PRME Report 2016

School of Management
University of Leicester

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INTRODUCTION BY THE VICE CHANCELLOR

The University of Leicester takes the renewal of our commitment to the UN’s Principles of Responsible Management Education very seriously. Responsibility, the central tenet of the UN’s Principles of Responsible Management Education, is also one of the University of Leicester’s core values.

We have established a reputation as an open, accessible and friendly university, where people enjoy their work, and both staff and students benefit from our collegial and collaborative approach. Central to all of this is responsibility: responsible research; responsible teaching; supporting the development of responsible students, who, in turn, become responsible managers.

Today our University is a lively, energetic and global community, in which dedicated and talented people are anticipating, working towards and helping to shape the future. We are committed to undertaking research that saves, improves and enriches lives, fostering a teaching and learning environment that transforms the prospects of our students and those they will go on to influence.

The responsible element of PRME is reflected in both the University’s organization, with its emphasis on creating a sustainable environment, and the ethical and moral responsibilities that we expect our students to meet throughout their working and personal lives. We are taking bold steps in the area of diversities and equalities as one of only ten universities in the world to take the lead in the United Nations’ HeForShe movement, placing us at the forefront of the effort to achieve gender equality in UK universities.

As a HeForShe Champion, the University has committed itself to create a curriculum for students that recognises gender equality and will also address gender-based violence by forming dedicated programs. We will continue to explore and address why some disciplines attract few women or men; and continue to increase female representation in senior positions, noting that only 22 per cent of professors in UK universities are women.

The University has agreed to transparently measure and report on progress, to share best practices and to engage other universities to take up this cause and inspire change across the world to build upon progress of gender equality.

The United Nation’s Principles of Responsible Management Education fit with the University of Leicester’s commitment to empowering students to explore things that they do not yet know about, through passionate, dedicated teaching and innovative, world-changing research. In our educational ecosystem, research and learning are intertwined and equally valued. Our researchers are in the classroom and our students engage in research.

Already one of the very best British and global universities we are focused on a future that will see us pioneering a distinctive elite of research-intensive institutions, open to all who have talent. This can only be achieved by being responsible and that is why we are proud to continue to be a signatory to PRME.
The University of Leicester School of Management (ULSM) has a distinct personality in the international business and management school community. For us, management is not only an issue for business, but affects all aspects of our lives from long before we are born until long after we die. All aspects of social, political and business life are managed – formal or informally. Our mission as a School of Management, therefore, is to encompass as wide a range of that spectrum as possible in our research and teaching. We believe that we can only fulfil the ‘responsibility’ aspect of the ‘principles of responsible management education (PRME)’ if facilitate wide-ranging and critical debate over management practices. And that such debate is best enabled by an informed appreciation of management, management theory and management practice.

Higher Education is an extremely volatile and turbulent enterprise at the start of the 21st century, reflecting changes in the wider world that we serve and for which we prepare our students. This makes it essential that we engage directly with the full range of changes – whether we mean management practices, the nature of finance, the transformation of markets, the growing role of women, the integration of new communities of identity and interest into the mainstream economy or the transformation of the physical environment to which all of these are connected. Management is something we are all engaged in and which affects us all wherever and whenever we want to get something complex done. Think like this and you get a sense of what management means at Leicester.

In pursuit of that breadth and depth of thinking, ULSM has deliberately created a truly interdisciplinary, multi-sectorial and international community of scholars and students. Our faculty embrace such diverse fields as Eco physics, philosophy, social activism, politics, psychology, fine art, history and sociology. We have research that analyses labour markets, automotive companies, women’s’ rights, quantum finance, third sector organisations, airlines, corruption, high frequency trading and many other things in addition to the full range of more familiar management school activities. The students and staff benefiting from all this diversity, themselves come from all corners of the world – whether they join us here in Leicester or take advantage of our 25 years’ experience of distance learning.

As the rest of this document outlines in more detail, this approach to management speaks clearly to the agenda of PRME. ULSM is proud of its association with PRME and with the numerous other international bodies that recognise the value and rigour of our work and which, in turn, push us to ever-greater understanding of the complexity of management in the contemporary world.
THE LEICESTER MODEL AND PRME

This is the third report of sharing information of progress that the School of Management in Leicester has compiled. Known for the Leicester Model of Management Education, we pursue a holistic and critical view of management studies. The Leicester Model drives our critical research, teaching and public engagement agendas that try to expand what is meant by management, to de-centre the usual focus of management studies on large scale business organisations and to explore alternatives models of running the economy. The Leicester Model and PRME share the desire for a (business) world less known for corporate scandals and greed and more known for providing solutions towards an equitable and sustainable future life.

Now looking back to over seven years of engagement with PRME, we continue to use PRME as an inspirational framework to develop and promote the Leicester Model. In the period since the last report we have increased our engagement with PRME significantly. The main new commitment is the creation in 2014 of an academic lead on PRME matters, the role of the PRME officer. With these resources in place the School of Management has seen new initiatives both targeting its internal processes and the wider university.

This has included research on student perceptions of the state of management education here in the school, conducted by students as part of their research methods module. We have also looked to develop a stronger focus on opportunities for co-operation in the school and university, including with other departments and diverse professional services. This is exemplified by our co-operation with the university’s Environmental Team, part of the estates and facilities management division of the university. The Environmental Team have increasingly focused on student engagement and participation.

One exiting project recently launched is Environmental Team student projects, now piloted at the School of Management with a project on waste reduction. In the near future we hope to enable a greater number of our management students to pursue sustainability projects as part of their module and dissertation work.

Looking outward the school has continued its many co-operations with partners in the local community, including businesses, unions and third sector organisations. The introduction of the PRME Office role has also enabled us to work in a more focused way with the PRME community, both globally and in the context of the regional UK-Ireland chapter. Contributions to joint publishing projects of the PRME action group on poverty are one of the many examples of this engagement.

This report contains more detailed descriptions of many of these new initiatives am dos hopefully a source of inspiration for more initiatives to emerge. In the following sections of this report we discuss in more detail our attempts to continuously transform the School of Management into a provider of critical management education, guided by the responsible management practices both internally and in co-operation with our partners in and outside the university.
DELIVERY OF COMMITMENTS FROM THE PREVIOUS REPORT

In the last report we highlighted a number of plans and commitments. In this section we look at the delivery we committed to.

- Greater engagement with and participation in the PRME community, particularly at the UK and Ireland Chapter Level

We have become far more involved partners in the UK-Ireland chapter and took part in 2015 in the PRME conference in Glasgow, presenting our findings on student perceptions of PRME and critical management education (details of which are presented within this report). We have also worked closely with the sustainability special interest group in the British Academy of Management.

- Greater publicity of PRME will be gained within the School and University, particularly through the blog and media strategy

The blog is a success story in its own right, with dozens of posts from members of staff and our doctoral students over the last three years. Several of the posts have been centred on our commitments and our actions towards PRME goals. Beside the blog story member of the School of Management regularly post on public forums such as The Conversation.

- Ongoing review of education provision in accordance with the ULSM PRME framework illustrated in relation to Principle 3

Major transformations are happening in our teaching provision with the introduction of pathways across the university and also in the School of Management. The new pathways allow for a tailored focus on core PRME issues, such as Ethics and Corporate Social Responsibility on offer as a separate course from October 2016. A new minor on sustainability is to run from October 2017. This programme is a result of a partnership of the the School of Management with Geography and Science departments.

- EQUIS accreditation will be sought through an emphasis on our PRME credentials

The school has engaged in a number of ways with different accreditation bodies, always conscious and critical on the political economy of accreditation. EQUIS accreditation proved challenging due to the organisational structure of the university, but our aim remains to achieve this and similar accreditations in the near future.

- Continued engagement will be made between ULSM and employers and signatory organizations to Global Compact to give students the opportunity to engage with professionals to discuss the realities of sustainable professional practice.

We have been reaching out and increasing out co-operation with Global Compact organisations and beyond. The work with partners involves many third sector organisation, that we consider an important part of the change we need to see both locally and globally. We have worked with a number of organisations on such diverse issues as improving care provision for NHS patients, planned parenthood in India and tourism development in poor neighbourhoods of Rio de Janeiro.
In 2014, about 40 students of management from the University of Leicester set up a number of working groups inspired by the United Nations Principles of Responsible Management Education (UNPRME). Embedded into existing student societies, such as Quality Circles, Enactus and the Management Society, the groups help to raise the profile of PRME and also to put the principles to work in the university. They push for a greener and more inclusive University and School of Management, but also work with teaching staff so that the curriculum meets the students’ needs and ensures that graduates are prepared to be responsible managers.

Qamar Khan, a third year student with the School of Management and initiator of the PRME student project explains why he is passionate about PRME:

“Our society and our economy has been decimated by the greed of those at the top of corporations and banks. The time has come for us to stand against their desperation to earn money and profits at the expense of the rest of us.

Why did Government’s bail out the banks and not the thousands of families that lost their homes?
Why are the rich protected when the rest of us have to sink or swim?”

The students share through public forums concerns across the world over management practices that undermine prospect and prosperity of future generations. In the light of a seemingly never ending range of businesses implicated in large scale corruption, fraudulent accounting, labour exploitation, tax evasion, interest rate rigging and ecological destruction it is important to unlearn what is commonly understood as management.

The working groups set out to organize events to explore the relationship between PRME ideas and actual practice of management, they investigates and worked towards more inclusivity in access to Higher Education, in particular in the attempt to push the university to provide more scholarships. Students were also involved in investigating the possibilities make the university more sustainable. Enactus has been particularly active in pushing for food waste recycling in student halls, among other initiatives.

For the study and research of management the United Nations is probably one of the most exciting organisations that exist today. It attempts no less than the coordination and management of highly complex international issues like poverty, climate change or human rights.

On an annual basis the School of Management now marks the global UN day on the 24th of October to highlight this important organisation among management students.
QUALITY AND DEVELOPMENT PROJECTS - THE QUALITY CIRCLE APPROACH

As a pioneering venture in UK education, the Quality Circles project seeks to involve students in collaborative endeavours that encourage continuous development.

The Quality Circles project is a novel method to develop real time employability skills. The project was initiated at University of Leicester by Ramkumar Paramanathan, an MBA Alumnus of the School of Management in the year 2012.

Participants are given the opportunity to trial this knowledge, taking a real time issue to work with staff faculty from the School of Management in a collaborative project. This enables each student to take their idea and put it into action.

The Quality Circles project works on the original philosophy of Total Quality Management, an organisation-wide initiative which has been adopted in order to encourage sustained development. In brief, Quality Circles is a group of 4 to 8 people who define and solve a quality or performance related issue using different management tools. Quality Circle groups can involve students, members of staff or a combination of both. Members work on specific issues and design a model for future use, based around a specific target group. Quality Circles can aid management decision making whilst providing a safe platform to pilot an innovative idea.

QUALITY CIRCLES – SOME OUTCOMES

Creating a platform for collaboration: Quality Circles create a platform for students and staff to work in partnership on collaborative projects with a common objective.

Form a platform for academic research: students who are interested in similar areas can take the issue forward for further research, while gaining practical experience of management throughout their course.

International visibility and network formation - Student Quality circle case studies were presented in various national and international forums, for example the annual International Convention for Student Quality Circles (ISCQC).
RESEARCH ON STUDENT PARTICIPATION AND AWARENESS

A crucial question for the PRME office is to what extent there is awareness among students about our attempts to implement responsible management education principles. Taking a cue from activities by Copenhagen Business School, an attempt was made to conduct some research among students about PRME. This now happens annually in the context of a credit bearing module on qualitative research methods. Third year students are asked to design a research project that investigates the School of Management’s approach to implementing the PRME agenda. The task is to “design a research project that investigates the School of Management’s approach to implementing the PRME agenda”. The projects vary in orientation and focus, with some discussing aspects of implementation, others measuring awareness among staff and students.

The results of the research form the first year of implementation in 2014 showed that most students are not aware of PRME, but clearly identify attempts in the curriculum to advance the responsible management agenda, in particular with regards to business ethics and sustainability. There is however little sense of these converging into one agenda of responsible or critical management education. The results also show that many students are potentially interested in responsible approaches to management education. This encourages us to further develop the curriculum on the basis of the Leicester Model, leading to an ever stronger focus on responsible management education.

One key question is also whether students need to know about PRME as a set of principles or whether it is more important that they understand the centrality of sustainability in contemporary management practice. One effect of the research project also lies in raising awareness about PRME and the related diverse initiatives that exist at the school.

The study is conducted annually. It will help the School to build a substantial qualitative data base for a better understanding of student awareness of ethics, responsibility and further PRME related goals. This enables the School to reflect and respond, addressing insights in curriculum design and reform.
PRME PROJECTS: TRANSFORMING THE UNIVERSITY

Some of the most useful experiences students can make during their studies are to combine research and knowledge from their classes at university with the experience of real life problems in organizations. This insight forms the backdrop of a new PRME initiative at the School of Management. Undergraduate and Postgraduate students are required to conduct a major research project at the end of their studies. The PRME dissertations projects help students to find dissertation topics that directly relate to the requirements and questions that organisations have in relation to sustainability, workplace democracy, change management or human resources.

The School of Management has piloted a project with the Environmental Team of the university this year and plans to expand the provision next year. The Environmental Team brings considerable experience of student engagement with green issues. A number of resources have been created through these student projects, among them tools to measure carbon footprints are in use by the team in its daily work for the university. The environmental team also encourages student projects with SEED funding, where students can access small funds to pursue sustainability projects in the university.

In the pilot project, a School of Management dissertation student will investigate the potential role of social marketing in reducing waste in the cafeteria of the university library. Further collaborations are planned with external partners in the future.

Promotion of a Recycling Initiative

A Screen Shot of the SEED Fund Webpage
HUNGRY FOR CHANGE

The Hungry for Change project started in October 2013 following the success of a University of Leicester’s Student Union application to the Student Green Fund set up jointly by NUS and HEFCE. The Student Union was awarded £152,000.00 to deliver various aims around the idea of sustainable food.

The project had many different strands which can be summarised into 4 main focuses:

- Provide education for behaviour change
- Increase students employability skills
- Increase Community links
- Increase sustainability teaching at the University of Leicester

A project team was put in place, including a Project Coordinator who recruited a team of volunteer students who were all given specific roles such as volunteer coordination, events or marketing to help to develop the project and encourage specific employability skills. Funds were made available for students to bid for “SEED” money, which enabled them to make a project proposal of their own and if successful, see the project through. Social enterprise was supported through financial support but also mentoring played a key role to help with the sale of produce.

Land at the Brookfield Post Graduate Centre was gifted by Estates for the projects and this area formed the main growing space to be cultivated by the project members. This land included a 1600m² growing area; 2000m² orchards and 4 bee hive apiary area (as of spring 2016) plus space across the main campus to deliver a Free Food Trail. The Student Union gifted a large balcony area within the Students Union to enable a smaller, urban growing area to be developed.

Partnerships with external groups were developed and horticultural training was offered to both students and the general public. Events took place across Leicester City to publicise the project and spread the sustainable food message to as many people as possible. Work was done with local primary school children in the form of direct teaching in sustainability, offering resources for growing in schools and teaching aids created by Hungry for Change volunteers.

Within the University, the Hungry for Change partnership worked with academic departments to integrate the project wherever possible into the curriculum. Examples included working with Computer Science students to develop bespoke computer software for gardening, “activity days” for Geography, Careers and Natural Science but also provided the chance to welcome many others subject groups to the plot. We worked closely with the Botanic Gardens on delivering teaching and the ESD forum to support the introduction of the Sustainable Futures online courses. We also developed a strong relationship with the School of Management who from the start has supported the project. Previously, Hungry for Change was...
used as a model to explain the benefits of small scale growing initiatives, cultural production and the consumption of food, specifically the impact of buying local food for management students. Hungry for Change staff participated directly in 2 management lectures, delivering sessions in sustainable food to a total of 60 students. Several groups of students visited the plot along with the UN PRME officer.
CMS CONFERENCE: CREATING AN ALTERNATIVE BUSINESS SCHOOL

Leicester Management academics working with partners to imagine the Alternative Business School.

One of the key elements of the Leicester Model of Management Education is the attempt to progressively develop the understanding of what a good or a better business school could be. Academics across the world share the desire to move management studies beyond the status quo. In this context the School of Management has attempted to network and create forums in which to advance ideas and models of an alternative business school.

One of the occasions of such networking was workshop at Leicester’s 9th International Critical Management Studies Conference, where participants discussed alternative models of Higher Education within the context of business and management studies. The aim was to share existing collective practices, partisan or institutional, that could help realise an alternative business school. Participants who joined from all around the world were asked to share their visions of a place they would like to work, to consider how to build it, and to reflect on what has already been achieved in the name of alternatives. At the end of the workshop participants collectively proposed, amongst other things:

- To historicise management ideas which are often presented as universal
- To engage with the physical environment of the university
- To strengthen links with not for profit organisations
- To campaign for the living wage for all university employees
- To develop crowd-funding approaches (like Contributoria was for journalists)
- To contribute a percentage of academic salaries to a self-organised research fund.

Additionally, running parts of the university as co-operatives (say, the cafeteria or student housing), or even transforming entire educational institutions into cooperatives, are initiatives which are also being explored. Working from the inside, the idea here is to realize a series of small changes by focusing on the cooperative processes which are already in place. A series of small changes, taken together, might eventually re-shape the entire infrastructure.
ATHENA SWAN

Athena SWAN is a charter scheme seeking to address issues of gender inequality in Higher Education. It was launched in 2005 initially with a focus on addressing the low numbers of women in STEM subjects. The University first received achieved a Bronze institutional award in 2008. In May 2015 Athena SWAN was expanded to include the arts, humanities, social sciences, business and law. The School of Management sees this expansion as an opportunity to recognize the work we are already doing to address the issue of gender inequalities and as an opportunity take further steps towards achieving gender equality.

The Athena SWAN process involves two main stages for the School. The first stage is to establish a clear picture of where the School currently stands in terms of gender equality. The second stage is then to identify what we are going to do to address and improve issues identified in the first stage. The School is now at the first stage in which we are analysing anonymised data on human resourcing such as appointments and promotions. Additionally all staff in the school will be surveyed in order to obtain a picture of staff perceptions and experiences of gender equality issues. This will provide a picture of the current situation which will be used as a benchmark against which the impact of our future plans and activities will be measured. The school anticipates being in a position to apply for Athena SWAN recognition towards the end of 2017.

The importance of Athena SWAN recognition is understood in the context of PRME. This is not only an educational issue, but concerns the school’s performance as a workplace committed to equality and equal opportunity.
CASE STUDIES (TEACHING AND METHODS)

WIDENING PARTICIPATION

We take widening participation in higher education seriously at ULSM. Taking education out to the local community and the communities nationally is, we believe, a public good.

We engage with college students through a number of initiatives. The university’s Leicester-London link brings together schools and colleges in London with academics from Leicester, and we contribute a number of lectures which schools can take advantage of and which reflect ULSM’s heterodox research and teaching. Likewise, the university’s Leicester Enhanced Access Programme gives students from widening participation backgrounds the opportunity to work with academics in the School to develop a research programme and write a project essay. Crucially, successful completion of this project leads to reduction in the tariff of UCAS points applicants to Leicester are required to achieve.

In Leicester and Leicestershire, we work with local colleges to provide information about applying to university and also a range of taster sessions on themes such as Corporate Social Responsibility and Gender Inequality. Through the university’s Student Union we provide Masterclasses for Year 12 and Year 13 students where participants get to work with academic staff and current students. Built into these sessions is a reflection on the objectives of PRME, and how these are reflected in Leicester’s curriculum, by our undergraduates.

Finally, our admissions policy is geared towards accommodating applications from students who come from widening participation backgrounds. Often these students are studying for BTEC qualifications which many of our comparator universities do not accept. We find students who come to us with BTECs, around 80 per year, to be just as capable as those who have studied traditional A-Levels.
ECOLOGY AND SUSTAINABILITY MODULE

The module on *Ecology and Sustainability: contemporary issues* is a central tenet of our UG Management provision. The aim of the 3rd year module is to introduce fundamental issues, debates and theories in environmental ecology and sustainability. Organisations face global and local environmental challenges and have a key role to play in the realisation of an ecological future. In this module we unpack and analyse a range of important ecological issues that affect everyday practices in organisations. We look into the ways organisations are involved in identifying and responding to ecological challenges and how they can contribute to more ecologically sustainable futures.

The module presents a critical reappraisal of the notion and practice of sustainability as well as cutting edge theories aimed at managing in a responsible way towards the natural world. We also propose a range of organisational examples to tackle environmental problems. The module focuses on contemporary urgent issues such as climate change, waste disposal, water management, soil depletion, food politics, and fossil fuel cultures. This is an optional module so many students choose it because they are already convinced that sustainability is an important issue. However, while the module presents a range of practical case studies, imagining ways in which we could contribute to sustainability and ecological thinking can appear difficult to undergraduates, especially in times where environmental problems seem overwhelming and our capacity for individual intervention insignificant. In that sense, we have found that guest lectures by actors engaged in developing sustainable and ecological practices in organisational contexts that connect to the experiences and interests of undergraduate students are key in this sense.

One example of a lecture that has been greatly appreciated by the students is that given by a member of the project *Hungry for Change* led by students at the University of Leicester. Hungry for Change manages an allotment for organic vegetable produce on campus, as well as develops a range of initiatives that invite students to reflect on the importance of sustainable food consumption and production. In this context lecturers also take students (from this modules, but also 1st year undergraduate tutees) to visit the student’s allotment led by this same project. Making this connection with the experience of a student-led project has been really rich, as it allows to connect the topics approached in class with an everyday commitment to sustainability. This is also really inspiring for students as they see that contributions to ecological ways in management can be done in many different ways that connect everyday living, work and social relations. Other examples of guest lectures have involved an NGO professional campaigner presenting the lived experiences of working in campaigns for preventing climate change as well as a presentation by a business analyst specialist in ecological entrepreneurship. These lectures by practitioners prove to be a fantastic way in connecting ideas and practices of environmentally responsible management to everyday experiences in organisations.
DISTANCE LEARNING: CRITICAL MANAGEMENT ON TOUR

Historically, socially progressive values have underpinned both the philosophy and delivery of distance learning. The School of Management embrace this legacy and is committed to ensuring that distance learning offers hope and opportunity to a broader range of students and also the communities in which they live. The University of Leicester is one of the largest providers of distance learning management education in the United Kingdom, with over 4,000 students currently studying our programmes. We have over twenty years’ experience of providing flexible, supported distance learning qualifications designed to meet the needs of a diverse student body. Our students come from around the world, ensuring a truly international focus to our programmes. We offer the following courses by distance learning study:

- Masters in Business Administration (MBA)
- MSc in Finance
- MSc in Marketing
- MSc HRM and Training
- BSc HRM
- Doctorate in Social Science (DSocSci)
- PhD

Our students come from a range of backgrounds both educationally and financially and our distance learning provision is a key component in our commitment to widening participation in Higher Education. We recruit globally from both the developed and developing world. Students occupy positions in a diverse range of organisations, with some studying in the midst of civil war or countries coping with natural disaster. The School is particularly proud of its ability to attract students from the third sector and non-government organisations. This disparate student community provides for cohorts with a diversity and immediacy of experience that through online discussion and debate brings the materials to life.

Operating beyond its immediate campus places responsibilities on the School to support the local community in which the student resides. The School of Management regularly undertake Summer Schools and faculty visits as part of the extended campus idea. Outreach events within the students’ communities are incorporated with the study programme. These involve talks and meetings with local business and community groups as well as our extensive alumni network.

DELIVERING WHAT WE TEACH

Wherever students are based, they have access to a comprehensive set of study materials delivered in appropriate formats. Over the past two years the School has devoted considerable resources to developing our online provision. The MBA programme now includes twelve hours per module of interactive lectures and seminars which are also recorded so students can use them whenever suits them best. On top of the lectures the Department has developed comprehensive online materials that can also be downloaded as pdf’s for those whose internet connection might be unreliable. We work with our international partners to ensure that every student regardless of location has access to the online materials through their local offices.
The School’s approach to management is engrained in the materials that it produces for distance learning. Management is indeed too important not to debate and so ethics, sustainability and concerns surrounding the role of business within society, feature through all the programmes. Students are encouraged to reflect upon these ideas and to consider how the principles of responsible management can be applied to their lives and their own organisation.

SUCCESS THROUGH PARTNERSHIP

The global reach of our provision is facilitated by partnerships with highly skilled and experienced resource centres around the world. This enables students to undertake the independent study that is central to distance learning whilst remaining confident that support from representatives of the University is always close at hand. These partnerships have enabled the School to develop and maintain a truly international student body with significant numbers of students in mainland Europe, Western and Northern Africa, The Middle East, the Caribbean and the Far East. Our programmes encourage students to share their experiences with colleagues from around the globe to get an international perspective on the issues raised in the course materials.

The convenience of distance learning and the ability to learn whilst remaining in the workplace has meant that more than 10,000 students from over 80 countries have graduated from the prestigious Association of MBAs (AMBA) accredited Leicester MBA and are now enjoying successful careers.
Developing Countries Fee

The University of Leicester is one of the leading distance learning providers in the UK and provides access to high quality undergraduate, postgraduate and research qualifications to students from around the world. The distance learning mode of study opens up opportunities to individuals who have family, work or social commitments which prevent them attending a campus on a full time basis. We also find that this approach to study appeals to students who have traditionally not attended University or who do not have access to high quality education in their home country.

A key part of the appeal of studying via distance learning is the international nature of the student cohort and the mix of cultures and experiences that each member of the community brings to the programme. To foster this internationalisation and to fulfil its commitment to widening participation, the University of Leicester seek to attract students from developing countries through the offer of a substantial reduction in the fees that they are required to pay to join the programme. Drawing largely from the United Nations Developing Regions List of countries the discounted fee is available to residents of over 150 countries. Furthermore, the School regularly send academics on teaching visits to ensure that student resident in these countries are fully supported and to ensure members of faculty are conversant with the difficulties faced by our students in undertaking their studies.
NEW PATHWAYS

At Leicester we are passionate about providing high-quality teaching and we want students to be able to study for a degree that’s not only innovative in its approach, but also designed and built around their preferences.

We pride ourselves on offering flexibility and choice through the variety of degrees that we offer and the different modules and pathways available within those degrees. For 2016 we are increasing the number of subject areas that can be studied together. This means students can choose a combination of two related or diverse subjects from even more areas across the arts, humanities, sciences and social sciences.

There are over 30 different departments across the University, all offering a diverse range of courses. Whether studying one or two subjects in combination, students will be able choose a degree pathway that is perfect for them.

A key element of innovation that is concurrent with the new approach is the introduction of two new minors. The first one, on offer from October 2016 will focus on Corporate Social Responsibility and Ethics. The second one, with a start in 2017 is on sustainability. It is the result of an exciting co-operation between the School of Management and the school of geography. The sustainability minor will allow management students to add expert science knowledge about sustainability to their learning experience.
CPD: DEFENDING YOUR ORGANISATION AGAINST FRAUD AND CORRUPTION

The School of Management is using Continuing Professional Development courses to bring together academics and practitioners to focus on key international concerns. This partnership has been used to good effect to bring the latest research informed theory, innovative pedagogy and practitioner insight on fraud and corruption to a wider audience.

‘Defending Your Organisation against Fraud and Corruption’ has become a key theme to inform an online course and a series of workshop events. A starting point for the theme is that whilst fraud and corruption affects us all, it’s in the news every single day and at worst it is seen in some circles as necessary for business to operate, it remains a topic constrained within a compliance framework. Despite the scale of the problem, it is also something most business schools do not teach their students, beyond inclusion within a business ethics module.

Properly combating fraud and corruption is still an elusive goal. Time and again we see people and apparently well-managed organisations subjected to major embarrassment, financial penalties or even bankruptcy as the result of inappropriate actions and failings by 'trusted' individuals.

The online course (CIMA accredited) and workshop addresses the challenge. They approach fraud and corruption broadly, to explore the individual, organisational and environmental drivers and so demystify what fraud and corruption is, who does it and what it costs.

Through engaging audio-visual based and gaming teaching methods, in addition to selected case studies, the course and workshops encourages participants to share their experiences and insights with the group, to offer an engaging and thought provoking experience. An international ethos is central to the course and workshop design and is reflected in the cohort of participants, each of whom brings their own specific contribution to the discussions and debates.
The Management and Environmental Sustainability group was established in January 2015 by Helen Goworek and Brendan Lambe. The core group also includes Chris Land, Jennifer Smith-Maguire and Mike Saren. In addition, ten other academics within ULSM have attended or contributed to our meetings and research events. Our main aim is to disseminate management research relating to environmental sustainability across disciplines and our membership incorporates specialists in marketing, finance and organisational behaviour. The group has participated in planning meetings to establish suitable events to enable us to draw together the various researchers studying sustainability issues independently within ULSM and in so doing, raise the school’s profile in this respect. As a result, our objectives were to run an event at a general management conference, apply to edit a Special Issue of a high-profile management journal, organise seminars and to initiate our own conference.

The group’s first event was a research symposium which took place at the British Academy of Management (BAM) 2015 conference Sustainable and Responsible Business SIG track at the University of Portsmouth in September. The purpose of the symposium was to explore research issues surrounding the scaling of sustainable initiatives as we move from the supra-national sponsored by inter-governmental bodies down to localised, individually led activities. We discussed possible modalities of sustainability at the different levels of analysis, exploring the nexuses between the different scales. Fabian Frenzel and Helen Goworek discussed aspects of research into climate change camps and sustainable fashion respectively, followed by a panel discussion chaired by Mike Saren, with the aim of identifying key research areas for business and management scholars under this theme. Dr Claire Moxham from the University of Liverpool and Dr Heather Stewart from Griffith University, joined Fabian and Helen on the panel and engaged in debate with the SIG members. The symposium’s intended outcome was to allow researchers to begin to conceptualise a new framework for analysis and discourse on sustainability driven managerial initiatives.

We successfully submitted two internal funding bids to enable us to run a series of three interdisciplinary research seminars at ULSM during 2015/16. The first of the research seminars ran in November 2015 and we invited speakers (and audience), taking the interdisciplinary theme beyond ULSM, to incorporate Science, Geography and Media. The next two seminars will run in terms 2 and 3 in 2016, both of which will include three presentations from within and beyond the field of management. The conference in May will further explore the ‘Scaling Sustainability’ theme of the BAM symposium and, indeed the BAM Sustainable and Responsible Business SIG is supporting this event.
REGIMES OF CARE (CPPE)

Care is a pervasive, sometimes duplicitous but often equivocal, aspect of many lives. Its etymological roots lie in notions of caution, worry, lament and attention especially to health. We might say, at given historical moments, care referred to taking up a disposition to the world. More recently, however, theorists of care have underscored a more active dimension to outline care as practice or activity. For example, Joan Tronto suggested that care implies reaching beyond the self to engage in some kind of life sustaining activity. Adding empirical colour to this definition, Annemarie Mol introduced us to the miscellanea of narratives, viscera and technologies that together structure the logic of care. Famously, Foucault tied the genealogy of Western subjectivity to the devices and techniques that one, at different times, is compelled to take up to care for oneself.

To discuss the theme the CPPE has embarked on organising a series of seminars, covering diverse aspects of care. The first seminar took place in December 2015 on the topic of Industries of Care, highlighting in particular the organisation of care in capitalist businesses. A second seminar focused on the topic of alternatives in care provision. This seminar considers in particular the attempts by social movements and other to provide care outside the mainstream business offers. A third event will follow tackling question pertaining to cosmologies of care, that is to question how we can extent and develop notions of care more broadly.
RESEARCH ON THE BUSINESS SCHOOL

Marton Racz’s doctoral research investigates how concepts of responsibility, sustainability, and criticality – also evoked in the PRME principles – are understood in three business and management schools in the United Kingdom, all of which are signatories to PRME. Taking an ethnographically influenced approach, he has observed classes, read through brochures and course specifications, and conducted interviews with full time staff members, third year undergraduate students, and higher level managers of one university.

The research has raised some interesting and imperative questions about implementing the PRME principles in the various facets of academic activities. The results show that there is a need to carefully but consistently communicate to other organizational units and decision makers that these principles are not confined to the management school but are of broader concern to both the whole university as well as other departments. It also has to be communicated more clearly to students who often do not have the necessary basis of comparison to acknowledge how the management education they receive may be different to a great number of other business schools. This would, students believe, enable them to try and find an advantageous position on the labour market, which may eventually also strengthen these schools’ brands. Students expressed that by exposing how these principles underpin the education they receive, they would also be able to engage with critiques of conventional business and management scholarship.

Putting such approaches into practice, even with a large number of committed staff members, is no easy feat. Scholarly research is the area where criticality can be most consistently expressed, although the encroaching requirement to produce directly economically impactful research limits open inquiry. In contrast, the current academic environment hardly allows for pedagogic innovation. The dominance of mass lectures, the intensification of administrative workload, and the fear of student feedback create an environment in which education for real responsibility, along the lines of critical pedagogy or else, is reduced to shaping the curriculum around readings from the wider social sciences beyond the standard management literature. Finally, to have a business school run differently when it comes to everyday operations is even more difficult than expressing responsibility in research or teaching. Attempting to leap from research to a different practice Marton Racz has been involved in the setting up of a working group towards models for an alternative business school in the UK that featured in this report.
THE SOCIAL LIFE OF RUBBISH – AN ETHNOGRAPHY IN LAGOS, NIGERIA

Millions of the world poorest make a living by collecting, sorting and recycling rubbish. Very little is understood about the people participating in this work, the conditions and the struggles in which this work occurs. Precious Akponah’s doctoral research takes him to investigate this little known world of contemporary capitalist production in Lagos, Nigeria. Having conducted his fieldwork, he aims to trace the ‘social life’ of rubbish by understanding how ‘rubbish’ shapes individuals’ livelihoods within a network constituting an economic, social, cultural and political nexus. In particular, his research explores how meanings of objects are negotiated and transformed from one context to another through processes of exchange, display and re-use. Such an approach questions and rejects the orthodox view of waste disposal as limited to environmentalism and sustainability. Rather, it sheds light on how rubbish is embedded in social and economic relations in that it sustains livelihoods and social relationships in cities like Lagos.

Through a 6-month participant observation in slums and dumpsites and interview narratives from the key stakeholders involved in the organization of rubbish in Lagos (i.e. householders, scavengers, scrap dealers, recycling organisations and rubbish traders), an understanding emerged of how social and economic relations are implicated within the processes of value-creation and value-destruction when household rubbish is disposed of and potentially recycled. Not only that, findings from the research shed light on how the marginal position of certain stakeholders (i.e. scavengers) overshadow the role they occupy in the Lagos waste management circle as well as their significant contribution to the informal economy.

The research findings can have practical and policy implications for recycling and waste management in Lagos. Moreover, the research might be of benefit to local Nigerian communities and stakeholders within waste management circles by alerting them to the possibilities for value creation through rethinking our notion of ‘rubbish’. In turn, this could lead to an upturn that will serve as bedrock for future economic growth and development not just for Lagos, but other similar cities in developing countries around the world.
WORKING WITH REFUGEES

Maddalena Tacchetti is a PhD student at the School of Management Leicester. Her research aims to enrich sociological understanding of people looking for a refuge in the UK by investigating processes of identity construction in migrants’ accounts and how these are linked to social practices of settlement and integration in British society. The study is distinctive for the constructivist approach that is developed in light of the linguistic data collected: rather than focusing exclusively on ideological discourses, it looks at communication in everyday interaction to investigate the ways natural communication shapes social identity.

Maddalena works closely with Leicester City of Sanctuary, a charity supporting asylum seekers and refugees living in Leicester. Among various activities, she also co-initiated and co-organized Pride without Boarders, aimed at supporting those individuals whose asylum application rests on their LGBTQ identity, and the Open Door project, which aims to train asylum seekers and refugees in welcoming new arrivals and supporting them with settling down in Leicester. In January 2016, Pride Without Borders has become an independent charity of which she is one of the trustees. She is also a volunteer of After 18, a charity founded in 2013 in response to the number of unaccompanied children in Leicester who were asking for support.

Together with other scholars and activists of the University of Leicester, including migrant activists, she will present work at the 2016 British Sociological Association Conference.

This integrated research and social engagement stand exemplary for many research projects conducted at the school.
JUNIOR DOCTORS

Paul Brook, Senior Lecturer in Sociology of Work and four other colleagues in the School of Management are undertaking ongoing research with junior doctors on their experience and expectations of work and career in the National Health Service (NHS).

Despite junior doctors’ scant history of collective action and workplace trade union organisation, in September 2015 a powerful grass roots movement of junior doctors rapidly emerged that quickly won the support of their normally cautious trade union, the British Medical Association (BMA). In a campaign against the Conservative government’s attempt to impose a new contract that removes junior doctors’ working hours’ safeguards and drastically cuts their pay many first-time medic-activists quickly harnessed their social media networks to mobilise a series of large demonstrations involving tens of thousands throughout England. Under the slogans of Not Fair, Not Safe and Defend Our NHS junior doctors went on strike in January 2016 for the first time since 1975 after a ballot where 98% supported strike action.

The reasons for this historic struggle are manifold. Junior doctors have long worked dangerously long hours but now they have reached breaking point as the NHS is in the midst of an unprecedented crisis. This is caused by austerity-driven under-funding, rising patient demand, deep cuts to social care services and chronic clinical staff shortages, including record levels of medics emigrating. At the same time, the Health and Social Care Act (2012) has ushered in wholesale privatisation - ‘commissioning’ - of much NHS provision in England.

The project is ongoing and the team have interviewed over 30 junior doctors to date. Unusually, they are taking an ‘engaged research’ approach where they explicitly take the side of junior doctors in their struggle with the government and defending the NHS as a public service, free to all at the point of need. This means they are actively participating in junior doctors’ social media debates on the dispute, their protest meetings and demonstrations.

An important finding from the research is that prior to the industrial dispute nearly all junior doctors expressed a passionate belief in the NHS as a universal, high quality service, free at the point of need. Equally, they frequently expressed distress and anger at the crisis-ridden state of the NHS and its rapid privatisation. Their long-term plans to either stay-in or leave the NHS often included weighing-up whether it will remain a public service available to all, irrespective of income. Prior to September 2015 very few interviewees expressed any confidence in their own collective capacity to organise and protest, especially through the BMA. Unsurprisingly, this view has changed radically since then.

As the NHS crisis deepens and privatisation of provision spreads, there is growing evidence that junior doctors’ shared moral economy of passionate support for NHS values is being profoundly challenged and tested, as growing numbers speak-out publicly and join protests. However, many junior doctors, if not most, struggle to marry a growing commitment to supporting and defending the NHS with planning for a personally sustainable future medical career in the NHS.
Pruakhali is a coastal area and is affected almost every year by natural disasters such as cyclones, floods and tornadoes. Such disaster often leads to a rapid deterioration of health provision, in particular regarding reproductive health. This research project aims to carry out an integrated process evaluation to establish how to best pre-position United Nations Reproductive Health Kits (known as RH Kit 8) in disaster prone areas. I also aim to find out whether such an approach is feasible and consider the cost-effectiveness of the measure.

The project works effectively with local participants and health service providers. The project will inform health, disaster and developmental actors about the availability of RH Kit 8 because this Kit has never been deployed before in Bangladesh and Pakistan. A number of other outcomes are expected

- Our research will inform the ‘at risk’ communities in Pruakhali, Punjab, Sind and adjacent areas regarding the availability of RH Kit 8 during disasters. In doing so, our research will directly save human lives as well as improve the quality of life for development.

- Our research will generate cost effectiveness data in Bangladesh by estimating the cost per MR/abortion/PAC services averted using pre-positioning of the RH Kit 8.

- Our research will develop an intervention protocol for International Planned Parenthood Federation (IPPF) in order to scale-up the deployment of RH Kit 8 during disasters in Bangladesh and beyond.

- Our research will generate new knowledge on sexual and reproductive health (SRH) in disasters for the efficient functioning of health systems.

- Our research will contribute to efficient disaster risk management by identifying pathways as how to integrate SRH in disaster management practices. Currently SRH in disasters is an unrecognised public health concerns and this research aims to rectify this gap.

- Our research will build the capacity of health providers in Bangladesh and Pakistan through training and knowledge sharing on RH Kit 8.

One of the key elements to this research project is the attempt to reach out to disadvantaged and at risk communities and to improve their lives with the help of informed research.
Activists and researchers from the School of Management, in collaboration with migrant activists have joined UK wide efforts to enable refugees better access to higher education by joining the STAR (Student Action for Refugees, the national UK network of student groups working to improve the lives of refugees in the UK) campaign for equal access to higher education.

Recently graduated doctoral student Dr Martina Martignoni, activists and students Ambrose Musiyiwa and Maddalena Tacchetti have pushed for the university to open the doors of the university for those individuals who are currently living in Leicester and waiting for a decision on their asylum application.

One of the key problems for refugees, once in the UK, is significant barriers to access to higher education. People seeking asylum lack the permission to work and live on only a £36 a week of basic allowance. They also have to pay international student fees (with fees ranging from £8,500 to £29,200 a year). A number of universities in the UK (including Manchester, Leeds, Royal Holloway and De Montfort University in Leicester) have already responded to the STAR’s call with offers of scholarships, among other measures. The University of Leicester has not yet implemented similar supportive actions. The School of Management as well as the Student Union of Leicester and a number of other departments campaign for the university to take a more supportive role and to follow the examples of other UK universities.
WORKING WITH GIVING WORLD ON PROJECT IMPACT

Colleagues from within the School of Management have worked closely with Giving World (GW) since 2010 on a number of research and consultancy projects. GW is an East Midlands based not for profit organisation originally established in 2001 with a goal of reducing the amount of waste that goes to landfill from supply chains. It does this by working closely with businesses to enable end of line and discontinued stock to be redistributed to the most deprived communities in the UK through a network of charities.

In support of its mission, GW established a social enterprise in 2012 with the goal of supporting vulnerable patients in hospital through the provision of personal care packs. People admitted to hospital in emergency situations rarely have basic toiletries and necessities. Patients, who are lonely and isolated with no friends or family living nearby, have no way of obtaining these items. Patient Care Packs are packs of essential toiletries sold by the charity and delivered to NHS trusts. The packs are freely distributed by hospital staff at the point of admission.

The School of Management has worked closely with Personal Care Packs (PCP) and provided practical support to assist the social enterprise with the development of the patient care packs project and its evaluation. Sujata Bhalla, Resources Director for Giving World, outlines how the engagement with the School of Management has supported the organization:

“We measure our success by the number of people benefitting from receipt of items and the transformations achieved as a result of our interventions Had we not received the University’s support, we would not be in the current position, achieving a significant impact on all our goals. I would strongly recommend SME’s getting in touch with the University to find out how they can grow and develop their activities. I myself have recommended University projects to other businesses and charities, and always will do.”

The care packs include some goods donated by businesses and some packs are assembled by teams of volunteers. The volunteers are drawn from the local community and through a structured programme of training they can use the experience with PCP to develop invaluable social and employment skills, helping them to respond to problems such as unemployment, social isolation, learning or physical difficulties.

Since the launch of Personal Care Packs, 518 volunteers have been supported by PCP, with 275,859 care packs distributed to vulnerable people in hospital. Personal care packs are now provided in 35 NHS trusts around the UK, including Guy’s and St Thomas’ NHS Foundation Trust.
The ULSM Blog is an avenue for academic staff to showcase research and offer a public account of the work of the department. Staff are encouraged to actively participate and currently at least one blog is published each month.

Examples of posts on the School of Management Blog
DIALOGUE: THE CONVERSATION

School of Management staff has also actively engaged in other forums. We highlight here a few examples of recent posts in the online platform The Conversation, a project that the University of Leicester actively supports.

Professor Melanie Simms:

Young people have had a hard time during the aftermath of the financial crisis of 2008. Youth unemployment spiked and has only recently started coming down again. But the headline of unemployment hid other, longer-standing challenges facing young people in their efforts to find a job. Over recent decades it has taken young people longer to find secure work, and more and more of them have typically experienced periods of instability moving in and out of low-hours, low-paid jobs, or cycling between “low pay and no pay”.

As a result, young workers are far less likely to be members of unions. In response, the Trades Union Congress (TUC) and its member unions have been working on a strategy to campaign around issues of interest to young people both in their work and with wider issues such as housing. They are due to report their progress so far to their annual conference in Brighton this week.

The mechanisms that previously helped young people find decent jobs have gradually been breaking down. The provision and quality of careers guidance is patchy and advice provided to unemployed young people is driven by a culture of targets for job applications, no matter whether the jobs applied for offer appropriate opportunities for training and development.

Politicians have trumpeted apprenticeships as a way to address these acknowledged problems, but time and time again, evaluations show that although some offer good quality training and a route to a career path, this is by no means always true.

Professor Martin Parker:

If you ask most people what goes on in business schools, they would probably assume that a bunch of pointy heads tell other pointy heads how to read spreadsheets. Push a bit further and you might get some stories about foreign students, shiny buildings and courses that teach people how to be bastards and make lots of money. The financial crisis has often enough been blamed on business schools too for the ways that they spread the gospel of selfishness. But an odd thing is happening beneath the glass atrium – the academics are rebelling.

All around the world, the business school is now the fastest growing part of higher education. In many countries, particularly the UK, its expanding revenues are compensating for a decline in state funding and ensuring that the history department stays open.

In 2011, there were more than 360,000 students studying business and management in the UK, the largest subject by far. This growth has also meant that there are a lot of business and management academics to teach them, 14,305 in 2013.
FUTURE COMMITMENTS

Looking ahead to the next two years, the school will continue its engagement with PRME, furthering our commitments to the principles of responsible management. Our attempts will be to extend the Leicester model of critical management studies, seek to further our provision of a unique management education and to do so in cooperation with partners in the UK and worldwide.

There are major challenges ahead in the UK with the government’s new policy proposals to open the market of higher education to private providers. While this is ostensibly done to promote student satisfaction and teaching quality, there is a real danger that this project of privatisation does the precise opposite. This certainly has been the experience of privatisation in other sector, ranging from transport to health. The new proposed UK wide teaching evaluation called Teaching Assessment Exercise will certainly have a major impact on UK higher education. It will be a challenge to work around the TEF to actually maintain and improve teaching quality in an environment where education is increasingly understood as a business exchange.

COMMITMENTS

- To the next report, we will monitor and evaluate the uptake of the newly introduced minor in “Ethics and Corporate Social Responsibility” and the minor “Sustainability” currently in preparation. The analysis of how these work will allow us to consider further programme innovation, for example directed a key areas of our critical CPD provision, like in the case of corruption.

- We will expand our PRME Student Projects, where partnerships will be formed between students, the school and partners that seek solutions to real life problems. The practice based involvement of students can be pursued on the level of individual models, in the context of field trips or also for the final dissertation work. The PRME students’ projects are to be expanded to Post-Graduate students. Partners can be from the university, where a variety of professional service departments may benefit from student insights. They will also be expanded to external partners, for example local organisations, businesses and the public sector.

- Building on the success of the university allotment Hungry for Change, the PRME office will attempt to convince the university to allow an expansion of food production on campus – the management garden – which aims at the pedagogical innovation. Using food production as an example for sustainability, the need for care and the logic of project based work; the management garden will enable students, staff and external partners to re-evaluate conventional notions of management and to widen their readings of modern management and organisation beyond a focus on the firm.

- The PRME office has developed a plan for post-graduate scholarships based on PRME principles. The plan involves the provision of 10 PRME scholarships to cover full fees for post-graduate study to students from across the world. The prospective students are to suggest in a statement how they think their studies at Leicester can contribute to the achievement of at least one of the UN sustainable development goals. This aimed at both extending access to higher education broadly, by providing a route for students to study without the often prohibitively high fees charged. The aim is also to develop those with important ideas on how to change the world to the better with a place to learn the tools to do so.
A first attempt at getting the proposal approved by the university had failed, but a new attempt will be made to get the proposal approved. Access to higher education and the widening of participation depends on flexibility at the level of pricing and the willingness of universities to forsake income at times. The argument will be always be difficult to make, but is at the core of PRME as we understand it in Leicester.