

<p>Institution: University of Lincoln</p>
<p>Unit of Assessment: 19 – Business and Management</p>
<p>a. Overview</p> <p>Lincoln Business School resides within the College of Social Science, established in 2011. Research is led through the Centre for Research, Enterprise and Innovation, and organised into four research groups that reflect the strengths of academic staff in key priority areas for current research and future development: 1) Enterprise, 2) Marketing and supply chain, 3) Rural and regional, and 4) Community organisation. The major challenges addressed by these groups include: responsibility and sustainability in the management and leadership of corporations; innovation and growth in enterprise; regional competitiveness; and democratic engagement and innovation in civil society. Each group has a co-ordinator, responsible for its direction and for developing a supportive and dynamic research environment.</p> <p>Since 2008 we have: continued to refine our research direction and the way our School Research Committee operates; recruited research leaders and early career researchers to groups to shape and drive our research plan in well structured and defined communities of scholars; aligned new doctoral students with our themes and expertise; focused our attention on key sources of income, generated higher quality research outputs; and moved into a purpose built environment. In this context we aim to continue to contribute to regional, national and international research, while ensuring that the knowledge generated is of value beyond academe.</p>
<p>b. Research strategy</p> <p>The School research strategy is aligned with the University and College research strategies, and has been developed by the School Research Committee, which monitors progress against targets and reports to the Business School Executive and the Research Committee of the College of Social Science. The Committee manages disbursements of internal funding for research activities and dissemination, makes recommendations to the School Director with regard to study leave applications, and takes oversight of a research ethics sub-committee, through which all research activities seek approval. Additional research administration is provided through the College Research Officer, and close liaison with our central Research and Enterprise Office ensures good support for bid writing, costing and training.</p> <p>Since 2008 we have made a number of positive changes in the way we convene and nurture research and our broader environment, including: growing from two to four research groups and recruiting new research talent; increasing the proportion of research active staff across the School to 70 per cent; increasing the number of post graduate research students to a high of 63 (40.5 FTE) in 2012; and growing research income to £1.4 million.</p> <p>Our research strategy reflects this transition, emphasising: investing in the building of key research capabilities and resources; supporting the continued professional development of research staff and students; raising the quality of research outputs; and strengthening the postgraduate research offering. This provides an inclusive, flexible and supportive environment.</p> <p>We have developed six key objectives that will help realise our ambitions up to 2020, to:</p> <ol style="list-style-type: none"> 1. develop a range of effective and coherent partnerships aligned to our research themes by enhancing our networks, supported by programmed events led by our research leaders; 2. increase the proportion of staff involved in research of international quality through strategic appointments, investing in early stage research, providing quality mentoring and professional development opportunities, and working collaboratively with research groups across the world; 3. make significant contributions to and create valuable impact in exploring current issues of international concern through thematic research priorities and engaged research; 4. increase research income by diversifying our funding profile, and agreeing income targets for each research group, with income being used to support research activities; 5. increase the PhD and supervisory base by tailoring our promotion activity and maximising supervisory training, and continuing to align PGR students to key themes and research leads; 6. ensure increased impact through careful design and impact planning. <p>To achieve these objectives, our approach involves targets for research income and outputs, workload management, recruitment policies, appraisals, mentoring and staff development, active partnership building, and value creation through impact on users. Research groups are the main structures for these developments, with research teams building thematic programmes that engage with colleagues, PGR students and a range of partners.</p> <p>These patterns of targets and activity are reflected in our research groups:</p>

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The Enterprise Research Group has eight core members (Ardley, Fuller, Hitchin, Izak, Koronis, Rae, Siwale, Trusson), four of whom are early career researchers (ECR). The Group conducts research in critical inquiry and management process to contribute knowledge to entrepreneurship, innovation, organisation and management studies. It has developed, and will continue to develop, national and international research through active partnerships with business, policy, and academic networks, to support such key areas as business growth, sustainability and organisational wellbeing. The Group has interdisciplinary links with other groups within the University, including Media (digital economy) and Health (client behaviour).

The Community Organisation Research Group has five core members (Herron, Jackson, Lakshmi, Mendiwelo-Bendek, Rahman). It focuses on systems and organisational aspects of communities and their development, with research on community engagement, active citizenship learning, social enterprise and health inequalities. It will continue to research and impact on national and local policy delivery, further develop its approach to citizen engagement through European and international partnerships and networks, and produce further quality outputs through collaboration internally and externally. It has links with colleagues in Social Policy (citizenship and inequality), Politics (citizenship), Health (inequality) and Sports (volunteering).

The Marketing and Supply Chain Research Group has nine core members (Alamanos, Bregoli, Dennis, Hardwick, Hingley, Khudenko, Maon, Owens, Vanhamme) of whom five are ECRs, and focuses on value creation (in military and food supply chains, retail experience and consumer behaviour) and social and resource sustainability. The Group will further develop consumer and business markets and combine marketing and supply chain management. It is widening its strong international collaborations, including through work with two fractional professors, Vanhamme [EDHEC Business School, France] and Maon [IESEG, France], on global ethical supply chains, and a visiting Professor (Melewar [Middlesex] on place branding) who has collaborated to create an international conference, now in its fifth year.

The Rural and Regional Research Group, with eleven core members (Bosworth, Floyd, Gray, Hughes [Unit 30], Jain, Lin, Price, Ruto, Ryzik, Voase [Unit 36], Vortelinos), three of whom are ECRs, addresses the characteristics of places and how their connectivity influences economic development policy, economic performance and sustainability. It contributes knowledge to support policy frameworks and economic development in rural economies and regional development, regional comparative analysis (trade and economies), and tourism-related 'experience economy'. It will build on existing national and international collaborations, for example, to develop 'big data' approaches to rural evidence, and strengthen research on sustainable tourism. Three visiting professors provide further support for its development: Owen (Sheffield) on regional development, and Curry (CCRI Gloucester/UWE) and Shepherd (Birkbeck) as mentors and partners on a planned UK rural evidence centre. The Group has strong cross-University links, including to English, History, Cultural Studies, Social Policy, Animal Sciences, Tourism and Criminology.

New initiatives of strategic importance

Each of the four groups has a strategic plan to build on current work. In addition, in the period to 2020 the following new developments are planned:

1. expeditionary logistics, with researchers in military and humanitarian aid logistics building on the School's well-established relationship with the Defence College of Logistics, Policing and Administration; addressing global competitiveness and poverty alleviation;
2. place brand management and marketing, which builds on strengths in interfaces between design and marketing, retail and social media marketing and tourism; addressing regional competitiveness, regeneration and sustainability;
3. organisation and management studies research, evolving from the Enterprise Research Group, focusing on organisational well-being and values. Sponsorship has already been gained from Siemens Turbomachinery Limited and Lincolnshire Co-operative;
4. the Rural and Regional Research Group will develop further to become a multi-disciplinary research centre specialising in rural evidence, operating with national and international partners to addressing issues such as sustainability, cultural identity and the impacts of globalisation.

Post-graduate research student recruitment strategy

The School has adopted a strategy for increasing PGR numbers at the same time as ensuring the supervisory base is increased and continually revised. We aim to:

- provide full studentship support (based upon research council stipend levels), via School and

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- College level funding, for at least one outstanding PhD candidate per year;
- encourage applications from self-funding students through provision of a competitive part-time and full-time fee structure;
 - provide two graduate teaching fellowship positions to PGR students, to include up to 120 hours a year of paid teaching support;
 - provide fee waivers for staff, enabling graduate level research assistants and other support staff to register for study on a part-time basis;
 - seek further direct support from commercial and non-academic partners for studentship funding.

Through the period to 2020 we will ensure that:

- our research themes evolve to maintain a serious contribution to national and global challenges;
- partnerships and networks are closely mapped onto our themes;
- investment in professional development of all staff and PGR students continues to be planned and implemented strategically;
- income generation targets are set on a three year rolling basis and are met consistently;
- our supervisory base has doubled, alongside an increase of at least 20 per cent in our PGR numbers;
- all staff are enabled and supported to produce high quality research and outputs;
- impact profiles and plans are evident in all relevant research projects.

Our strategy and plans will be reviewed annually, with targets and activities included in an annual research report to the institution and partners.

c. People, including:**i. Staffing strategy and staff development**

Our people strategy focuses upon seven objectives: 1) provision of mentoring and support; 2) research groups as communities of practice; 3) use of seminars and colloquia for dialogue and debate; 4) peer review as a tool for quality research; 5) research and study leave to underpin completion of major works; 6) creating a diverse and equitable environment in which to pursue research; and 7) recruitment and promotion to develop academic careers. These support our continued approach to building a community of active researchers, through developing research quality and productivity, while using new appointments and increasing the number of PhD studentships to further enhance the sustainability and vitality of the School's research.

There have been two major periods of strategic recruitment since 2008. The first, in 2009-10, was designed to provide a sound basis for the four research groups. Appointments were made in the context of existing research areas and evidence of excellence, or clear potential for excellence, in research activity. This led to the appointment of three professors, in addition to internal promotions to professor and reader roles. In a second phase, in 2012-13, twelve early career researchers aligned to the School's research themes were recruited. As noted above, the groups have been further augmented by two fractional posts (Vanhamme and Maon), and four visiting appointments at professorial level (Melewar, Owen, Curry and Shepherd), to help provide critical mass and leadership for specific development projects. The School continues to recruit additional research active staff centred on our research groups, and Indeed, three newly appointed lecturers were previously PhD students in the School, reflecting the academic and career development available to research students.

All doctoral fees for category A staff are paid or waived, depending on where the study takes place, subject to approval of the programme of study. Since 2008, three members of staff have completed postgraduate research degrees, while six are currently studying at PhD level, of whom four were appointed after January 2008. Of these nine, two are part-time staff.

The School and the University fully support the Concordat to Support the Career Development of Researchers by recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research. Senior staff provide one to one mentoring to ECRs, complementing the University Academic Development Appraisal process, in which staff reflect on their achievements over the previous year and plan research goals for the next. All ECRs are supported to develop their research, are enabled to work with colleagues on research outputs and grant applications, and are paired with a more senior and experienced co-supervisor to give PhD supervisory experience. As a result, for example, 15 articles or chapters were published in joint authorship between experienced researchers and early career researchers in academic year 2012-13.

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Research groups organise paper review sessions, and monthly School and College research seminar series offer opportunities for presentations, and networking. A peer review process is used to support funding bids and to develop outputs. Periods of research leave are awarded subject to approval by the School Research Committee and School Director and all staff demonstrating active research have time allocated in their annual workload plans. When individuals have significant teaching commitments, we balance research and teaching in blocks.

Diversity and equality are promoted in all aspects of the recruitment and career management of staff members. The School is supported by the University's People Strategy, a comprehensive range of policies around employment, equal opportunities, research management and ethics, each with an element designed to facilitate and support research activity among staff and students.

ii. Research students

Currently the School supports 41 postgraduate research students. Each is supervised by a team of two or three academic staff. PGR numbers have grown in line with the numbers of research-active staff, and demand for places is high, including from Lincoln graduates. Acceptance is based on the quality of applicants and strategic fit with research groups. The College provides support for studentships annually, and an ESRC CASE award was granted in the period. Many of the School's PGR students are encouraged to undertake limited paid tutorial activities as part of their career development, monitored by their supervisory team.

Over the assessment period the School has enhanced the experience of PGR students, aligning itself with sector benchmarks and the broader Vitae initiative. Good practice is developed and implemented through a termly supervisors' forum attended by all PhD supervisors. The doctoral community is managed by the Head of Postgraduate Research, who reports to the School Research Committee and the School Executive, and who is responsible for the student experience, progression, quality and training of students and supervisors, supported by colleagues and an experienced full-time administrator.

Doctoral student workspace is co-located at the heart of the Business School with research groups. The voice of the School's PGR student body is strong, due to co-location and having its own committee, which communicates formally to relevant committees via student representatives. The healthy number of completions over the period (Table 1) reflects the increased rigour of the PGR process in the School, from application to completion, including the quality of supervision and other support to doctoral students.

	2008/9	2009/10	2010/11	2011/12	2012/13
Professional doctorates (0)	0	0	0	0	0
29 PhD including non-UK and by publication	2	8	5	6	8
20 of which are returned in REF4a	2	8	4	2	4

Research training and development

The School offers regular training sessions for all stages of doctoral study – from induction through to advanced methodology and preparing for viva. The training is devised by the supervisor forum, based on an analysis of student training needs (submitted with annual reports each July). Every research student is a member of the University's Graduate School, which provides a programme of research education and career development, and a support network. Research students are also financially supported by the School to participate in the workshops and annual conference of the Northern Advanced Research Training Initiative, a network of research-intensive University Business Schools. They also participate in research workshops run by special interest groups, such as within the British Academy of Management. Research students make use of careers guidance, training, network contacts and services offered by the Business School's dedicated Employability Manager and the University's employability programmes. Examples include the School's workshop series, Working Life – Developing Your Professional Identity, and its employability website, which connects students to employers.

d. Income, infrastructure and facilities

£1.4 million of income was generated during the assessment period by 41 research projects, most of which were part of collaborative research programmes. For example, the School was awarded £200,000 from leading a £750,000 national ESRC capacity building cluster, Take Part, in partnership with Goldsmiths-London University and Manchester Metropolitan University, as well as

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attracting over £550,000 in awards for action research and evaluation research in active citizenship and communities. Research in regional and rural economic development has generated over £400,000 income, mainly from regional and national government (DEFRA, Knowledge Transfer Partnerships (KTPs), and the Greater Lincolnshire Local Enterprise Partnership (GLEP)). Awards for Enterprise and Marketing research totalled over £200,000, and included KTPs with the Chamber of Commerce, the EPSRC Creator Project on the digital economy via Nottingham University, and research funded by East Midland Universities. Seven KTPs have been active during the assessment period. In addition, the research activities in enterprise education have leveraged over £500,000 in management development training and consultancy for SMEs.

Strategies for generating grant income

An external income plan with targets is part of overall School planning. This sets out the following key objectives in the next 5 years, to:

1. focus investment opportunities around our research group plans and thematic priorities;
2. capitalise upon internal investment as seed corn funding for larger bids;
3. extend our Advisory Board to include additional industry and commercial members;
4. build networks of funding partnerships aligned to our key themes;
5. develop an international profile, relationships and reputation to generate larger scale awards.

Each research group continues to develop appropriate partner networks and to make joint bids for external income. Income from grants and other sources is generated by competitive tendering, specific responses to calls, and applications to open calls. As is evident, a collaborative approach is often taken. The School also works to support the local economy with research impact, including through its active Business Advisory Board. For example, Lincolnshire County Council has been supported with research to help them increase economic development, improve transport infrastructure and foster enterprise.

The Marketing and Supply Chain Group are working closely with the Defence College of Logistics, Policing and Administration in establishing a new programme of research, as well as developing KTPs and shorter-term projects with retail, place branding and 'experience economy' partners. The Group has active bids for Marie Curie funding in these areas. The Enterprise Group also has active applications, including to EPSRC (NEMODE), ESRC for Knowledge Exchange Opportunities and/or Knowledge Transfer Partnerships with larger local businesses, and a European-funded COST Action. The Community Organisation Research Group is making international partnership bids for European funding, as well as follow-up bids to ESRC (Connected Communities), the Big Lottery Fund, and the Department of Communities and Local Government. The Rural and Regional Research Group, along with partners, regularly bids to the Department for Rural Affairs, is targeting FP7/Horizon to follow up its network programme, and is making applications for Marie Curie and DEFRA funding to support its emerging programme on rural evidence.

The School provides financial support for international travel to enhance and support network development and partnerships. For example, the School funded European travel to set up the LEADER network (see section e.) that will bid for EU Horizon 2020 funding to support research on rural development policy across Europe. Regionally, a network on healthcare led to funding for a study on wellbeing in the workplace. Similarly, an on-going study on workplace health and safety is a result of a long-term partnership between the University and Siemens Turbomachinery, which is currently being extended internationally.

Infrastructure and support

In addition to structures put in place by the School, there is considerable institutional support in this area. Research and external income targets are set annually, and delivery is supported by a Dean of Research and the Research and Enterprise team, with staff dedicated to each College, which promotes the generation of research income and the delivery of high quality research through a range of support mechanisms including: organising bid-writing workshops; providing access to external consultants who provide advice on external bids; identifying potential partners for collaborative research; the maintenance of a centralised on-line database of successful and unsuccessful bids; and enabling the dissemination of best practice. In addition, the College of Social Science has a Director of Research, who provides strategic direction. The appointment of a dedicated College Research Administrator in 2010, in addition to two Business Development

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Managers, also considerably enhanced research support by, for example, providing weekly updates on research funding opportunities and support in the development of funding bids, including costing, editing and managing the online submission of bids. The College also provides funding to support individual research projects (up to £5,000 per project) that can show a clear pathway to producing high-quality outputs, attracting external research funding, or enhancing non-academic impact. The University Research Investment Fund (£500,000 for 2013-14) provides a further opportunity for internal support for innovative research on a competitive basis.

All external research grant applications are assessed through a peer review process, (including review beyond the School), by the College Research Director, and by the University's Research and Enterprise team. Research activities are actively supported by University-wide software research tools, archiving and group working tools. Each research group has use of an Online Media Assistant, located in the Business School, to help with maintaining their online presence, visibility and interactions. The University Repository enables open and early publication of outputs, and research is fully supported by online databases and search tools.

This combination of staff working at University and College level ensures that approaches are structured, co-ordinated and effective, and that support can easily be accessed by all staff.

Facilities

Since 2008, more than £8 million has been invested in Business School facilities, including the purchase and redesign of a new building, opened in January 2011. This has helped create a strong sense of identity and community. Open-plan learning lounges and group work areas have been designed with research in mind, encouraging whole community interaction and facilitating the co-creation of knowledge and partnership developments. The School houses a dedicated space for research students. Specialist collections of books, journals and electronic resources relating to business and management are in the adjacent University Library. The Lincolnshire Leadership and Management Centre, located in the School, acts as a gateway to the business world by forging links with companies and providing opportunities for collaboration with industry, producing research outputs with practical impact.

e. Collaboration and contribution to the discipline or research base

The School contributes to the wider discipline through internal and external collaboration; membership of professional bodies, external organisations and advisory groups; delivering invited talks and seminars to external organisations; providing peer review for academic journals and grant awarding bodies; editing and serving on the editorial boards of journals; and authorship of books for use in research and teaching. It also plays a significant role in the development of the research base both locally and nationally, by running national and international colloquia, examining PhDs, and supporting the development of staff as active and effective researchers. Notable examples (all of which are current except where stated) are outlined below.

National and international networks include: 'Anticipation Studies' (*Fuller*) with University of Trento (Italy), EPFL (Switzerland) and Danish Technological Institute; EPSRC 'CREATOR' (digital economy) (*Fuller, Rae*) with universities of Nottingham, Southampton, Sussex, Lancaster (2008-9); *Enterprise QAA guidelines* (*Rae*) with Swansea, Derby, Manchester Metropolitan universities (2010-12) and Aarhus (Denmark); *ESRC capacity building cluster*, 'Take Part' (2008-ongoing), (*Mendiweso-Bendek, Herron*) with (e.g.) Department of Communities and Local Government, universities Goldsmiths, Manchester Metropolitan, Valencia (Spain), Concepcion (Chile) and Ibague and Convenio Andrés Bello Colombia (Columbia) – produced book, *Community Research for Community Development*, Palgrave (2013); UK Operations Research (OR) Society (*Herron*) OR in Policy and OR in Society projects.

Rural development policy ('LEADER') (*Bosworth*), with universities Debrecen, Ghent, Tübingen, Vienna, Jena; Rural Livelihoods (*Ruto*), universities Newcastle upon Tyne, NJALA Sierra Leone, JKUAT Kenya, Stellenbosch South Africa, Kassel Germany, Environmental Foundation for Africa; Rural Evidence Research Centre (*Bosworth, Ruto*), with DEFRA and universities Birkbeck, Newcastle Upon Tyne, Gloucester, Cornell (USA); Place Branding (*Dennis, Bregoli, Alamanos, Hingley*), with destination management organisations and universities Hull, Middlesex, Jordan, Sassari (Sardinia), Federico II of Naples (Italy), Valle d'Aosta (Italy), Griffith (Australia), Ryerson (Canada), Rotterdam School of Management; fourth party logistics (*Hingley, Vanhamme, Maon*) (2010-11) with IESEG France – produced book, *Market Orientation: Transforming Food and Agribusiness around the Customer*, Gower, 2013; integrated infrastructure investments

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(*Khudenko*) with Swiss Management Centre and the universities of Newcastle, Liverpool.

Local collaborations: the School contributes to collaborative research on, for example: social innovation (*Rae, Herron*) with Hill Holt Wood (social enterprise); public health, children's, staff and consumer wellbeing (*Herron, Jackson, Izak, Fuller*) with (e.g.) NHS, Relate, Siemens and Lincolnshire Co-operative; retail and tourism regeneration (*Dennis, Alamanos, Hughes, Voase*) with (e.g.) Lincoln City Council and Business Improvement Group; rural economic development (*Bosworth, Gray, Rae, Hingley*) with (e.g.) Greater Lincolnshire Local Enterprise Partnership (LLEP); enterprise development, including a regional economic survey (*Rae, Price, Fuller*) with (e.g.) Small Business Clubs; and sustainable development in food supply chains (*Hingley, Bosworth, Price*) with (e.g.) Greater Lincolnshire Enterprise Partnership.

Keynotes: staff members have been invited to give a wide range of talks to other research centres, keynote conference presentations and public forums, e.g. Communication University of China (2011), University of Oviedo, Spain (2010) (*Dennis*); UK Association of Information Systems keynote (2011 *Fuller*); City University (2012), Bangor University (2011) (*Vortelinos*).

Reviewing: submissions have been peer-reviewed for more than fifty **journals** including: *Annals of Tourism Research, Entrepreneurship Theory and Practice, Journal of Management, Journal of Operations Research Society, British Journal of Management, Human Relations, Research Policy, Journal of Marketing Management, European Journal of Marketing*. **Grant** applications have been reviewed for: ESRC (*Bosworth, Dennis, Fuller, Mendiweso-Bendek* and *Rae*) (Fuller and Rae serve on the Peer Review College), Danish Council for Strategic Research (*Rae*), and Marsden Trust (New Zealand) (*Fuller*).

Journal editorship duties include: International Journal of Entrepreneurial Behaviour & Research (*Rae*); Futures, the Journal of Policy, Planning And Futures Studies (*Fuller*); Associate Editor (Retail) European Journal of Marketing (*Dennis*); Associate Editor (quantitative research) Journal of Business Ethics (*Vanhamme*). In addition, School staff have guest-edited at least 18 **special issues** including: Journal of Marketing Management (*Hingley* 2011; *Dennis* 2012), Entrepreneurship and Regional Development (*Hingley* 2010), Journal of Business Research (*Dennis* 2013 forthcoming), New Technology, Work and Employment (*Hitchin* 2012), Industry & Higher Education (*Rae* 2010,11,12), Strategic Change (*Floyd* 2013). School staff are members of at least 16 other **editorial boards**, e.g.: Qualitative Market Research (*Dennis*), Journal of Small Business and Enterprise Development (*Rae*), International Journal of Gender and Entrepreneurship (*Fuller*), British Food Journal (*Hingley*), Organization Studies (*Izak*), International Journal of Business and Management (*Rae*), Recherche et Applications en Marketing (*Vanhamme*), Journal of Business Theory and Practice (*Vortelinos*).

Running national and international conferences and colloquia: School staff have organised, for example, the Anticipatory Systems Workshop (annually 2008-13), Illegal Entrepreneurship (2009), Place Marketing and Branding (2011 and 2013), Design Marketing (2011), Rural Services and Tourism (2011), Storytelling (2013), Entrepreneurship in Education and Training (annually from 2011).

Contributions to professional associations or learned societies include: *Bosworth* is on the executive of the DCLG network, *Dennis* is a former co-chair of British Academy of Management Special Interest Group 'Marketing and Retail' (2011-12), *Fuller* is on the Examinations Board of the Institute of Directors, and UK Vice President of the European Council for Small Business (2012-13), *Herron* is on the Awards Committee of (and judge for) the Operations Research Society and joint organiser of the Community OR Special Interest Group, *Rae* is a Board member and former (2008-12) Vice-president of the Education Institute of Entrepreneurship and Small Business.

PhD examining: staff have examined doctoral candidates, both nationally and internationally, at many institutions, including: Brunel, Manchester, Newcastle and Stirling Universities in the UK; València, Spain; Griffith, Australia; Aarhus, Denmark; and Turku School of Economics, Finland.

Contributing to advanced researcher training: *Fuller* is on the steering group of the 13-university-strong Northern Advanced Research Training Initiative (NARTI), offering advanced research training to ECRs. School staff have facilitated advanced training with NARTI (e.g. 2011 *Hitchin, Fuller*) and direct to other universities (e.g. 2011-13 *Dennis*).