years including Apple, Microsoft, Google and Amazon. Delegates benefited from masterclasses, role playing and case studies, delivered by experienced industry practitioners and academics, as well as a dedicated website updated daily with presentations, photos and further reading. The group also visited state-of-the-art business accelerators – organisations that support



small businesses with development and growth – and British investors. They put their new knowledge to work by pitching ideas to a panel of investor experts. ["It was a great opportunity to learn and understand very well the entrepreneurial ecosystem of the UK. I will go back home very inspired to implement some of the ideas that I got through this programme,"](#) said Marcela Calderon.

["The visits to the funds, business angels association and venture capitalists were very enlightening,"](#) said Omar Calvo.

Consultancy Projects

The majority of Business School students take part in live consultancy projects with a wide range of organisations, many of these include aspects of social and environmental responsibilities. The School runs Breakfast Briefings for local organisations covering a wide range of topics (examples include social media, outsourcing) and in all cases the social and environmental aspects are explored.

The *MBA* and *MSc International Business Management (MIBM)* programmes are designed to help develop consultancy skills in students. The assessments are devised to support our *MBA/MIBM* students learn to solve specific problems for their own companies or a designated company. The *Management Consultancy Project* on the *MBA* and *Consultancy in*

Practice on *MIBM* deal with live clients who bring their business problems to our classrooms and expect our *MBA/MIBMs* to solve them.

Mrs Liz Machtynger's experience as a consultant has driven the redesign of the *Management Consultancy Project* module. Mrs Machtynger designed the structure to focus on the bid, problem definition, solution/creativity, strategic options and presentation based on her experience of successful consultancy projects.

The module looks at the relevant business research and analysis instruments and processes of sourcing and delivering consulting work. The perspectives of both consultant and client in a typical engagement are considered. Almost all the material used is based on the real-life experiences of the lecturers as practising consultants, rather than formal case studies. The assignment is based around a real client with a real business need. The assessment is a mix of group and individual work focused on either service design or service quality issues and linked to the student's workplace if possible.

This capstone module has evolved since its inception in 2018. Initially approached as a dissertation with a customer involved, moving towards a professional customer report with the rigor of a dissertation with robust data collection and analysis. The Course team is now more closely engaged with the Management Consultancy Association. From 2022/23 they will provide oversight, mentoring and job opportunities with their membership. Mrs Machtynger's approach was validated with key brands working in consulting internally and externally, including Ardonagh group, GSK and Accenture.

Consultancy projects and Placement opportunities

KBS Alumni are actively involved in the Consultancy in Practice (CIP) module. Part of teaching and learning agenda, for each cohort, *MIBM* alumni (for example, former students working with Kelly Services and Utilidex were invited) and a consultant working in industry (usually from Big Four or with their own consultancy business) are invited. They speak about their own experiences, so students have an opportunity to find out more information about working as a consultant and interact by asking follow-up questions.

KBS Alumni have also offered projects for students to work directly with their company for three months in the *CIP* project or in their Professional Placement year. For example, Global Visa Support has offered placements, a company founded by Israel Tal a KBS alumni, has offered placements to *MIBM* students.

Connection with the World of Practice



There is an expectation at KU that exposure to the world of practice is embedded in the core curriculum and student experience. These include guest lecturer input, live briefs, mentorship, simulations and skills-based assessment. Students participate in student enterprise competitions, and work with global non-profit organisations such as 'Girls United' (<https://www.girlsunitiedfa.org/about-us>), World Experience Exchange ([https://www.we-](https://www.we-2.org/)

[2.org/](https://www.we-2.org/)) and local organisations such as the Community Brain (Community Matters | Surbiton | The Community Brain). Students also work and network with a range of larger corporates such as GSK, Microsoft, L'Oréal, Tiffany & Co, and Unilever.

Kingston University is an active member of the Association of University Directors of Estates (AUDE) and the Environmental Association for Universities and Colleges (EAUC), allowing us to network and develop regional and UK knowledge of best practice within the sector. Kingston University is also a corporate member of the Institute of Environmental Management and Assessment (IEMA).

International Collaborations



International collaborations, for teaching and research, impact positively on the School's international profile by enhancing links with overseas schools. In January 2021, a Partnerships team based in FBSS Student Office was established. Consequently, the team developed and implemented a clear governance structure and set of processes for collaborative partnerships. Potential and existing partnerships are monitored through a standing item on the Senior Management Group meetings and dedicated academic faculty manage each partnership.

KBS has a long-standing franchise partnership with the Shri Vile Parle Kelavani Mandal (SVKM), in India co-delivering the BBA programme and a franchise partnership with GISMA in Germany on the MIBM programme. During 2022/23, with the aim to provide more opportunities for students to engage on shared projects, and to experience international cultural collaboration, KBS has had a university approval to extend the existing partnership with GISMA in Germany to deliver a BSc International Business (BIB) and MIBM double degree programmes in Germany and currently in talks with the University to deliver the BBA in India as a double degree. The School has also been working with the University of Montpellier, MBS on a BIB double degree and signed a memorandum of understanding with Rennes Business School in France on 22 October 2020 for an initial 5-year period for a range of collaborative activities.

There are a wide range of partnerships for student exchange, as well as strategically important partnerships with Hochschule Kempton, University of Applied Sciences in Germany, Rennes Business School in France, L'viv University in the Ukraine, BI Norwegian Business School, ESEM in Serbia and RANEP, Moscow (currently suspended and under review).

Collaborative Online International Learning (COIL)



The Business School has continued to work with KU's Study Abroad and International Learning (SAIL) Office to evaluate current exchange partnerships and establish new agreements within the Turing framework to support and to find engaging ways to encourage student mobility.

To encourage the take up of study abroad opportunities, the redesigned *BIB* programme, delivered from 2023/24, is designed to have embedded COIL opportunities at each level. Through links with existing collaborative partners, the School will enrich students' experience through intercultural, digital learning whilst developing interpersonal, communicative skills. The *BS4207 Global Business Environment* module at Level 4, *BS5204 Operating in a Global Organisation* and *BS5205 Sustainability and Responsible Management* at Level 5, have been specifically designed to incorporate COIL. In 2022/23 COIL activities are being piloted in the current *BS5201 Culture and International Business* module running on the original *BIB* prior to the launch of the newly validated course. L'viv Polytechnic National University, a long-standing partner of the Business School on the *MIBM* programme, is one of the partner universities set to work together in COIL activities on the *BIB* programme. COIL is also set to be an alternative channel for the long running international Hackathon on the *BS6204 Global Corporate Citizenship & Sustainability* module at Level 6 in collaboration with Tel Aviv Jaffo University College in Israel and University of Montpellier in France.

Enterprise Education

Kingston University has a strong commitment to enterprise. The Higher Education Business and Community Interaction Survey reported in 2021/22 that, for the twelfth year running, Kingston was one of the top three universities in the country for the number of graduates starting their own companies. KBS has been a major contributor to this both through its own student achievements and the running of modules and events related to entrepreneurship in collaboration with the wider University. The Business School has a track-record of external business engagement, evidenced by its recent successful accreditation submission to the Small Business Charter (2020).

KBS continues to grow its reputation for supporting entrepreneurs and small businesses within the local community. The School delivers the *Help to Grow* management programme, a government-subsidised short course that coaches small business leaders in all aspects of management, from strategy and innovation to digital skills and finance, so they can take advantage of opportunities to boost their companies' success. KBS has attracted the highest number of course participants in the United Kingdom. Current students include chief executives from a wide range of sectors, including fashion, pharmaceuticals, the service industries and healthcare. The impact and scale of the programme at Kingston was recognised in a fact-finding visit in October 2021 by the Minister of Small Business, Paul Scully.

Moreover, KBS has a range of partnerships to provide an eco-system of support for entrepreneurs and small businesses. The School has been sought out by a range of financial institutions including:

- British Business Bank - Lead university in London for connecting Venture Capital firms to small businesses and entrepreneurs
- NatWest – Sole partner for Business Builder programme for established start-ups and scale-ups
- HSBC – One of five partner universities in the UK, participating in the Student Incubator Programme, established to support the next generation of entrepreneurs from ethnic minority backgrounds.
- Santander - Santander Universities provide a ready network of business founders through their national events, LinkedIn groups, and social media. Santander are active participants in KU Enterprise! activities, providing judges, attending challenge hackathons, co-funding the Bright Ideas competition, entrepreneur bursaries, and the HackCentre.

The Kingston Chamber of Commerce (KCC) is an active partner of the School and the wider University. With nearly 500 members, KCC is the main business networking group in the Royal Borough of Kingston-upon-Thames (RBK) and is recognised as the representative body for businesses. The Chamber works closely with KU, with members providing mentoring for student/graduate entrepreneurs; providing challenges for Hackathons; evaluating pitches and product proposals. Business networking events are regularly held at KU, and the University is a partner and host of one of the Chamber's annual Expos, which brings footfall of approximately 450 businesses into KBS each year.

Other initiatives that demonstrate the presence of the School include the KBS Global Citizenship Programme, the KBS Business e-Incubator and the Kingston University Women in Enterprise Network (KUWEN). Several of the academic team in KBS are specialists in supporting entrepreneurial activity, as well as being entrepreneurial themselves. For example, Dr Yuliana Topazly is a co-founder of My OutSpace Business Centre, which specialises in supporting start-ups, especially those run by women. She has helped over 400 businesses and was named a 'Top 100 Most Inspiring Entrepreneurs' by The Sunday Times and Centre for Entrepreneurs in 2016 and won Croydon Business Awards in 2017.



In addition, we have also established partnerships with other universities, government and NGOs in courses, research projects and lectures, as well as the participation in worldwide sustainability initiatives, such as Aim2Flourish.

Civic and Business Engagement

The Faculty continues to enjoy success in increasing civic and business engagement and in attracting enterprise income. Some examples include two management Knowledge Transfer Partnerships (mKTPs) recently signed with Ashtead Engineering and PromoVeritas (£322k in total) and the launch of the Kingston Living Lab which works with SMEs to reduce their energy use. These initiatives show the potential to realise synergies between research and enterprise/engagement activities. Staff involved in securing funding for and executing these projects include Dr Christina Butler/Mr Adam Raman (Ashtead), Professor Gaëlle Vallee-Tourangeau/Mrs Liz Machtynger (PromoVeritas) and Dr Juan Lee Soon/Professor Audley Genus (Kingston Living Lab).

The ongoing BEIS-funded Help to Grow: Management programme (H2G) has recruited 16 cohorts of participants - more than other universities taking part in the scheme.

Staff from both Schools have continued to develop collaboration with Social Enterprise UK and Royal Borough of Kingston, the latter in relation to the promotion of the role of SMEs in the green economy and to the recent local authority consultation on its climate change action plan. A network for women in entrepreneurship has continued to flourish, thanks in no small measure to the work of Yuliana Topazly. In parallel, FBSS staff have played a central role in the development of the South London Partnership and Business Innovation and Growth (BIG) South London.

Impactful Research Projects

Biodiversity and Green Economy

Dr Suman Lodh is working on two projects related to (a) biodiversity and Small and Medium Sized (SME) Finance in the UK funded by UKRI (NERC), and (b) Green Economy Doubling Strategy commissioned by London Borough of Hounslow (LBH). These two research projects are interdisciplinary in nature, and they involve experts in Economics & Finance (KU), Supply Chain (Royal Holloway), Management, Enterprise, Entrepreneurship and Finance (Middlesex University) and Ecology (University of Reading). Both projects are highly impactful and linked with the publications of Dr Lodh, as mentioned earlier in Principle 3. His project on biodiversity is related to improving the operations of SMEs in the UK as well as finding solutions of their impact on environment, especially biodiversity. His second project on green economy is for the freight and logistic sectors in LBH, particularly the green economy in and around the Heathrow area. Within the scope of his funded projects, Dr Suman Lodh is working with external stakeholders such as BCorp, British Business Bank, Innovate UK, Oxford Innovation, Belmana, and ESG consultants.

“Enigma, or Elysium? Identity tensions and the talent pipeline in the UK Fragrance Industry”

Dr Sarah Otner, a behavioural scientist at Kingston Business School, is focused on how individuals gain and maintain social status for themselves, and how they judge deservingness to allocate social status to others. Her principal research



interests combine organization theory, strategy, networks, and innovation. Building on Robert K. Merton's theories of status and competition, Dr Otner endeavours to identify pathways to impact for society to solve its "wicked problems", especially inequality. Dr Otner has been awarded a British Academy Innovation Fellowship for her project *“Enigma, or Elysium? Identity tensions and the talent pipeline in the UK Fragrance Industry.”* In partnership with The Fragrance Foundation UK, from May 2023 this project will examine fragrance as a hybrid industry (STEM and SHAPE), and as such, special within the Cultural & Creative Industries. This project will co-create solutions to encourage a diverse talent pipeline for the UK context.

Student Academic Development Research Associates Scheme (SADRAS)

Dr Anna Paolillo was the Principal Investigator for the project entitled *"Addressing the postgraduate attainment gap for BAME students: a research intervention on predictors of academic achievement and peer tutoring"*, within SADRAS, Kingston University in 2022. Dr Paolillo was awarded maximum budget for 100 hour of student research assistance.

The preliminary results are being presented at the Festival of Learning 2023, the UK and Ireland HEIR Network 2023 Annual Conference on the theme *'Addressing Equity in Higher Education Through Institutional Research'* and the 11th European Conference on Education (ECE2023).

Help to Grow

In 2021 Kingston Business School welcomed SME leaders to the Help to Grow Management Programme, which creates an innovative and safe space for business leaders to take a step back from being in their business and find focus. The scheme offers support through a peer-to-peer environment, to understand the issues faced.

Dr Bahare Afrahi (pictured), Senior Lecturer in Entrepreneurship and Innovation, who spearheads the programme, champions the team, without whom, she says, the success of Help to Grow Management would not be possible.



Dr Afrahi says: "The facilitators, Sophie White, Yan Yan Leung, Amani Eke, and Ben McIlroy helped the SME leaders to navigate 12 weeks of hard work and training. Programme coordinator, Zoe Gilks, and Roniqua Gerald created a wonderful journey for all participants from the beginning to the end. Business coaches, Glenn Bowering, Melanie Roberts, Ash Taylor, Richard Keogh, Sandra Murphy, Roya Croudace, and Olivia Gadd supported the SME leaders to ask better questions and decide which path they want to travel ahead. Expert speakers, Misa Tasavori, Eugene Fisher, Giulia Iannucci, Juan Soon, Sahar Mansoori, Jan Wilcox, and John Blenkinsopp shared industry experience and helped opened new windows to what is possible for the SME leaders."

Kingston University has become one of the most successful and largest providers across the country, offering the programme in London, Southeast, and Midlands since 2021.

The Department for Business and Trade has recently published information about the Help to Grow Management Programme on the government website covering the data period up to February 2023.

580 SMEs finished the programme in London alone and about 200 of these entrepreneurs choose Kingston Business School. We are proud to be a part of the outstanding community of UK business schools who have successfully built and delivered this programme.

It is particularly encouraging to see so much overall positive feedback about the programme including:



- 91% of respondents say that they would recommend Help to Grow to other business leaders.
- 89% of SME leaders had shared what they learned or gained from Help to Grow Management with others in their business within six weeks of completing the course.
- Many of the SME leaders shared the knowledge within their team and encouraged their employees to join the programme.

Both the government and Kingston data highlights how the course has been impactful in supporting leaders from often under-represented demographics. Compared with national data the course is attracting a greater diversity of business leaders include women, those from ethnic minority backgrounds, and age groups who are at the outset of their career.

PRME activities

Kingston Business School staff regularly attend PRME conferences, being an active member of the UK and Ireland Chapter and participate in the PRME global forum.

Dr Smirti Kutaula and Dr Ana Pedraz Marcos are members of the UK and Ireland steering committee programme to deliver the UN Sustainable Development Goals. The main focus of the Steering Committee is to ensure inclusivity, human rights and equality are embedded in the curriculum for students. In addition, the Committee facilitates dialog and debate amongst educators, students, businesses, and government on issues such as diversity, race, culture and inclusion.

Kingston Business School is also involved in the PRME Working Group on Sustainability Mindset, which seeks:

- To impact students and support them in developing a mindset for sustainability.
- To lead students to work on Sustainable Development Goals (SDGs) based projects making a difference in their community, and to document it.
- To create and document tools and exercises that best develop the sustainability mindset.
- To produce papers and present at academic settings.
- To connect with other departments and/or faculty in their respective institutions, to promote a sustainability focus and create synergy.
- To create a network of mutual support that can be a resource for each other's institutions.

By sharing experiences and insights, the PRME Sustainability Mindset Working Group has created a learning-teaching-researching network of support with the aim to accelerate a mindset change in business students for a sustainable planet. As part of this working group, both Dr Kutaula and Dr Ana Marcos Pedraz participate in several activities:

PRME Research Seed Funding Competition

Dr Smirti Kutaula is on the judging panel for PRME Research Seed Funding Competition. The Competition aims to support new research projects from faculty on PRME Principles and/or the SDGs, with a focus on innovation and collaboration. The competition is for faculty rather than PhD students. Five awards of up to STG1,000 each are available, with two reserved for early-career scholars.

Dean and KBS professor visit Spain for sustainability discussion

In March 2023 Dean Javier Ortega and Dr Ana Pedraz Marcos from Kingston Business School attended a seminar in Valencia, Spain, focusing on the roles universities should play in the transformation towards sustainability. Ana (pictured, far right) also played a key part as speaking panel member in her role as both Professor of Business Ethics and Sustainability, and winner of the Seed Fund for the Development of Innovative Pedagogical Approaches and Teaching Practices in Principles for Responsible Management Education (PRME) of the UN in 2020.

The main objective of the event was to analyse the situation of Spanish universities in terms of sustainability, and how best to promote it within the wider university community.

The debate was moderated by journalist Nuria García, and other panel speakers included the president of the Sustainability Commission of the Conference of Rectors of Spanish Universities (CRUE) and the rector of the University of Burgos, Manuel Pérez; Professor of Ecology at the Autonomous University of Madrid and member of the Advisory Council of the Spanish Network for Sustainable Development, Javier Benayas; and the coordinator of the PRME Sustainability Mindset Working Group and author of 'The Sustainability Mindset Principles: A Guide for Educators to Shape a Better World. Manager of the Sustainability Mindset Indicator', Isabel Rimanoczy.

Zero Carbon Guildford

Dr Kutaula has been appointed as a trustee for Zero Carbon Guildford to help drive forward the charitable aims of Zero Carbon Guildford, which is an award-winning climate coalition.



Zero Carbon Guildford was born from the acknowledgement that groups working in silos were losing the inspiration and power derived from community building, making it harder for us to achieve our goals. But by coming together to share resources, skills, and knowledge we have a far better chance of building a strong, well-functioning community that can survive the accelerating threats we face.

Zero Carbon Guildford's objective is to help the borough of Guildford reach carbon neutrality by 2030, through the development of a community-led climate action plan.

A vibrant town centre hub, called ZERO, will act as the focal point for building a community led climate action plan. ZERO will host a wide range of events, installations and exhibitions, talks and workshops, and lots more, to help drive engagement in climate action.

Their strategy, based on extensive community consultation and discussion, is made up of three complimentary parts:

1. Climate change and environmental education and engagement
2. Providing practical solutions which help residents and businesses cut waste and emissions, remove confusion and misinformation on how to make a difference, and provide local solutions to a global crisis
3. Provide mental health and wellbeing support, to empower individuals to take action, rather than letting overwhelming emotions of anxiety, grief, depression shut down our response to the climate crisis

ZERO is focused on 5 strategic areas laid out by the Climate Change Commission as crucial for mitigation and adaptation to the Climate and ecological crisis. These include:

- Environmental protection and restoration
- Clean energy - with our focus particularly on community energy, support for renewables and smart energy systems
- Active travel infrastructure and behavioural change
- A circular economy and community re-use schemes
- Low carbon solutions, retrofitting, and energy efficiency

Fairtrade Fest 2023

On 11 March 2023, Fairtrade Fest 2023 was held at Zero Carbon Guildford, jointly ran by Kingston Business School and the Surrey Business School, also featured in Guildford Dragon.



Fairtrade is working towards helping farmers and producers navigate through the climate crisis to create a fairer future. To celebrate Fairtrade fortnight, KBS and Surrey Business School hosted a series of interactive activities with a chance to win delicious Fairtrade goodies. This was a local community event which sought to promote awareness of Fairtrade and was a part of the wider dialogue around climate justice.



Elfie (Ethical Selfie) Contest 2023

As part of our ongoing commitment towards UN Principles for Responsible Management Education (PRME), Kingston Business School organised Elfie (Ethical Selfie) Contest in February 2023 for staff and students to take an Elfie (ethical selfie) with ecofriendly, Fairtrade or upcycled products, or attend any sustainability event (and snap a pic of themselves there!) to enter. This initiative aimed to engage KBS around individual responsibility towards society.

There were 25 entries, and six prizes were awarded. Prizes were awarded for Most Creative Elfie, Elfie with multiple ethical products, and Elfie with innovative upcycled product. A few of the products used by students are in the pictures overleaf.

A similar activity was run at Montpellier Business School in March 2023 during the exchange teaching program which was quite successful.

Elfie Selfie competitors

Tortilla company uses cardboard bowls as it is biodegradable it's more sustainable than using plastic. These bowls can be made from bagasse, sugar cane, wood, PLA and Bamboo.



We have been reusing the glass jars for storage. These jars are 100% recyclable, it can be recycled over and over again without losing any of its original quality or purity. This helps to reduce the energy required to make new glass which eventually saves more than a tonne of the raw materials needed to make a new glass.



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Big Design Lab

Big Design Lab is a collaboration between three prestigious universities: University of the Arts London, Kingston University, and the University of Roehampton.



BIG (Business, Innovation & Growth) South London ran 12 challenge events across the five BIG South London boroughs – Croydon, Kingston, Merton, Richmond, and Sutton from December 2022. Each borough has focused on a different local, real-life challenge. Those involved working collaboratively with others to articulate a problem, coming up with solutions, and outlining plans for getting them implemented. Facilitation of each collaborative group have been provided by experts. Challenges included employment and skills, the climate emergency, revitalising our high streets, improving business resilience and productivity, health and well-being and reducing inequalities.

The workshops focus on Green Innovation and Circular Economy and provide entrepreneurs and business owners with the knowledge and tools to make their business more sustainable. Participants have the chance to collaborate with experts and like-minded individuals to co-design solutions. The workshops are open to South London residents/employees, businesses, educational providers, local authority representatives and community activists. workshop.

The session opens with lightning presentations and demonstrations by Kingston University experts. Applying a 'hackathon' methodology, we work in diverse groups, with the aim of co-designing solutions to the problems businesses and residents face in South London.

Examples of challenges include:

- Being concerned about disrupting consumer convenience or not meeting consumer expectations
- Costs of materials and cost of tailored solutions
- Procuring goods and services locally and collectively
- Challenges with local waste management infrastructures

Book Drive – cost of living support

Following on from the very successful recent coat drive for students, a book drive was organised for students, and staff to encourage recycling and help with the cost of living. The Book Drive was held on 8 November at Penrhyn Road and Kingston Hill campuses. The drive included any textbooks that were no longer used, and also any other books students may have finished with (e.g., fiction). Any books that were not taken at the drive were donated to schools or charities.



PRINCIPLE 6 DIALOGUE



Kingston Business School benefits from an Advisory Board, which creates a formal mechanism through which the leadership team can obtain an external perspective on its mission, work and reputation. The members of the Advisory Board are experienced and influential representatives from the business community, not-for profit organisations and academia. They have a threefold remit:

- To provide strategic input into the School's portfolio of teaching, research and enterprise activities.
- To provide advice and support in enhancing the reputation and profile of the School.
- To provide advice and support in securing and maintaining funding from external sources.

The Business School has been active in global sustainability dialogue mainly through its strong links with industry, professional associations, and research programmes. The School also interacts with, and is accredited by, a number of professional bodies, which support corporate engagement for our students. The full list of accreditations and professional bodies is available in [Appendix 2](#). A number of staff undertake a significant level of private consultancy, and the Small Business Research Centre regularly undertakes contract research for government and companies; other faculty hold directorships of external organisations.

Strong links with the corporate world

Kingston Business School supports continued engagement with the business world via the UK government-funded Knowledge Transfer Partnership (KTP) scheme. This scheme supports the interaction of regional SMEs with local academics to work on a defined project, allowing academics to transfer their specialist knowledge to the business aim. The work is undertaken by a fairly recent graduate (an associate), under the joint supervision of personnel in the firm and two academics.

Sustainable and regenerative business panel event

One of the most important challenges we face in society at large is associated with our sustainable and regenerative business practices. Gaining different perspectives and ideas and getting input on current research and practice is fundamental to developing our responses as business owners, researchers, students and community members.



Mr. Carlos Garcia Gimenez, Senior Lecturer in Real Estate, organised a panel event in November 2022 to explore diverse sustainable and regenerative practices and perspectives from local changemakers in our community. The panel included speakers who shared different perspectives, experiences and practices from long-term vision to collective action, from sustainability research to regenerative design.

The panel included Simon Ferrar - Clandon Wood Nature Reserve, Robin Hutchinson - Community Brain, Hannah Kearthland - Kearthland & Co, Deap Khambay - Brunswick Group, Dr Ana Pedraz - Kingston Business School and Oliver Riley - Silver EMS.

Kingston University Women in Enterprise Network (KUWEN)

Kingston University Women in Enterprise Network (KUWEN) celebrated its one-year anniversary with a virtual webinar that marked International Women's Day and focused on the theme, Breaking the Bias, in March 2022.



Hosted by KUWEN founder and a senior lecturer in entrepreneurship at Kingston Business School, Dr Yuliana Topazly, this event featured three keynote speeches who touched on issues affecting female entrepreneurs such as balancing motherhood with a successful career, the biases women can face in industries and the support women can give each other.

Shikta Das, a genetic epidemiologist who worked at AstraZeneca pharmaceutical and biotechnological firm during the Covid-19 pandemic, spoke about her research on how Covid-19 has affected different ethnicities, and about her appearance on BBC London to discuss her work. Das also explained how she balances being a mother with following her career ambitions

The next speaker was Jackie Groundsell, owner of 1230 The Women's Company, which has been running networking events for women in business for over 20 years. She talked about her career in IT before setting up her company when women's business networks were a new concept. She also shared how the pandemic had impacted on her business.

The final speaker was Kaitlin Fritz, a tech entrepreneur who co-founded online learning platform, Musemio. Fritz, who is originally from the United States, detailed the challenges she faced moving to London and setting up her business. "It's pretty unusual to have two female co-founders in the tech world," she said. "To do this, particularly with both of us being from different countries, seemed like a daunting task. But networks like KUWEN and the inspirational women here made it seem less intimidating and helped us overcome the bias we faced in a male-dominated industry," she added. Dr Topazly closed the event and spoke about the importance of addressing the biases women face in the workplace and thanking the audience for their continued support of KUWEN.

KUWEN was set up following the Alison Rose Review of Female Entrepreneurship – an independent report commissioned by HM Treasury. It identified key barriers faced by women starting and growing businesses and suggested ways of unlocking this untapped talent. The report inspired Dr Topazly to set up the free network, which has more than 50 members. The network is open to Kingston University students, alumni, staff and women in the local community. It runs monthly events with inspirational guest speakers and one-to-one sessions that provide an opportunity to discuss business ideas, get feedback and access expert advice.

Business Engagement Team

The Business School also creates engagement with the corporate world through the activities of the Business Engagement team, including, for example, Business Breakfasts, Kingston Business Expo, and the Women's Enterprise Network. The Business Expo is run in conjunction with the Kingston Chamber of Commerce, and includes a business networking breakfast, seminars held by Kingston Business School lecturers, and an exhibition floor for local small and medium-sized businesses. Approximately 500 people attend the event annually.

Employability is embedded into the curriculum, and is supported by the Careers and Employability Adviser, who is a member of the University careers and employability service but is dedicated full-time to the Faculty of Business and

Social Sciences, and by the Business Engagement team who support the undergraduate and postgraduate corporate placements. A wide range of activities and support services are established, where students engage with the professions. These include:

Visiting Faculty Lecture Series

A series of thought-provoking lectures, designed to showcase the expertise of our Visiting Professors and Fellows. We welcome our students, staff, alumni and the wider business community to attend these exciting events and to join us for networking drinks following each lecture.

Lecturers have included Dr Elena Dieckman, Senior teaching fellow at the Dyson School of Design Engineering, Danny Hall, US diplomat, Hazel McLaughlin, CEO and Founder of MorphSmart, John Peters, owner and Director of Monkey Business and Dr Alan Watkins, international expert on leadership and human performance.

HRM Hot Topics

The Business Engagement team and the *Global Human Resource Management* course team run the HRM Hot Topics Series, in an effort to provide business practice insights to staff, students, alumni and those currently working in the field of HRM. This series provides an opportunity for practitioners in Human Resource Management (HRM), alumni, students and academics to come together to discuss current thinking and share experiences of applying HRM strategy in practice.

In these interactive sessions, leading HRM specialists, from different sectors, from aviation, health, technology, financial services, etc. discuss their background, many of whom started their HRM journey at Kingston University, and their own perspective of applying HRM strategy in practice, including sector trends, key topics and challenges. The sessions include audience Q&A, and networking drinks.

The Business School welcomed London Gatwick Airport's Director of HR and KU alumnus David Conway in March 2023, and Ashford & St Peter's Hospitals NHS Foundation Trust Director of Workforce Transformation - and KU alumna - Louise McKenzie in May 2023.

Global Citizenship Programme

The programme aims to help participants around the world to develop skills for global citizenship and empower them to create a positive impact in their lives, communities and businesses around the world. In 2022 KBS partnered with 8 universities around the world to deliver the programme supported by a diverse range of guest speakers, influencers, and social shifters; the Global Citizenship Programme welcomed over 170 participants.

Kingston University e-Incubator

The KU e-Incubator is a 9-to-12-month programme that helps to guide students and recent graduate-entrepreneurs through the process of launching and developing new business ventures, from ideation to feasibility to market launch.

KBS MBA Graduate Barbara Salvador (along with her husband) founded their IT Consultancy business Salvador Cloud in 2018. Salvador Cloud offers DevSecOps services including Cyber Security, Compliance Monitoring, Kubernetes Security and Disaster Recovery.

According to Barbara, the road to success was a continuous journey and Kingston Business School played a vital part in her business development. The MBA gave her the courage to start her own business and during her studies she attended numerous events such as KUWEN panels and the Human Face of Venture Capital to gain insight about the field and to build her business network.

The mentorship she received at the KBS in her last 6 months she found invaluable, and it gave her direction. The advice received was helpful and her mentor gave her contacts of external business professionals, so she could progress with the marketing and branding of her business. She is positive about the future of Salvador Cloud. She sees the business growing in the next couple of years and hopes to become a team of 10 people who can help at least 5 clients at a time.



"My advice to students who wish to start their own business is to hold on to all the help that University provides and not to give up before trying. Before starting my MBA, I did not have an entrepreneurial mindset. But through the inspiring guest speakers and the support from Yuliana, I have developed this mindset. My MBA journey was a real-life opening experience, and I can only thank the KBS and Yuliana for all the support." - Barbara Salvador - Founder of Salvador Cloud

KBS Alumni Relations Strategy (2022-2025)



Kingston Business School aims to continue to build an engaged alumni community: a willing network of well-connected alumni friends, which is motivated to contribute to the success of the school and be a part of activities for the benefit of students, alumni, and the School alike. This will be achieved through an enriching offer of engagement opportunities that begins at the start of the student journey and continues beyond graduation to all KBS alumni, at any stage of their career, and wherever they may be in the world.

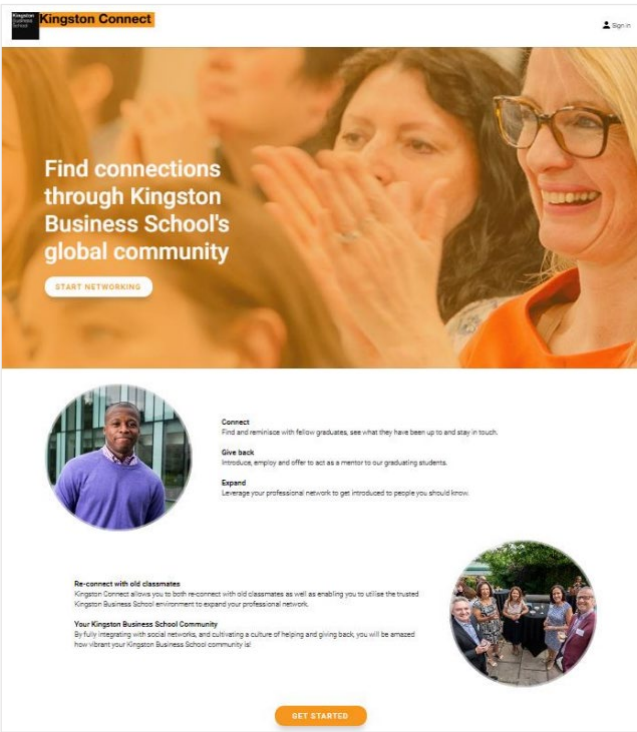
An Alumni Relations strategy has been developed to direct the engagement of KBS alumni over the next 3 years, Alumni Strategy 2022-25. The strategy focuses on three engagement activity categories (as defined by the Council for Advancement and Support of Education [CASE]); Volunteering, Experiential, and Communication, to which initiatives and activities are aligned and measured. With this strategic approach comes a full communications plan, costed activity plans for 2022/23 and initiatives and ideas to be developed for 2023/24 and beyond. It is designed to dovetail into the KU alumni offer taking full advantage of events such as Kingston is Global and Made in Kingston.

Kingston Connect

In 2018, KBS started developing an online alumni engagement platform (Kingston Connect) with a popular provider, Graduway. Originally developed as the 'MBA Alumni Network' to meet the AMBA accreditation requirement, the Kingston Connect platform provides an exclusive environment for KBS alumni and students.

Kingston Connect has a directory (search by name, course, year of graduation, industry, etc.), a jobs board, events board, groups, mentoring, social media feed, data update, and photo gallery. Access to such a large and diverse network and the ability to engage with the alumni community on multiple levels is extremely valuable to students and alumni of the School and therefore, Kingston Connect will expand to all KBS programmes; creating a larger network which will engender a livelier, more dynamic internationally focused and interactive platform. It will become a central hub for information on the School, enabling users to reach out with questions, opportunities, events, or just for social interaction.

Expanding the platform also provides KBS with a unique opportunity to reach out to the whole alumni base and encourage them to create a profile, which will require them to update their data, allowing us to have better data on alumni who potentially have not updated their information with the School for some time.



Sustainability Innovation Challenge

During 2021/22 the Sustainability Innovation Challenge (SIC) was a call to action for Kingston students to work together to provide feasible solutions to the global challenge of Sustainability. By engaging in the Sustainability Innovation challenge attendees used innovation and problem-solving techniques to propose answers that help us navigate through these challenges and develop viable solutions. The Sustainability Innovation Challenge (SIC) was a call to action for Kingston students to challenge themselves by taking action to provide solutions for sustainability.

During Enrichment Week, Hackathon workshops were led by the HackCentre team, which is part of Learning and Teaching Enhancement Centre. Students brought a team, or alternatively joined a team on Canvas. Students submitted their ideas in various forms, and a celebratory event followed, when a selection of ideas was showcased.

Lightning talks



As part of the Sustainability Innovation Challenge, graduates of Kingston University and their friends offered Lightning Talks on the theme of Sustainability in their professional lives. These experts from many fields and backgrounds dropped in online from around the world to share their insights and concerns about the world. All speakers responded to the same brief: 'explain briefly in 15 minutes what sustainability means to you; what your organisations are doing about it; and what you think the unmet challenges are now. There was also an opportunity for Q&A after each talk.

Graduate speakers included

- Wilf Bagnall, Infracapita – 'Sustainable Infrastructure Investing – Funding the Green Energy Transition'
- Matthew Reid, Steelhead Group - 'To inspire and implement solutions to the food and climate crisis'
- Gary Elliott, Elliott Wood - 'Full Circle to Re-use' - Of the 33.1 billion tonnes of man-made CO2 created worldwide, the construction industry accounts for 40%.
- Andy Penn, Telstra – 'Influencing the climate ecosystem' - With climate change the defining challenge of our generation and the health and wellbeing of the planet at stake, the most important question is: 'what is to be done?'
- Oriele Frank, Elemis UK - 'A winning British brand's journey to sustainability'
- Vince Tallent, Tiqmo - 'The future of global cashless societies: Sustainability driven by FinTech'
- Malcolm Paul, Founder & Chair, Anthesis 'The Transition to Net Zero: the challenges of supporting a diverse client base to radically reduce carbon emissions'
- Gregory Butcher, Founder, Montagne Jeunesse; Ocean Village; Fairhomes, various - 'Sustainability & Economic Growth'

Aurora

Aurora is a leadership development programme open to women and non-binary people. The University had six places to allocate and therefore, invited applications up to grade 9 - academic and professional staff for 2023. Aurora is a response to research which shows that women and non-binary people are under-represented in senior leadership positions and identifies actions that could be taken to change this.

'Taking part in Aurora allowed me to evaluate the attributes of an effective leader, to reflect on my own leadership qualities and the positive impact I can and do have on others. It also helped me understand what it takes to have a voice and the ways this can be achieved using my existing skills. During the programme I was able to acknowledge who I am and

appreciate those skills and attributes I already possess, which gave me more confidence. I also built some valuable connections with other women in higher education.' Hannah Moir, Associate Professor

The 2023 programme is delivered virtually (unless stated), and participants work with a mentor provided by the University.

Diversifying Leadership

Diversifying Leadership is a programme created by Advance HE that tackles the under-representation of Black, Asian, and Minority Ethnic (BAME) leaders in UK higher education institutions. It is open to staff who identify as BAME at grades 7-9.

It explores themes of power and influence, demystifying leadership, cultural identity, and cultural capital, increasing your visibility and authentic leadership, and features leadership stories from high-profile HE leaders.

'The programme was a real eye opener for me. I believe it has helped me better identify my leadership style and provided me with the skills that have helped me to become a better role model to my students and peers. Furthermore, I have been able to extend my impact as an Arab Senior Lecturer by being elected as the staff representative to the Board of Governors, as well as being on the Academic Council. I would recommend my fellow colleagues to attend as it will help you improve your leadership skills' Ali Al-Kinani, Senior Lecturer & Governor

Diversifying Leadership participants take part in thought-provoking activities, collaborative problem-solving exercises and hear motivating stories from inspirational BAME role models. There is strong emphasis on networking, allowing attendees across the sector to share best practice, insights and experiences. All attendees of Diversifying Leadership will be assigned a Sponsor from the Senior Leadership Group (SLG).

Cultural Diversity Week

In honour of UNESCO's Cultural Diversity Day, each May KU celebrates our vibrant community, share stories and lived experiences. This day marks the need for intercultural dialogue, peace and united sustainable development. For Cultural Diversity Week (CDW) 2023 (15-19 May), we focus on celebrating our intersectionality, caring for our community and healing and growth. And for the first time in two years, we are able to celebrate across all campuses. Cultural Diversity Week feeds into the university's equality, diversity and inclusion initiatives.

This year we are focusing on celebrating our multiple identities as well as our diverse community and encouraging everyone to get involved.

The programme is combined with other EDI related campaigns such as Race Equality Matters, #MyNameIs and UNESCO Cultural Diversity Day.



Activities included

- *Contribute to the BAME Book of Wisdom:* Leave quotes or a sketch and get involved in the cover competition
- *Visit our Student Inclusion Stall:* Collect pronoun pins, recipe cards from our Cultural Cookbook, get involved in our interactive games and join in the collective artwork activity

- *View the "I am..." Student Portrait Photography Exhibition:* KSA Photography Students shine a spotlight on our rich diversity and multiple identities
- *"Don't judge a book by its cover":* pick up a thought-provoking read at the Library's Cultural Diversity Week table at any of our locations the whole week!
- *My Totally Fashion Hijab Project:* Come to see students make Hijab's live on machines, the ready-made display and have a go! You can also get involved in the 'design a Hijab' competition

Bright Ideas

2023 February saw the conclusion of the Bright Ideas competition, open to all Kingston University student, where finalists pitched their problem-solving ideas to industry-leading experts and competed for prizes of up to £1000. School of Law, Social and Behavioural Sciences student Joseph Mutambuze won the Business category with his idea, LegalAbility, an AI-powered application offering low-income households off-the-shelf, free legal solutions and connecting them to pro-bono lawyers.



Students pitching their business ideas

'The process of Bright Ideas was very educative,' said Joseph. 'I came out stronger at pitching, and since winning the competition of Bright Ideas, LegalAbility has gone on to enter The Mayor of London competition.'

Kingston Business School student Richard Carlo Rasic Paolini bagged the runner-up award for his idea Fempowered, an online platform aimed at supporting women in the UK who have suffered violence from men.

Richard said: *'Participating in Bright Ideas Final has been a fantastic experience for me, and I would suggest this to other students as they can pitch their own ideas to other people and get valuable feedback for that.'*

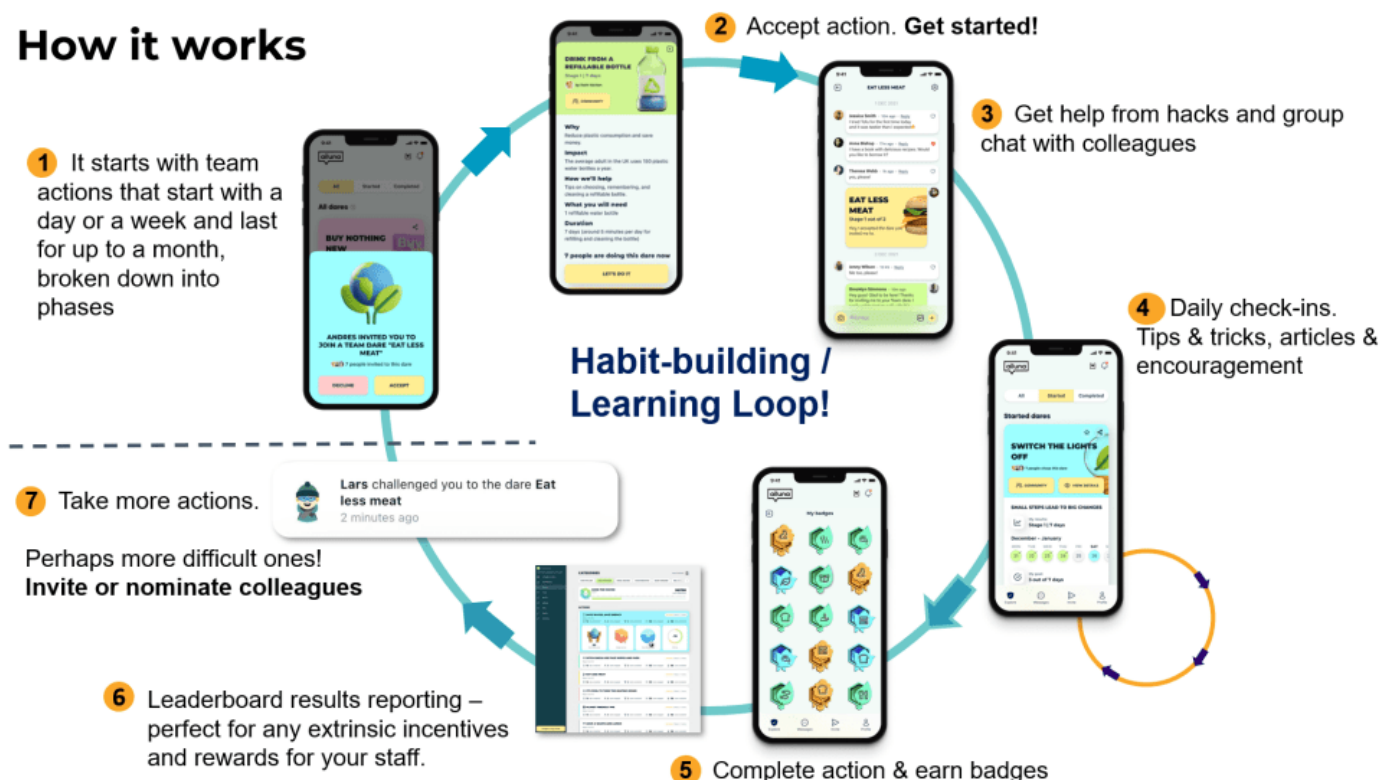
Bright Ideas aligns with the University's Future Skills Campaign as it champions the spirit of entrepreneurship and innovation that is right at the heart of Kingston's Town House Strategy.

Ailuna

Ailuna is a sustainability engagement application which makes it fun to develop habits that are good for individuals and the planet. If every single user aims high and tries to make changes at home and at work, we can all build a better future for ourselves and for the planet.

Ailuna designs personal training programmes in sustainability. Most programmes start with just one week and are designed and written by experts. Ailuna encourages users to tackle one sustainable change at a time, rather than taking on something new each day. By making small changes users can achieve remarkable results.

How it works



Kingston Business School is working with Ailuna to embed sustainability within the induction week to engage students and help support sustainability initiatives and campaigns. Actions and programs will be designed to drive engagement, mind share, knowledge and impact.

Fireside Chat

Sir Trevor Phillips, OBE, a British writer, broadcaster, and former politician, joined Kingston Business School's Finance Lecturer, Louise Cooper, for a 'fireside chat' to talk about his life and experiences, particularly around diversity and inclusion and their impact on his leadership journey. The event was particularly aimed at students and was held on 30th January 2023.

He began his career at London Weekend Television rising to become head of current affairs. He has been active in politics since he was a student and became a Labour member of the London Assembly in 2000

In 2003, he was appointed by Prime Minister Tony Blair to be head of the Commission for Racial Equality and subsequently became the Chair of its successor the Equality and Human Rights Commission.

During his career he has made numerous television programmes including Things We Won't Say About Race that are True and Windrush: The Irresistible Rise of Multi-Racial Britain. He is a columnist for the Times newspaper and is a regular contributor to some of the most influential news programmes. Most recently he chaired a discussion on Sky News entitled "Do the financial markets have too much power?" on which Kingston University lecturer Louise Cooper was a panellist.

Trevor has had a number of Board positions, including at John Lewis and campaigning group Index on Censorship and is involved in numerous charities. Currently he is Chair of Green Park, an executive recruitment company that focuses on the benefits of diversity and inclusion.

Trevor's parents arrived in the UK in 1950 from British Guiana and set up home in Islington. He has nine siblings.



FUTURE OBJECTIVES

With roots in professionally orientated programmes, widening participation, and a genuinely diverse and international faculty and student body, our focus is on creating and unlocking life-changing opportunities through learning and research that influence behaviour and professional practice.

Kingston University's Board of Governors has approved a £325m investment programme which, over the next decade, will continue to create high quality buildings and landscaping to improve the teaching and learning environment. The new buildings will be innovative, environmentally sustainable and flexible enough to adapt to future needs. Part of this investment is the Town House, previously mentioned in this report.

The Business School continues in a period of dynamic development and innovation. The School aims to fulfil its mission across four areas of activity: undergraduate education, postgraduate education, executive short courses and summer schools, and research. In terms of strategic planning, 2015/16 was a transitional year, with a major focus on actions for medium- and long-term development. 2016/17 saw a major initiative implemented: the new undergraduate degree portfolio with integrated business experience. 2017/18 saw the new postgraduate portfolio implemented, along with significant progress towards realising our research objectives.

2017/18-2021/22

In 2017/18 the University launched the Plan 2020 transformation programme to quickly improve and make a step change in teaching quality and research, as well as to control the size and shape of the University, securing academic and financial sustainability. Over the next year, the focus of the Plan 2020 programme turned to a full redesign of the professional and support services within directorates. The Professional and Support Services Redesign (PSSR) was seeking the creation of a more cohesive organisation, better able to support the delivery of the University's strategic aims, as well as responding to the current and future development of the external environment, targeting reinvestment in areas of the structure where it was considered necessary. The PSSR ensured that support services within directorates and infrastructure provision were proportionate to the size of the University envisaged in Plan 2020. The redesign ensured that directorates were supporting the University's academic endeavour through an enhanced service culture. The redesign provided a substantially more flexible, professional, and dynamic service to students, faculties and academic staff.

The PSSR

- aligned to the University's mission and vision for its faculties and students
- enabled career pathways, career development and personal growth
- included collaborative organisational structures that worked in synergy with each other
- enhanced service delivery
- flattened organisational tiers

The Kingston University (KU) strategic plan was reviewed through a detailed consultation process in 2020. KU22 was originally launched in early March 2020, at a time when the University had made massive improvements through Plan 2020, the preceding improvement plan. The KU22 strategic plan continued the significant work undertaken as part of Plan 2020 in delivering academic success, financial stability and more effective professional and support services.

However, as the full force of the pandemic crisis hit the University, efforts were re-directed to ensure the community was kept safe, and to support students to progress with their studies in this new reality and this was updated to generate the new plan. Now that the end of restrictions and uncertainty are in sight, the University has capacity to re-focus on the delivery of the strategic plan. To symbolise this new phase, a + sign has been added to KU22, which also mirrors

Kingston's commitment to delivering its aims in this altered environment. This plan prioritises four overarching priorities: Developing sought-after students, Advancing knowledge and impacting society, Increasing and diversifying income and Working in a diverse and vibrant learning community. These priorities enable the University, including the two Schools within the Faculty of Business and Social Sciences, to focus on clear objectives and a Faculty Strategic plan is in place to dovetail with the KU plan and will be implemented and operationalised through 2021/22. With this strategic approach comes a full communications plan, costed activity plans and initiatives and ideas to be developed for the School.

Town House Strategy 2022/23

In 2022/23 the University launched its revised strategy, the Town House Strategy. The evolution of the University's strategy focuses attention on developing innovation, enterprise, and digital and creative problem-solving skills in graduates. These are the skills industry and society need to meet the challenges of the future, as confirmed by the university's own research, Future Skills (2021, 2022), and the work of others. Kingston University intends to meet these challenges through a progressive new model of education, partnering with businesses and other external bodies to support innovation, generate and disseminate knowledge so that it has impact, and enable staff to work collaboratively, innovatively, and effectively.

Research Strategy

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding.

The School's Director of Research and Enterprise is a member of the School Management Group, and therefore has a direct input into School-level strategic decision-making, the annual planning cycle and budgetary allocation.

All research-active staff are allocated time on their workloads to develop their research and publications. Faculty generally have at least a third of their time available for research.

Student Hub

The University first launched the project to redesign our student and course support back in 2019 (then called the Student Services Project). In April 2020, a decision was taken to effectively pause this activity as a result of the coronavirus pandemic and the closure of our campuses. Despite this pause, and thanks to work undertaken by a number of colleagues during the successful lockdowns, we were able to launch the new Information Centre for the start of the academic year in September. In September 2021, an updated project was approved to deliver the next phase and the Information Centre was launched.

The Student Hub project is one of the key elements to Kingston University's goal of delivering best-practice, high-quality frontline services for students to support their active participation, personal attainment, and academic success. This redesign creates a more cohesive service proposition - student centric, effectively operating to minimize student issues to allow focus on academic delivery. Working in tandem with academic colleagues, the education & learning support requirements provided by the organisation will ensure clarity of roles and responsibilities in line with the strategy. This provides clear demarcation across all functions to alleviate operational misunderstandings and enhance more effective ways of working amongst colleagues across the University. In this way, the organisation is better able to support the delivery of the University's strategic aims, as well as responding to the current and future development of the external environment, targeting reinvestment in areas of the organisation, where it is considered necessary.

The University will need to undergo an extensive period of transition while it fully implements the new structure. Transition will include structural amendments (for example, agreed line manager reporting line changes), infrastructure modifications (for example, location, physical moves, and IT) and changes to roles and responsibilities, with a review and updating of job descriptions. A smooth transition is essential to ensure that disruption to students is kept to minimum, while enhancing service delivery to achieve strategic goals and whilst our plans are in draft, the

activity timeline indicates that the official launch of the Student Hub will be in 2023/24 academic year.

Kingston Business School Future Objectives

2021 Objectives	2021 Objective met?	Target for 2023	Town House Strategy Objective(s)
Support all students to realise their potential academically and in the world of work and maintain our relationships with them as alumni.	In full More students and alumni have engaged in Sustainability and Ethical management modules and projects such as dissertations, conferences, external lectures etc.	Yes	Developing Sought After Students
Continue to develop our portfolio of undergraduate and postgraduate programmes.	Partially Curriculum development is a work in progress with potential to increase the number of hours of CSR teaching at Masters level	Yes	Increasing and Diversifying Income
Continue to improve our pedagogy.	In full Expansion and development of responsible management and/or SDG related teaching materials is in progress through the actualization of teaching notes, case studies and assessments and virtual learning environments	Yes	Developing Sought After Students
Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship, and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience.	Partially Training of new staff through PRME Leap and additional Sustainability Leadership Courses. Strengthen ties with other academic institutions searching for collaboration opportunities	Yes	Advancing knowledge and impacting society
Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity.	Partially Staff: student ratios have allowed close interaction with students and we now aiming to move from driving awareness to creating action	Yes	Working in a diverse and vibrant learning community



Targets:

2038/39

net zero carbon emissions for
scope 1 and 2 (our direct impacts*)

2050/51

net zero carbon emissions
for scope 3 (indirect impacts**)



Year on year increase
in recycling rates

Biodiversity:

2181

Biodiversity
volunteers

1518

contributing
hours

98

surveys

resulted in **308**
species records shared
with local records centre



Impact on Biodiversity:

NEUTRAL

(with remediation)

No change in pollinator
habitat created or lost



Invasive
species cleared

Rhododendron

600m² virgin **137m²** regrowth

Himalayan balsam

406m²

Bamboo

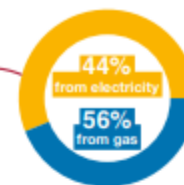
130m²

21/22 Measures:



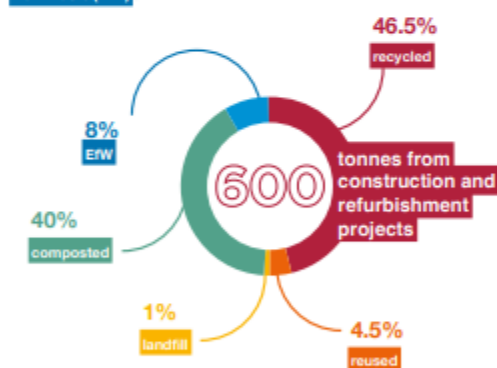
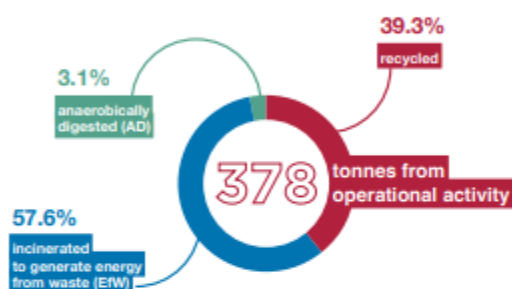
Total Carbon Emissions
(tCO₂e) from Scopes 1 and 2*

4,416 tCO₂e



978

tonnes of waste created



5%

reduction in recycling
rate from 20/21
(44.3% recycled in 20/21)***

Water consumption (m3)

152,438 m3



* from the burning of natural gas to provide heating and hot water and from the consumption of electricity.

**from activities such as procurement and travel.

***campus use during covid restrictions has affected waste performance figures in recent years, a significant challenge is contamination in bins and we are currently working with our waste contractor to implement initiatives to reduce contamination.



APPENDICES



APPENDIX 1 FUTURE SKILLS 2022

Future Skills

A woman with dark curly hair, wearing a white lab coat and blue gloves, is smiling while working on a red bicycle frame. She is using a tool to adjust a component. The background is a workshop setting with various tools and equipment.

**League Table
2022**

With thanks to our contributors



JOHN LEWIS
& PARTNERS



CATAPULT
Cell and Gene Therapy



Limitless

SCALEUP



With photography from Pete Langdown, Lucy Ezzidin
& iNHouse Communications

Introduction from Professor Steven Spier, Vice-Chancellor, Kingston University

Last year, Kingston University started a national conversation around 'Skills for Innovation' when we launched our 2021 Future Skills League Table.

In this, business clearly identified 'Skills for Innovation' as most important to meeting the challenges they face. Interestingly, those skills can best be attained through exposure to the varied ways in which disciplines approach and act on a problem, and so does not favour any one over another. As business shows us, the skills needed by the workforce to navigate through today's significant social and technological changes are not simply acquired by reading a subject.

That's why, this year, we seek to push the debate onto the practical steps we can take to integrate 'Skills for Innovation' across business and higher education. Put simply, there needs to be a more holistic approach, bringing together government, business and higher education to ensure Future Skills are embedded in and valued across the increasingly life-long learning cycle. This report demonstrates that there are concerns around the economic security of the country, and the skills of its future workforce; cohering government, business and higher education around Future Skills will go a long way to allaying those concerns.

In partnership with YouGov we have continued our conversation with business, engaged extensively with politicians and policymakers in Westminster and Whitehall, brought students into the discussion.

Crucially, this year's report provides another opportunity for business to assert what they feel the biggest challenges are and the skills they most value. The ability to communicate, analyse, adapt, problem-solve and think creatively are the key skills that business requires. Despite the changing global situation, such skills were similarly identified in polling last year; what business says it needs could not be more emphatic. As case studies this year and last demonstrate, those skills can be delivered in a range of courses, and the work of a multidisciplinary team can powerfully raise performance. Kingston University is so committed to the power of this that our new Town House Strategy will ensure that Future Skills are embedded in the curriculum for every student in every programme.



This report confirms that Future Skills are a priority for the nation's prosperity. But to deliver them we need government, industry and education to work collaboratively to ensure that existing hurdles are overcome, emerging obstacles can be avoided, and potential opportunities maximised. The report highlights examples of educators and industry figures working collaboratively to meet and overcome obstacles.

The successful integration of Future Skills in all areas requires coherency in both policy and approach. We call on the Government to create a Future Skills Council, modelled on the CIC, co-chaired by Ministers from DfE and BEIS – and senior figures from higher education and business to achieve this.

Vice-Chancellor
Kingston University

Setting the Context



It is now beyond doubt that the dramatic technological and social transformations of the last few decades will continue to accelerate and impact how we live and work.

Of particular relevance for universities are the ways in which we access information and conduct ourselves with others. With the world at our fingertips, access to information and people is now more immediate and comprehensive than ever. It is the ability to work across forms of knowledge that will help facilitate creative problem solving and thereby drive innovation.

Gradually, though, the country's post-pandemic, post-Brexit landscape is coming into view and it's already obvious that both are bringing profound change to work patterns and the overall shape of the labour market. In a more competitive environment the need for employee adaptability will certainly grow. Firms have an even greater incentive to invest in the capability of their staff, ensuring that they retain the right people and equip them with the right skills. Employees, meanwhile, can ensure they remain in demand by constantly developing their skills. Universities should be promoting skills for innovation and embedding them into the curriculum, while also strengthening links with employers and building partnerships that foster career opportunities for graduates.

“ **The most important skills needed for today's working world involve having a curious, growth mindset. As automation and technology change the nature and types of jobs we do, we will all need the confidence and openness to learn new skills and ways of working throughout our careers. And to be innovative it is crucial to think divergently - questioning assumptions and stretching boundaries. Skills like divergent thinking are critical to human progress.** ”

John Vary, Futurologist, John Lewis Partnership

The government has, arguably, an even greater incentive to ensure that life-long learning becomes a reality. If it is implemented in the right way, lifelong learning has the potential to unlock opportunities for learners and deliver on the country's skills needs.



The challenge to train and keep talent

Last year, we commissioned YouGov to ask a 2000-strong representative sample of businesses what challenges the UK faced in ensuring it remained globally competitive in the next 10 to 20 years.

In the 2021 report, more than half identified 'competition from emerging economies like China and Singapore' as a challenge. This made it the most pressing concern.

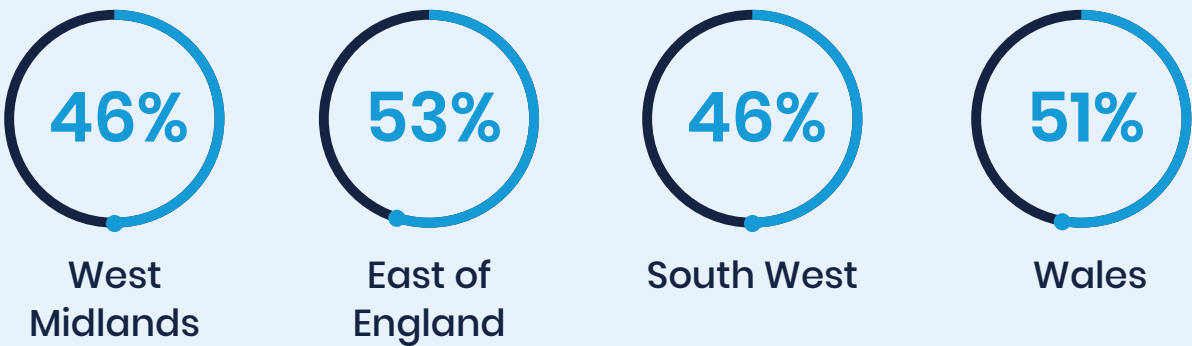
However, this year 'competition from emerging economies' fell into second place behind 'attracting and retaining talent in the global marketplace' which topped the list at 45% of respondents. Only in the **North West**, at 51%, was this a higher priority than in **London**.

Similarly, if we are to apply the regional perspective to 'competition from emerging economies' being a priority, the **West Midlands** (46%), **East of England** (53%), the

South West (46%), and **Wales** (51%) all rank it as of greater concern than those in **London** and the **South East**.

The results of a question on what businesses want the government to prioritise over the same 10 to 20-year period are, in light of the above, unsurprising. Some 57% of respondents chose 'investing in a skilled and adaptable workforce' from a menu of priorities, a percentage only matched by the number who chose 'developing the country's social infrastructure' as the top priority.

Regional concerns on competition from emerging economies



Levelling Up: Spotlight on the South West

The South West is a case in point for how unpicking the data clarifies the needs for Levelling Up. In all three of the top metrics ('attracting and retaining talent', 'competition from emerging economies' and 'need to foster an environment that encourages innovation') the South West scores higher than London and considerably higher than the national average. This shows genuine concerns in that region around these macro-economic issues.

Recent data based predictions suggest that, along with the North East and Yorkshire & the Humber, the South West is set to be one of the slowest growing regions. Despite strong performances, the YouGov polling data sets out the scale of the task ahead as the Government seeks to level up the UK economy, with the gap between London and the rest of the country set to grow again during the post-pandemic recovery. It is clear that action is needed to safeguard this regional economy and ensure that its workforce can successfully meet the challenges of the future and the South West doesn't get left behind.

From a regional perspective both 'investing in a skilled and adaptable workforce' and 'developing the country's social infrastructure' were seen as more urgent outside of **London** and the **South East**. 57% of those polled in London saw 'investing in a workforce that is skilled and adaptable' as a priority, compared to 67% of those in the **West Midlands**, 64% in the **East of England**, 60% in the **South West**, and 61% in **Wales**.

Furthermore, the third most popular priority being 'investing in R&D and innovation' again underlines the desire for concerted investment in our skills and knowledge base. The only region that scored higher than **London** with regards to R&D was the **East Midlands** at 58%. It is perhaps interesting that in **Yorkshire & the Humber** 'closing regional inequalities' polled as a priority for 56% of respondents, compared to only 35% seeing it as being of importance in **London** – quite a stark contrast. The Levelling Up agenda, in tandem to embracing the arguments this **Future Skills League Table** report makes, can go a long way to addressing the concerns raised by the regions.

Case Study: Coca-Cola Company

The Coca-Cola company is an organisation that thrives on creativity and innovation, striving to become award winning in our campaigns to refresh the world and make a difference.

During the lockdown we wanted to ensure we delivered Coke Magic for our iconic Christmas Campaign. The brief was conceived to describe a 'Christmas apart' and how everyone was craving the company of their loved ones. Shooting a Global Christmas ad with our Production Director based in the UK during the pandemic was an immense challenge however, working closely with our agency partner, W&K and Director Taika Waititi (Jo-Jo Rabbit) we knew we had the winning combination to make magic happen.

In each country we operate in Governments would only allow filming to continue under strict health and safety guidelines; as we couldn't fly key crew, something we always would have done in the past, we had to ensure we engaged the best local crews.

To minimize travel we needed one location. For a Christmas advert, with its snowcapped mountains, forests and lakes all in one country, New Zealand (NZ) was the only location that would work for our story.

We chose a director that understood the local terrain, had local contacts and the skillset to overcome the challenges of shooting in a pandemic. A Kiwi by birth, Taika by now was living in LA. His access to world class crew and talent in NZ meant we had some of the main crew who'd worked on "The Lord of The Rings" on our project, this gave us a lot of comfort as we moved forward with a fully virtual shoot.

In addition, Taika had worked with our key protagonist Cohen Holloway before, so they already had a shorthand to getting the best performance. Cohen performed most of the stunts himself. We streamed the entire shoot via QTake and Zoom and in the most remote places the network team proved their resilience and climbed mountains to ensure links with the internet connections. The tech allowed us to be truly creative and was incredible allowing us to get fantastic footage.

The Mill in London were our post-production partners overseeing all the compiling of the shots we created against green screen. The most complex shots were compiling the whale into a live action shot of Cohen falling from a dinghy onto tarmac in a car park and then re-creating an entire ocean and stitching it all together seamlessly.

The other main post shoot task was the Coke Christmas truck, which we shot during the daytime for a night scene and then had to remake the entire background featuring the northern lights. A Truck with a lot of reflective elements meant weeks of post work from the 2D and 3D team.

The weather and Covid were our two biggest challenges as both were out of our control. The other main challenge was the time differences. Taika in LA, the shoot in NZ and us in Europe. Try figure the schedule on that one. 7pm until 7am 8 nights in a row. So innovation and creativity were what allowed our success.

Case Study: Cell and Gene Therapy Catapult

The cell and gene therapy industry in the UK is a rapidly expanding industry of national strategic importance.

To ensure the sector had enough people with the right skills it was clear it needed its own apprenticeship scheme.

With a grant of £15 million from IUK Cell and Gene Therapy Catapult, this scheme has enabled more than 230 people to start apprenticeships, developing skills in around 15 core standards at more than 45 firms over the last five years.

Critical to the success of the scheme was the insight drawn with help from the Gatsby Foundation of the need for the sector to coordinate. The Advanced Therapies Apprenticeship Community (ATAC) was set up to amalgamate demand and coordinate apprenticeship activity throughout the sector. The ATAC programme set out to

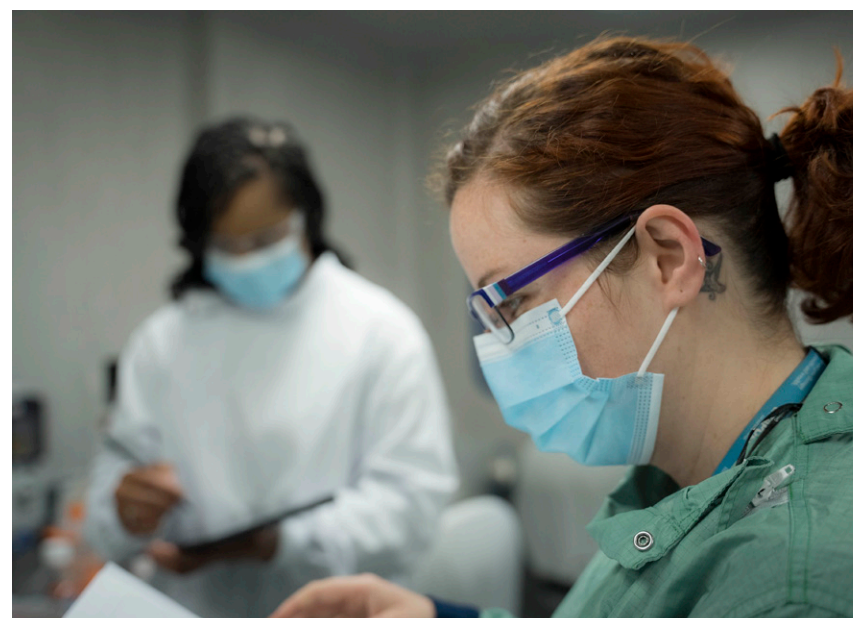


build an industry community to deliver apprenticeships from Level 2 up to degree apprenticeships.

ATAC has supported programme design, attraction and recruitment as well as providing valuable enrichment activities in technical and personal skills and utilising new technology such as Virtual Reality to enhance development.

This has resulted in £15.1m being invested by industry including £6.5m unspent apprenticeship levy to develop key skills and capabilities in the sector.

More critically it has built a vital skills pipeline ensuring that this exciting new industry has the end-to-end talent management that will keep the UK at the front of the pack in the decades to come.



Making it happen

Training and retaining talent in the right areas will not happen by chance; it will require concerted efforts from business, government and education providers.

To help move the conversation forward, we aimed to drill further into what businesses feared might hold the UK's workforce back over the medium term (again defined as between one and two decades from now).

The automation of roles, the rise of the 'gig economy' and, post-Covid, navigating the new hybrid working arrangements that the pandemic has produced all

registered reasonably strongly in the list of challenges present. The largest totals, however, were recorded for an absence of what might be called 'future-proofed' skills (creativity, adaptability) and the absence of opportunities or willingness to upskill or reskill.

What does 'future-proofing' really mean? In roundtable discussions a senior executive of TikTok reflected that, as a young company, the skills that the business currently needs are constantly changing. Nor are they necessarily technical – innovators in marketing can be as valuable as those in algorithms.

As Kelly Devine, Division President, Mastercard UK & Ireland, put it:

“It's critical that we recognise how the future of work – and workers is evolving. New technologies are transforming the world of work and we need to ensure that everyone is equipped with the skills to navigate the jobs of tomorrow. New digital skills and computer literacy, alongside more traditional workplace skills, will help the UK workforce adapt to new industries of the 21st century, and ensure that no one is left behind.

That's why Mastercard – through our Center for Inclusive Growth – is working alongside RSA and Bayes Impact to create lifelong learning programmes to enable all British workers to succeed in the digital world of work.



Case Study: Kingston University

When the world is becoming more interconnected through technological innovations, and the pace of societal change is accelerating, universities narrow, subject-specific depth is an obvious hindrance to developing the skills business says it needs. These are, in short, to understand, learn and benefit from other means of making sense of, and acting in, the world; of other methods of inquiry and forms of knowledge. This drives innovation.

The new pattern of work is characterised by the transformation of employment from a career path that has been linear to one that resembles a portfolio, with people moving within or between professions, some of which will be redefining themselves; some of which do not yet exist. The business imperative for Future Skills, or higher cognitive skills, is emphatic and will continue to be so. This puts two demands on educating students. The first is to equip graduates with the ability to continually learn and adapt their knowledge to different circumstances. The second is to ensure that Kingston graduates are known for having the future skills that employers have identified and can articulate and demonstrate them.

In educating students, therefore, Kingston University will deliver not just subject specific knowledge, but also Future Skills. We have translated the skills identified as vital for success as an employee or entrepreneur into Kingston University graduate attributes. We will explicitly develop these in every student to help them succeed in their studies and employment. In addition, we're piloting new employability metrics.

We will embed the development of future skills throughout every year of every programme for every student. For instance, in the first year the student's learning pathway, will begin with an individual diagnostic to

develop tailored means of engagement to facilitate and measure the acquisition of Future Skills. Then, an increasingly personalised menu of opportunities will allow students to develop and apply these skills to their unique programme of study. It will include individual insight assessment to foster self-awareness, creative problem solving through design thinking, and ways of thinking and behaving foreign to their chosen programme of study.

“ Kingston University Town House is a theatre for life—a warehouse of ideas ... In this highly original work of architecture, quiet reading, loud performance, research, and learning, can delightfully co-exist. That is no mean feat. Education must be our future—and this must be the future of education.

Lord Foster, RIBA Stirling Prize citation, 2021





“ Universities should be promoting skills for innovation and embedding them into the curriculum.

*Professor Steven Spier, Vice-Chancellor,
Kingston University*

Case Study: Creative Industries Council

Council is a great example of how bringing together government and business builds a talent pipeline and ensures the country benefits from an industry where the UK really does lead the world.

The council was set up to lower the barriers to growth such as access to finance and export markets, regulation, intellectual property, but also crucially skills.

Its Creative Careers Programme aims to engage with more than 160,000 school-age students and enable around two-million young people to access great advice about pursuing a creative career.

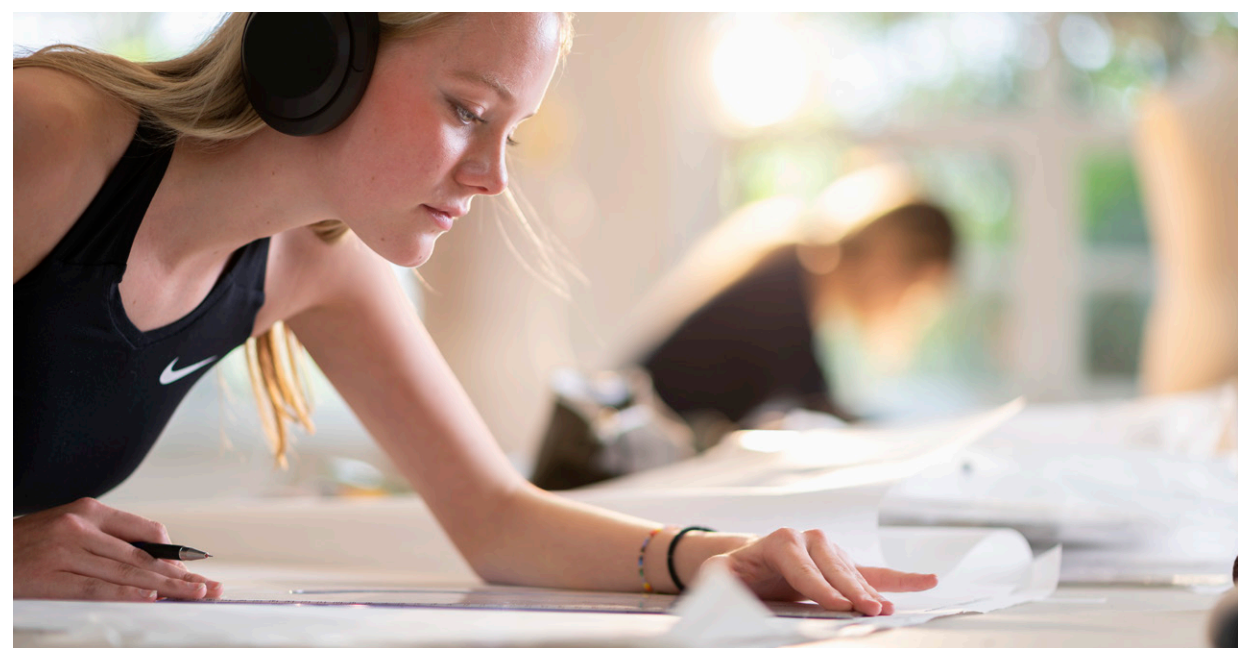
The programme is being delivered by Creative Industries Federation, ScreenSkills and Creative & Cultural Skills, in collaboration with The Careers & Enterprise Company and Speakers for Schools that helps inspire the next generation of creatives.

Additionally the council is helping to raise the profile of CreaTech, which brings together creative skills and emerging technologies like 5G, virtual reality and artificial intelligence to create new ways of engaging audiences and to inspire business growth and investment. Over £5bn has been invested in UK CreaTech businesses by venture capitalists since 2017, and CreaTech investment recently jumped 16%.

It also oversees collaboration in higher education through the Creative Clusters programme comprising nine creative clusters across the UK and a new Policy and Evidence Centre, led by Nesta in partnership with 13 universities. The programme combines world-class research talent with companies and organisations in a first of its kind research and development investment.



Crucial to the success of the council is its structure – it is co-chaired by the Secretary of State for Digital, Culture, Media and Sport and Secretary of State for Business, Energy and Industrial Strategy. In the four years since its creation the council has set the standard for cross-departmental working.



Case Study: ScaleUp Group

The world of graduate recruitment is changing fast. Insights developed in the rapidly-evolving world of technology firms are spreading to other more traditional industries.

One example is how ScaleUp Group, a consultancy that usually works with growing technology firms, has been asked by a sports company to establish its graduate scheme.

Following a recruitment that will test candidates' emotional intelligence rather than rely on standard verbal and numerical reasoning measures the scheme aims to build communication and relationship-building capabilities.

Students that can communicate well are vital for the company to continue growing and improving. They want graduates to broker more relationships and partnerships: they want the graduates to add value.

The new scheme draws on the insights of the world of scale-ups which need to adapt quickly to evolving environments to ensure they secure maximum profit to enable growth. People are typically expected to work across a variety of business functions



including events, brokering, tech and analysis. Graduates need to adjust to different roles quickly as business' priorities and demands change.

So while graduates remain a priority for hiring for the businesses that ScaleUp advises, the type of degree they possess is no longer their top priority. It isn't always necessary to have a business or economics degree to work in a finance start-up, for example, but communication, creative-thinking, empathy and adaptability are vital.

For Scaleup Group, it isn't your degree title that will keep you in a role, it is the skills you bring to the business. Graduates will be kept on and promoted if they can communicate effectively, adapt quickly and drive innovation. These are the skills that graduates provide, and we need to develop more of this type of skills training in the future.

Case Study: Limitless

Limitless are re-inventing customer service by connecting customers with real know-how to deliver fantastic customer experiences for the world's leading brands. These brands include Dell, Microsoft, and Unilever.

They believe experts, those people who have real life experience of the product, who care the most about your brand should be the face of its customer support. This is a radical change in the customer service space. Limitless want to ensure those they are hiring have developed the skills needed for this changing environment. Limitless is growing rapidly and hopes to double the number of its employees in a year, from 50 to 100.

Limitless call those working on this new customer service platform GigCX Experts. In a recently published report, Limitless found 82% of GigCX Experts Limitless surveyed felt the nature of customer service queries has changed over the COVID-19 pandemic. The findings show people want added services, faster answers, and more personalised contact. Limitless know this new style of thinking requires more than just a university degree, but a broad range of skills such as critical thinking and communication.

Limitless is all about new thinking. However, many graduates they hire currently think in a linear way, especially in the customer service space. This is a significant challenge the business faces: finding employees with the aptitude and training to think in creative and critical ways. They want graduates who can move away from just a business focus to have a broader customer focus. These skills come from people who are creative, adaptable, and can problem-solve. This applies to both the graduates they hire within Limitless, and the GigCX Experts supporting on customer service.

Limitless is looking to discover these people with 'new thinking' by finding graduates with a broader world experience. They are seeking to overcome their challenge by hiring people who have nurtured a passion for a more comprehensive range of things in education, rather than focussing on just getting employed. They seek graduates who have had their minds developed at university in many different ways and have built many skills rather than focussing on the specifics of their degree course. Being creative and motivated, alongside being a strong communicator with problem-solving skills, can help drive Limitless' new way of thinking within the company and outside of it. Hiring and partnering with people who have a broad range of Skills is enabling Limitless to grow rapidly. They are hiring people not based on specific degrees but on how they work and what they bring to support the company ethos.

Experts at Limitless have skills and areas of expertise that AI can't mimic today. They provide a human connection, a feeling of community, troubleshooting, and specific knowledge that is tough to capture in information repositories, AI's source for information.



Limitless wants to strive to have these skills taught throughout education, so that young people develop a broad range of ways of thinking and can adapt to the constantly evolving business landscape.

Future Skills

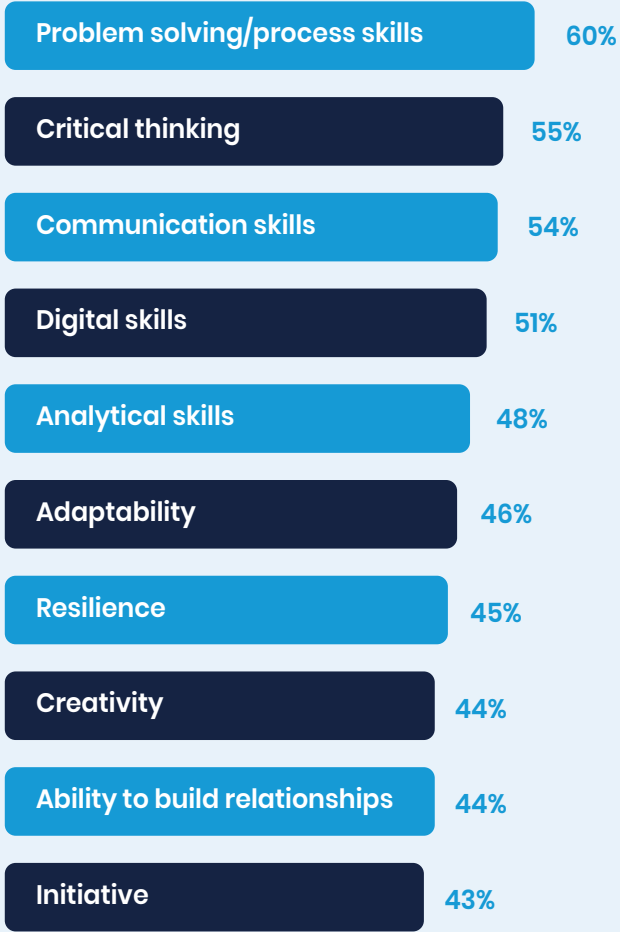
Last year we launched the **Future Skills League Table** to draw out which competencies were most valued by Britain’s businesses as they face the global challenges ahead.

With the help of YouGov we surveyed more than 2000 senior decision-makers in a representative sample of firms across the UK. From a list of skills drawn by eleven businesses and three universities, respondents were asked to choose which they thought should be developed to ensure that the UK remained competitive over the next two decades.

The results of this year’s survey broadly match those of the initial survey with problem-solving the most valued skill for innovation. Critical thinking edges communication into second place, a reversal of last year’s rankings. And while digital and analytical skills both performed strongly they were again challenged by more general qualities of adaptability and creativity underlining how acutely aware firms are that they will need a resilient workforce able to get the best out of rapid change.

Confirmation of the future skills that businesses value in this year’s league table underlines the need for a new metric of graduate attainment. The current Office for Students measure fails to capture the value of those with the initiative to set up their own firms or take part in social enterprise. And while a full-time job is a valued destination for some graduates many others prefer today to enter the gig economy. Many of these will have exactly the sort of skills for innovation that are so vital if the UK is to adapt to the changing world.

Top 10 Future Skills as identified by businesses



“A common mistake that people make when discussing tech companies is that they automatically assume companies like TikTok are only looking for people who can code or data scientists. But in reality, tech firms are looking for a range of employees in non-tech areas like marketing and project management. Tech companies need to do more to explain what working in tech is. It is not just sitting in front of a computer all day.

There are some partnership opportunities between industry and university to develop modules that can demonstrate these pathways. Students should learn how the skills they are being taught can help them get a job in the future, and businesses can support in developing this.

The traditional 'milk round' approach to finding skills doesn't necessarily work for companies which are moving incredibly fast as what we need will consistently change. What we need from graduates now may not be what we want from them in a couple of years. It is like trying to build a plane while you fly it.

The sector needs to develop programmes where graduates can be placed in different parts of a business and adapt to new roles. This is why partnerships on modules will be so important, to develop the skills needed for constant change in a career. This is how we will create graduates that are 'job ready' most effectively.

Giles Derrington, Senior Government Relations and Public Policy Manager, TikTok

Student Polling

So far we've seen how much businesses value the skills for innovation and how regulators could better demonstrate that valuation when assessing creative

We've reflected the growing sentiment that delivering the adaptability that is key to the innovative workforce of the future, and we will need a new model of higher education.

But of course, the most important stakeholders in this conversation are today's students. What do they want from the time and the money they invest in themselves? How do they see their future careers? Do they value the same skills as their future employers?

To get a sense of the answers to those questions we asked You Gov to poll a representative sample of more than 1,000 students.

Encouragingly, students value the same sorts of skills as those identified by businesses as critical for helping the UK meet the global challenges ahead. Asked to choose from a list of those competencies they thought would most improve their future employability, the top three of problem-solving, communication and critical thinking were exactly the same as those chosen in the business survey.

Career Pathways



Students' appetite for moving between sectors, however, is less marked. Asked to choose any from a menu of career pathways that interested them, the most popular, chosen by **56%** of respondents, was a linear career, that is staying in the same sector if not the same role. The next most chosen pathway, chosen by **37%**, was a non-linear career, that is moving between sectors. Entrepreneurship and business ownership was selected by **12%** while freelance work and self-employment attracted **18%**.

There were some intriguing differences in the details of the poll – students from the South East of England, for example, were significantly more attracted to non-linear career pathways than in other UK regions. Older students, perhaps unsurprisingly, are also more open to switching between sectors.

Further work may well be required to dig into what is driving the strong attachment to a linear career pathway, something that may become increasingly rare as the world of work absorbs the consequences of the next wave of technological change.

Alignment of students and their employers over skills is needed, however, a solid foundation for the work of building the new models of higher education required.



“

I have sat on many business boards, and I consistently find that most people around the table haven't come from a traditional business degree or technical background. Their degree qualifications are often random and rarely associated with the career they have been successful in. These include graduates of geology, history of art, psychology, chemistry, archaeology and English Literature. It wasn't the type of degree they did that got them to that board level; it were the skills and passion for what they did, developing alongside the formality of the degree.

Limitless is a fast-growing, market-leading company that doesn't hire based on degree topics. A much more significant focus is placed on underlying skills such as critical thinking, flexibility and interpersonal abilities. When it comes to these key skills, people who studied philosophy can do just as much, sometimes more, than those who studied mathematics and computer science. We are here to support and develop a team based on aptitude and commitment, and not to judge people by qualification.

Mike Havard, Chairman, Limitless Tech and board member/advisor to a range of high-growth organisations.

Future Skills Framework

This report confirms that Future Skills are a priority for the nation's prosperity. But to deliver them we need government, industry and education providers to work collaboratively to ensure that existing hurdles are overcome, emerging obstacles can be avoided, and potential opportunities maximised.



Future Skills Council

We ask the Government to create a Future Skills Council, modelled on the Creative Industries Council, showcased above, with both the Education and Business Secretaries as Co-Chairs. The Future Skills Council will focus on how to solve the workforce skills challenge and the roles of government, industry and education can each play.



Expand the remit of the Minister for Higher and Further Education

In addition, to underpin this cross-departmental focus on skills delivery, we ask the Government to position the Minister for Higher and Further Education in both the Departments for Education and for Business, Energy & Industrial Strategy.



R&D Spending

Industry to commit to increasing R&D spending to OECD average of around 2.4%. In 2019 UK gross domestic spending on R&D was circa 1.7%, whereas South Korea invested more than double.



Regulation

An employability metric that will support start-ups, entrepreneurs and industries needs to be created.



Funding, Incentives & Opportunities

Adapt funding mechanisms such as the apprenticeship levy and lifelong learning entitlement to deliver Future Skills.



Business Should Then

- ✓ Recruit and reward applicants who demonstrate the skills that are the foundation of the UK's competitiveness.
- ✓ Collaborate with local and regional Higher Education institutions to facilitate better post University recruitment pathways.
- ✓ Develop a variety of means to reskill employees.
- ✓ Partner with Universities so students develop the Future-proofed workplace skills.



Universities Will Then

- ✓ Pilot modules that integrate skills for innovation into learning.
- ✓ Embed entrepreneurial skills in all degree courses.
- ✓ Link students' skills development to future jobs.
- ✓ Work with employers to deliver career opportunities that draw in future-facing skills.
- ✓ Build partnerships with employers to deliver creative approaches to problem solving.

**Kingston
University**
London

If you would like more information then
please visit kingston.ac.uk/futureskills

#FutureSkills #KingstonUni



APPENDIX 2 ACCREDITATIONS AND PROFESSIONAL MEMBERSHIPS

Kingston Business School believes that gaining accrediting and professional body approval is vital in encouraging a culture of continuous improvement and ensuring we are meeting the latest professional standards. Most of these accrediting bodies also require promotion of ethics, sustainability and social responsibility and we are proud that we meet their standards. These accreditations include:



The Association to Advance Collegiate Schools of Business is a major international accreditation for Business Schools. It requires ongoing alignment with 9 standards, and a focus on delivering a Business School's vision and mission.

Kingston Business School received a full five years' accreditation in 2022.

AMBA accredits MBAs (and associated degrees) as an external quality measure, as well as acting a professional membership network for MBA graduates. AMBA accredits:

- MBA (Kingston) all cohorts
- International Business Management MSc (including pathways)



Kingston Business School received a full five years' reaccreditation in 2022.



EPAS (EFMD Programme Accreditation System) is a programme-level award from EFMD (The European Foundation for Management Development), accrediting international business and management programmes, and is an external quality measure. EPAS accredits:

- International Business BSc (Hons)
- International Business Management MSc (including pathways)

Kingston Business School received a three years' reaccreditation in 2022.



The Small Business Charter (SBC) is an award for the UK's world-class business schools. The SBC award celebrates business schools that play an effective role in supporting small businesses, local economies and student entrepreneurship. It provides business schools with a framework to deliver nationally recognised business support.

Kingston Business School received a full five years' reaccreditation in 2020.

PROFESSIONAL BODY ACCREDITATIONS



ABP: The Association of Business Psychologists accredits:

- Business and Occupational Psychology MSc



ACT: The Association of Corporate Treasurers offers professional exam exemptions within:

- Accounting and Finance BSc (Hons)
- Finance MSc
- Accounting & Finance MSc
- Financial Business Management MSc
- Banking & Finance MSc
- Investment & FRM MSc



ACCA: The Association of Chartered Certified Accountants offers professional exam exemptions within:

- Accounting & Finance BSc (Hons)



BPS: The British Psychological Society accredits:

- Business and Occupational Psychology MSc



CIM: The Chartered Institute of Marketing offers professional diplomas, and recognises exemptions through their Graduate Gateway within:

- Marketing and Advertising BSc (Hons)
- Marketing and Brand Management MSc
- Marketing Communications and Advertising MSc



CIMA: The Chartered Institute of Management Accountants offers professional exam exemptions within:

- Accounting & Finance BSc (Hons)
- Business and Accounting BSc (Hons)



CIPD: The Chartered Institute of Personnel and Development accredits:

- Human Resources Management MSc
- Global HRM (Kingston and Moscow) MSc
- Business Management BSc (Hons) (HRM specialism only)



CIPR: The Chartered Institute of Public Relations accredits:

- Public Relations and Corporate Communications MA



CIPS: The Chartered Institute of Procurement and Supply accredits:

- Logistics and Supply Chain Management MSc
-



ICAEW: The Institute of Chartered Accountants in England and Wales offers professional exam exemptions within:

- Accounting & Finance BSc (Hons)



RICS: The Royal Institution of Chartered Surveyors accredits

- Real Estate Management BSc (Hons)
- Real Estate MSc

MEMBERSHIPS



The Principles for Responsible Management Education (PRME) were developed in 2007. Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for Responsible Management Education. Kingston Business School has been an advanced signatory of PRME since 2015.



Kingston Business School is an active member of the Chartered Association of Business School (CABS). The CABS is the authoritative voice for the UK's Business Schools and Independent Management Colleges. The Association was established to promote the excellence of Business and Management Education in the UK and to improve the quality and effectiveness of managers in the UK and internationally.



AIM2Flourish is the world's first global initiative steering future business leaders towards achieving the UN Sustainable Development Goals (SDGs) and a flourishing world for all. It offers a highly adaptable, professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs.

Kingston University is also a member of the International Ethics Standards for the development and use of high quality international and principle-based ethics standards in land, real estate, construction, infrastructure, and related professions.

APPENDIX 3 INTERNATIONAL RECOGNITION AND RANKINGS

Kingston Business School is one of the 157 universities participating in the Research Excellence Framework (REF) 2021. The outcomes of REF 2021 were announced in May 2022.



The Research Excellence Framework (REF) 2021 ranks Kingston Business School 80th out of other UK universities, however, the submission showed that 49.0 FTE faculty have at least one peer reviewed research output: including refereed journal articles, a book, chapter in book, research monograph. This was against a total FTE of 81.2 in KBS (60% of faculty being REFable). This marks a substantial improvement on 24.9 FTE in the REF 2014.

The REF or Research Excellence Framework is an exercise undertaken approximately every six years. It evaluates the quality of research in universities in the UK. It is the only Government sponsored ranking of research quality in UK universities.

Best Master & MBA Ranking 2022

The below Kingston Business School programmes were rated in the top 100 globally by Eduniversal

- Real Estate MSc
- MBA
- International Business Management MSc
- Leadership and Management in Health MSc
- Banking and Finance MSc
- Logistics and Supply Chain Management



Kingston University was ranked 13th in the UK among the 3 Palmes Business Schools. 3 Palmes Excellence positions Kingston Business School as an excellent Business School reinforcing international influence in the United Kingdom.

The 2022 rankings were determined from the responses of the Deans and Directors from the most prestigious and best Business Schools.

Kingston University rises twenty-two places (since 2021) in latest Complete University Guide league tables of the top higher education institutions across the United Kingdom.



The University has been rated 78th overall in 2023, 85 in 2022, 100 in 2021, 93 in 2020, up from equal 95 in 2018, 102 in 2017 and 109 in 2016.

The Complete University Guide is an independently published ranking produced in association with The Independent newspaper. The criteria include student satisfaction, research assessment/quality, entry standards, ratio of students to staff, spending on academic services, spending on facilities, the number of good honours awarded, graduate prospects and completion rate of degrees.



Kingston University has been named one of the top 60 institutions in the country in the newly released Guardian University Guide league tables for 2023.

In the national newspaper's overall rankings, Kingston University was positioned at 55 out of 121 institutions.

Other notable subject area performances saw the University ranked 13 overall and second in London for general nursing, 14 in the UK and second in London for media and film studies, and 16 nationally for both economics and education. The methodology used by the newspaper is based on the aspects likely to be most important to prospective students, ranging from satisfaction on courses and teaching, to the rate of students progressing in their studies and their career prospects.



APPENDIX 4 COURSES OFFERED BY KINGSTON BUSINESS SCHOOL

Business Undergraduate Courses

- Accounting and Finance BSc (Hons)
- Business and Accounting BSc (Hons)
- Business Management and Entrepreneurship BSc (Hons)
- Business Management BSc (Hons)
- Business Psychology BSc (Hons)
- Foundation Year in Business (delivered by Kingston College)
- International Business BSc (Hons)
- Marketing and Advertising BSc (Hons)
- Real Estate Management BSc (Hons)

Business Top-up Degrees, HNDs and Joint Honours Courses

- Business HND (delivered by Kingston College)

Preparatory Courses for International Students

- International Foundation Year (delivered by Study Group)
- International Year One Business and Management (delivered by Study Group)

Business Postgraduate Courses

- International Business Management MSc (with pathways)
- Marketing and Brand Management MSc
- Master of Business Administration (MBA)
- Pre-Masters Programme (delivered by Study Group)
- Real Estate MSc

Accounting and Finance

- Accounting and Finance MSc
- Banking and Finance MSc
- Finance MSc
- Financial and Business Management MSc
- Financial Technology MSc
- Investment and Financial Risk Management MSc

Creative Industries

- Art Business MA
- Sustainable Fashion: Business and Practices

Doctoral Research Degrees

- Business PhD (Doctor of Philosophy)

General Management

- Innovation Management & Entrepreneurship MSc
- International Business Management with Entrepreneurship MSc
- International Business Management with Marketing MSc
- International Business Management with Project Management MSc
- Leadership and Management in Health PgCert/PgDip/MSc top-up/MSc
- Logistics and Supply Chain Management MSc
- Project Management for Creative Practitioners MSc

Leadership and Human Resource Management

- Global Human Resource Management MSc
- Leadership and Management in Health PgCert/PgDip/MSc top-up/MSc
- Occupational and Business Psychology MSc

Marketing and Communications

- International Business Management with Marketing MSc
- Marketing Communications and Advertising MSc
- Public Relations and Corporate Communications MA

APPENDIX 5 THE KINGSTON MBA

At Kingston University, the MBA course – offered in a full-time basis– comprises a set of ten core modules and two electives, in addition to the delivery of a management consultancy project.

Business innovation and leadership transformation are the driving forces behind our Kingston Master of Business Administration (MBA).



More information on course content, entry requirements, teaching and assessment, staff and fees can be found on the Kingston University website [Master of Business Administration MBA - Kingston University London](#)

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