ANNUAL MEMBERSHIP SURVEY 2023: RESULTS
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The Chartered ABS Membership Survey is the only sector-wide gauge of the strategic priorities and challenges faced by UK business schools. The survey is conducted annually and enables Chartered ABS member schools to compare their results against the benchmark for the sector. The Chartered ABS also uses the results for its advocacy work to ensure the importance of business schools to society and the economy is understood. The 2023 survey looks at student recruitment, government policy, business school and parent university finances, campus utilisation, and sustainability, among several other noteworthy topics. It was completed by over 50 Deans from a diverse range of Chartered ABS member schools.

Student Recruitment

Figure 1: Year-on-year change in enrolments of new students – 2023/24 compared to 2022/23
Responses to this question were mixed across the three student domiciles. For enrolments of UK students overall, 29% of schools reported that they were either significantly or slightly higher relative to 2022/23, 32% said they were unchanged and 39% said they were lower. The overall picture for EU enrolments is largely unchanged, with 69% of schools reporting enrolments were approximately the same and 23% reporting falls. For non-EU international students, there is some divergence, with nearly half of the schools reporting that enrolments were either significantly or slightly higher, 23% reporting unchanged enrolments, and 33% seeing a slight or significant decline.

For UK enrolments, there is some contrast in the results by level of study. For undergraduate enrolments 37% of schools said that enrolments were higher relative to last year, whereas at postgraduate level only 17% said that enrolments were slightly higher and none said that they were significantly higher. For just over half of the responding schools postgraduate UK enrolments were unchanged from 2022/23 and 31% said they were lower. Compared to the results for the 2022 survey, slightly smaller proportions of schools reported increased enrolments for UK students at undergraduate level. There is little variation in the results by level of study for enrolments from the EU.

The outlook is much more positive for enrolments of non-EU international students. At undergraduate and postgraduate level 59% and 50% of respondents, respectively, stated that enrolments were either slightly or significantly higher. However, at postgraduate level, 31% of the responding schools reported a fall in enrolments for non-EU students which suggests divergence in the results between different schools. This is a slight increase relative to the results for the 2022 survey where 26% of the responding schools reported lower enrolments for postgraduate non-EU international students.

The non-EU international domicile had the lowest proportion of respondents stating that enrolments were unchanged, indicating that enrolments from this domicile as a whole remain prone to fluctuations. At most UK business schools, there are more non-EU international students enrolled at postgraduate level than at undergraduate level, which explains why the proportion of schools reporting increased enrolments for non-EU international students in aggregate (45%) is lower than for undergraduate (59%) and postgraduate (50%) separately.
For each domicile and level of study, what was your school’s performance against recruitment targets for courses starting in the autumn of 2023?

- For overall enrolments of UK students for 2023/24, 17% of the responding schools reported that they either significantly or moderately exceeded target. A further 33% said that they had met target, while 50% reported that enrolments fell moderately below target but none significantly below. By level of study, the results are slightly worse for UK postgraduates than undergraduates. At postgraduate level fewer schools reported that they had exceeded target and more reported that they had fallen short of target.

- Recruitment from the EU domicile tells a similar story. Although the majority of responding schools (68%) reported that enrolments from this domicile met target overall, only 5% reported exceeding targets, with the remainder falling short of expectations. For EU enrolments there is negligible difference in the performance against recruitment target by level of study.

- For performance against recruitment targets for non-EU international students overall, 29% of the schools reported that they had either significantly or moderately exceeded their target, 27% said they had met target, and the remaining 44% had fallen short of target, of which 22% were significantly below target. There is significant variation in the results by level of study for non-EU international enrolments, as at undergraduate level nearly half of the schools either significantly or moderately exceeded target compared to one-third of schools at postgraduate level. At postgraduate level nearly 50% of schools reported recruitment that was either significantly or moderately below target for non-EU international students, compared to 21% at undergraduate level.
Figure 3: Year-on-year change in enrolments of new students – 2023/24 compared to 2022/23 (Scottish institutions only)

- For the Scottish members who responded to our survey, enrolments were generally more positive for the Home Scottish and Rest of UK domiciles than for the EU and non-EU international domiciles, although the results are based on a small sample size. For the Home Scottish and Rest of UK domiciles, 29% reported higher enrolments compared to 2022/23 but none to a significant extent. For the non-UK categories of students fewer of the Scottish institutions reported increases in enrolments and 58% and 57%, respectively, saw either slightly or significantly lower enrolments for EU and non-EU international students.

- None of the Scottish members who responded to our survey reported either slight or significant increases in postgraduate enrolments across any domicile. For most domiciles, postgraduate enrolments for 2023/24 compared to 2022/23 were reported to be either roughly the same or to have decreased, with the exception being postgraduate enrolments from non-EU internationals, for whom 100% of the responding schools reported either slightly or significantly lower enrolments.

- Far more mixed responses were received regarding undergraduate enrolments, with responses ranging from significantly higher to significantly lower enrolments compared to the year prior for most categories with the exception of enrolments from the EU where none of the schools reported increases for undergraduate programmes.
Figure 4: Performance against student recruitment targets for 2023/24 by domicile and level of study (Scottish institutions only)

- Overall, it would appear that most of the Scottish schools responding to the survey struggled to meet recruitment targets, with most answering that actual enrolments were either moderately or significantly below target across all levels of study and domiciles.

- Interestingly, the results show that for Scottish institutions recruitment targets were more likely to be exceeded at undergraduate level than at postgraduate level, albeit those exceeding target are in the minority.
Countries from which business schools have seen significant increases or decreases in student enrolments for 2023/24 compared to 2022/23

• For countries where significant increases in enrolments have been observed for 2023/24, the most frequently mentioned by some margin was India, followed by Pakistan and Ghana. All these countries had more business schools seeing increases in enrolments for the new academic year than decreases. Growth in enrolments from Nepal and Saudi Arabia were also cited by several schools. None of the schools cited decreases in enrolments from Nepal, Pakistan and Saudi Arabia.

• The countries most frequently cited as seeing falls in enrolments compared to last year were China and Nigeria, and for both countries a greater number of business schools reported decreases than increases, which could suggest a reversal in the growth in recruitment from these key countries in recent years.

Government policy

Figure 5: Predicted impact of the removal of student dependent visas on enrolments

• In May 2023 the government announced that overseas students will be banned from bringing family members with them to the UK unless they are studying postgraduate research courses. The ban will come into force in January 2024. The vast majority of those who completed our survey indicated that they expect to see negative impacts on their business school’s ability to recruit international students because of the new policy on visas for dependents of students.

• Comments shared by respondents detail which markets they expect to be affected, with some suggesting that the policy has already affected the 2023 in-take at their school but in the medium and long-term the impact is more difficult to judge. It is anticipated that enrolments for MBA programmes will be most affected as MBA students tend to be older and often wish to bring their family with them. Other post-experience programmes, such as Executive Education programmes sponsored by a company, are also expected to be more adversely impacted due to students being more likely to have children.

• Many mentioned that the change has prompted them to reassess their school’s strategy which includes shifting MBAs and Master’s programmes to online delivery if not already offered in this mode, and focusing on growing international student numbers at undergraduate level instead. There is also a sense that the recruitment of business schools in competitor countries such as Australia and Canada is already benefitting from the UK’s decision to ban visas for dependents of students.
Figures on the approximate number of students holding visas for dependents at the responding schools

- Roughly 10 respondents were able to provide an indication of the number of students at their schools holding visas for dependents. Estimates of the total number of undergraduates with dependent visas are very low, with all but one of the 10 responses stating the number of undergraduate dependent visas was no more than 10. The number is higher for postgraduate international students, however, with the mode answer being (roughly) 100 and two responses saying there are up to 200 postgraduate students at their school holding visas for dependents.

- When asked to estimate the percentage of international students with visas for dependents amongst all international students, numbers ranged from 0.3% to 25%, with the bulk of the remaining responses landing somewhat evenly in between.

![Pie chart showing responses to the question about the impact of government policy changes on fees for foundation years.](image)

**Figure 6: Anticipated impact of government policy changes on fees for foundation years**

- Just under half (46%) of respondents said that they expected to be affected by the changes on fees for foundation years. A few respondents declined to speculate about the impacts of the policy change but one potentially positive impact is that foundation years might become more attractive as the reduction in the fee might make this pathway more affordable for certain types of student, and offer them the prospect of completing a three year undergraduate degree after the foundation year.

- The general consensus, however, is that the change will have adverse impacts for the schools. Many respondents felt that the change has caused the provision of foundation years to be less financially attractive, with three respondents explicitly stating they have to consider shutting down foundation year provision or have already suspended in-takes. This will have further adverse impacts for schools who recruit through foundation years. One respondent shared that instead of continuing to provide their own foundation programmes, they will look to deliver foundation programmes in partnership with local FE colleges.
OfS Condition B3 on regulating student outcomes

Please describe the factors, if any, that might make it difficult for your institution to meet the minimum thresholds for continuation, completion, and progression

- We received a high number of descriptive responses to this question. Two major, interlinked themes emerged; that of general cost of living concerns and difficulties specific to student populations from areas with low participation in higher education.

- Regarding the rising cost of living, nearly ten respondents noted that students are finding it increasingly difficult to balance work and study. Under increasing pressure to support themselves next to studying, respondents revealed that many students have no choice but to miss classes and sacrifice study time in order to support themselves.

- The aforementioned difficulties will be exacerbated amongst students from more deprived backgrounds, with respondents from institutions with high proportions of students from lower POLAR4 quintiles referring to high non-continuation rates for some of the most deprived students. One respondent went as far as to state: “…B3 metrics will have a disproportionate impact on those institutions who are committed to social mobility.” To illustrate the effects of the added pressure on students, a handful of respondents made references to increased use of mental health and other student support services at their institutions, and there was recognition of the importance of these services in helping their students secure positive outcomes.

- Other challenges mentioned include the lingering effects of the pandemic, general data collection difficulties, and differences in the opportunities available to graduates across the UK. Regarding the latter, it was raised by multiple respondents that graduate opportunities are not as readily available in some areas as in others. It was noted that schools which predominantly serve local communities and whose graduates tend to stay within those communities are at a particular disadvantage, and suggested that the OfS might take regional context into consideration.

Respondents to the survey have varying plans in response to the introduction of the Lifelong Learning Entitlement (LLE). While the majority reported that they are not adapting undergraduate programmes in response to the LLE, roughly half of respondents are adapting their Executive Education offerings and 39% are adapting their postgraduate programmes.
Strategic priorities and investment

Please indicate the importance of each of the below by level of strategic priority
(1 = lowest priority, 5 = highest priority)

- Student satisfaction: 4.64
- Student recruitment – international: 4.54
- Financial performance: 4.52
- Equality, diversity and inclusion: 4.28
- Student recruitment – domestic: 4.28
- Business engagement: 4.26
- Accreditations: 4.09
- Sustainability: 4.04
- Research impact: 3.96
- Research funding: 3.75
- Knowledge exchange: 3.71
- Executive Education/Post-experience education (incl. degree apprenticeships): 3.65
- League table positions: 3.58
- Blended/hybrid/online learning delivery: 3.42
- Transnational education: 3.42
- Lobbying government and stakeholders on policy issues: 2.92

Figure 8: Average rating of importance of strategic priorities

- Respondents were asked to rate the items in figure 8 from 1 (low priority) to 5 (high priority). The item with the highest average priority rating is student satisfaction, at 4.64, followed closely by international student recruitment (4.54) and financial performance (4.52). The results show similarity with the equivalent question last year when student satisfaction and student recruitment were again in first and second place, respectively. Financial performance has increased in importance, moving to the third most important priority compared to fifth in 2022. Another notable difference is that research funding has fallen from being the sixth most important priority in 2022 to the tenth most important priority now.
Regarding changes to income for 2022/23 compared to the previous year, 83% of respondents reported either a moderate or significant increase, with 9% reporting little change and the remaining 9% reporting moderate decreases. While the results indicate a healthy financial outlook for the majority of our members, the results are noticeably different from the results of the same question asked last year, where 44% of respondents reported significant increases (as opposed to 28% this year) and none reported any decreases.

When asked how this compares with expectations, 62% stated that the actual income was either significantly or moderately above expectations, compared to 72% the previous year. A further 23% stated that actual income was roughly as expected with the remaining 15% reporting that actual income fell moderately short of expectations.

Looking ahead to 2023/24, respondents are less optimistic about income levels than they were last year. While 28% and 49% of respondents last year stated that they expected significant and moderate increases in income respectively, these numbers have fallen to 9% and 36% in this year’s edition of the survey. Conversely, only 2% of respondents reported expecting a decrease (moderate or significant) in last year’s survey. This year, the proportion of respondents expecting decreases rose to 30%.
As for year-on-year changes in expenditure, a total of 78% of respondents reported a moderate or significant increase, with only 6% reporting decreases. 64% of respondents also stated that actual expenditure was moderately or significantly higher than expectations.

When asked how they expect expenditure to change over the coming year, 11% stated they expected expenditure to rise significantly while 57% expect it to rise moderately.
Table 1: Breakdown of tuition fee income by source

- There was a great deal of variation amongst the schools who completed the survey in terms of their sources of tuition fee income, reflecting the different markets served by our membership. Some reported that as much as 98% of their tuition fee income comes from domestic undergraduate enrolments, while on the other end of the spectrum other respondents reported as much as 80% of their tuition fee income comes from international postgraduate enrolments.

- The mean scores in the table reveal that, unsurprisingly, domestic postgraduates and international undergraduates account for the smallest proportions of tuition fee income at 6% and 14%, respectively. International postgraduates account for a significant portion of tuition fee income on average with a mean of 36%, but domestic undergraduates continue to account for the bulk of tuition fee income on average with a mean of 44% across respondents.
Business school finances

As shown in the pie chart above, 91% of respondents stated that their school was to some extent reliant on international student fees to ensure financial viability. Of these schools 59% are significantly reliant and 9% entirely reliant.

![Pie chart showing reliance on international student fees](image)

**Figure 11:** Reliance of business school on international students for financial viability

- As shown in the pie chart above, 91% of respondents stated that their school was to some extent reliant on international student fees to ensure financial viability. Of these schools 59% are significantly reliant and 9% entirely reliant.

<table>
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<th>% contribution to parent institution</th>
<th>1-10%</th>
<th>11-20%</th>
<th>21-30%</th>
<th>31-40%</th>
<th>41-50%</th>
<th>51-60%</th>
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<th>71-80%</th>
<th>81-90%</th>
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<td>0%</td>
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<td>11%</td>
<td>14%</td>
<td>35%</td>
<td>30%</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
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</tbody>
</table>

**Table 2:** Percentage of business school net income contributed to the parent institution in the financial year of 2022/23

- In 2022/23 an average of 59% of the responding business schools’ net income went to their parent institution which is virtually unchanged from last year’s survey. For 90% of the schools who answered this question the net contribution to the parent institution ranged from 31% to 70%.
Figure 12: Reliance of university finances on business schools’ recruitment of students

- For three of the four categories of students shown in figure 12 at least 85% of the responding schools reported that their university’s finances were to some extent reliant on their ability to recruit students. Reliance is virtually universal in relation to postgraduate international (incl. EU) students where 79% reported that their university was either entirely or significantly reliant and a further 19% reported some degree of reliance.

- For international students (incl. EU) at undergraduate level business schools are again making a critical contribution to university finances, with one-third of the responding schools reporting that their university’s finances were either entirely or significantly reliant on their ability to recruit, and a further 50% reported their university was somewhat reliant.

- Perhaps somewhat surprising is the strong reliance of university finances on business schools’ recruitment of domestic students at undergraduate level with 94% of the responding schools stating some degree of reliance, including 44% either entirely or significantly reliant.

- For postgraduate domestic students, the financial reliance of the university on the recruitment of the business school is much lower, but even for this cohort of students 59% of the responding schools reported some degree of reliance and the other 41% stated no reliance at all.
The results in figure 13 reveal that a combination of approaches to academic office space – including shared offices and open plan – is a common configuration, being reported by 45% of the responding schools. A configuration involving shared offices was reported by a further 32% of the responding schools and 17% reported an open plan format. A format consisting largely of single occupancy offices is a rare occurrence with only 6% of the responding schools using this approach.

Respondents who reported a combination of approaches to their school’s use of office space were asked to provide more details. The comments reveal that the allocation of single or shared offices is to an extent dependent on role. Senior staff and professors are more likely to have designated offices but these are often shared with another person or sometimes with three to five other colleagues.

It was noted by one respondent that the sharing of offices became necessary due to growth in their business school. The size of an individual office will also dictate whether it is feasible for it to be occupied by more than one person. One of the schools reported the use of a time-sharing approach for some of their single occupancy offices.

Figure 13: Configuration of academic office space in business schools
Figure 14: Arrangements for single occupancy offices in business schools

- 56% of respondents said that their school only offered single occupancy offices to new staff by exception, 33% said they did not offer it at all, and 11% offered it on a routine basis. These results are consistent with those in figure 13 on academic office space where schools most commonly use open plan or shared office configurations or a combination of these two approaches with single occupancy offices. The comments to the question on office space indicate that the exceptions for single occupancy offices are decided according to seniority of role.
Figure 15: Average building occupancy levels in business schools: before the pandemic and now

• Figure 15 shows that across three types of building occupancy within business schools the average as a percentage of total capacity is lower now than before the Covid pandemic. For average staff occupancy of office space, 74% of the responding schools reported that occupancy was greater than 50% before the pandemic whereas only 31% reported occupancy above this level now. Prior to the pandemic, 28% of the responding schools had average staff occupancy of office space of between 75% and 100%, compared to 7% now.

• In relation to student attendance in taught sessions, almost 96% of the responding schools had average building occupancy of at least 50% prior to the pandemic whereas currently two-thirds have average building occupancy of at least 50%. Just under half of the respondents stated that average building occupancy for students in taught sessions was currently between 50% and 75%.

• For students’ use of communal areas the reduction in average building occupancy compared to before the pandemic is less pronounced. 82% of respondents said that average occupancy for students’ use of communal areas was more than 50% before the pandemic whereas 73% report more than 50% occupancy at present.

• In response to the question about any concerns related to the use of space on campus, the most common theme was the lack of space or the need to use space more efficiently. This echoes the comments to the question on the use of academic office space where growth at some business schools has resulted in space for staff being at a premium.

• The lack of space in some schools is noted as a hinderance to collaboration with both staff and students, and there is a general belief that much more thought is needed as to how to use space in the context of hybrid working. At some schools efforts continue to encourage staff to work in the office more frequently to build a sense of community.
Equality, Diversity, and Inclusion

Percentage of business school students (UG and PG) who were from low participation neighbourhoods in HE (as defined by POLAR4) in 2022/23

- Across all the responding schools the average percentage of students from neighborhoods with low participation in higher education (as defined by POLAR4) was 32%. However, there is significant variation in the results with four schools reporting having less than 10% of their students from low participation neighborhoods and four reporting 60% or more. For one of the schools 90% of their students are from low participation neighborhoods.

- For half of the responding schools the proportion of their students from neighbourhoods with low participation in higher education had increased in the last five years. Of these 40% had seen a slight increase and 9% a significant increase. Of the remainder 49% said that the proportion was unchanged compared to five years previously and 2% said there had been a slight decrease. None of the schools reported a significant decrease in students from low participation neighborhoods.
As the above chart shows, half of the schools responding to the survey indicated that pay gap data was collected by both the business school and the parent university. For the other half of the schools pay gaps were only monitored by the parent university. None of the respondents reported that pay gaps were only monitored by the business school and not by the university.

Figure 17: Monitoring of ethnicity/gender pay gaps by business school and parent university
Figure 18: Breakdown of types of pay gaps monitored as a proportion of those institutions carrying out such monitoring

- Of those respondents indicating that pay gaps were monitored by the business school, 100% monitored gaps in relation to gender and 90% in relation to ethnicity. For those stating that pay gaps were tracked by their university, 98% monitored pay gaps for gender and 93% for ethnicity.

- One of the responding business schools monitors pay gaps for staff with disability. Additional pay gaps monitored at university level include disability and sexual orientation.
As the pie chart above illustrates, 57% of the business schools who completed the survey run a mentoring, sponsorship, or allyship programme to improve inclusion amongst their staff. Of the remainder, 32% do not run any such programme and 11% didn’t know.

**Details of the nature of the mentoring, sponsorship, or allyship programme**

- In relation to the type and characteristics of programmes aimed at improving inclusion, by far the most common is a mentoring scheme. These are often designed for new staff or Early Career Researchers but are sometimes open to all staff. The mentoring schemes cover various characteristics including ethnicity, gender, and neurodiversity. Several of the schools run staff network schemes covering ethnicity, sexual orientation, disabilities, parents, and young staff.

- Leadership training is another strong area of focus and is often designed to address under-representation in leadership positions of women and staff from ethnic minority backgrounds. The Aurora mentorship and Diversifying Leadership programmes by Advance HE were also cited by several of the schools as being taken up by their staff.

- Other forms of inclusion activity cited include compulsory training on unconscious bias, an institutional EDI action plan, and participation in the 100 Black Women Professors programme (run by the Women’s Higher Education Network).
Sustainability

Figure 20: Proportion of institutions with a net zero target

- Three-quarters of the respondents said that either their school or university has a net zero target and of these 40% stated a specific date for achieving the target. The most common target date was 2030 but others had target dates later in the 2030s. A handful of schools had a target date of 2040.
At 97% of the business schools who responded to the survey their net zero target is set by the university and at the remainder it is set by the business school itself.

Figure 21: Institutional responsibility for setting net zero target

- At 97% of the business schools who responded to the survey their net zero target is set by the university and at the remainder it is set by the business school itself.
For 85% of the responding schools their publicly articulated values or mission statement includes references to sustainability and the remainder do not.

Figure 22: Proportion of business schools with references to sustainability in their values or mission statement

- For 85% of the responding schools their publicly articulated values or mission statement includes references to sustainability and the remainder do not.
Figure 23: Extent to which sustainability is embedded in business schools across teaching, research, and internal operations

- Figure 23 shows that of the core areas of activity concepts and ideas related to sustainability are embedded to at least some extent across 100% of the responding business schools. Teaching is the area in which sustainability is most embedded, with 32% reporting that it is completely embedded. For research the proportion stating that it is completely embedded is lower (19%).

- For internal operations only a small minority of schools reported that sustainability was completely embedded (9%).
Impact

Figure 24: Proportion of business schools actively measuring impact through teaching, research, and internal operations

- Impact is more likely to be measured through research than teaching, with 83% of the schools reporting that they actively measure impact through the former compared to 60% for the latter.

- In relation to other forms of impact mentioned in the comments, internal operations are a focus at some schools, covering measurement of impact in relation to EDI, finance, procurement, and sustainability. However, some of these types of impact are tracked by the university rather than the school.
Comments on the type of data business schools collect on teaching impact and how it is used

• The written comments reveal that most of the data collected by business schools on teaching impact is related to students’ feedback obtained through module or course evaluation forms. This data along with students’ attendances, median marks and pass rates are used to continually evolve and improve teaching practice. The B3 metrics and associated datasets such as ‘Graduate Outcomes’ and the NSS are also key sources of data on teaching impact.

• Qualitative impact data is also gained through Student/Staff Liaison Committees as well as the module and course evaluation forms. Collaborations with companies in which students work on live projects are also integrated into the measurement of teaching impact as the outcomes of these collaborations are tracked. One of the schools has an employer advisory board to help ascertain the impact of its programmes. Employability outcomes from the ‘Graduate Outcomes’ survey are complemented by tracking students’ participation in activities such as placements and internships. Such data is also tracked for specific student groups such as BAME students and students with disabilities.

• It is clear from the comments that accreditations are playing an important role in driving improvements in business schools’ teaching practice. Several schools use the AACSB ‘Assurance of Learning’ measure to demonstrate that students have achieved specific learning goals from their programme. The data that schools submit as part of their accreditations for AACSB, AMBA, and EFMD are used to continually review their approaches to pedagogy, teaching, and assessment.

Comments on the type of data business schools collect on research impact and how it is used

• The Research Excellence Framework (REF) is central to the collection of data on the research impact of business schools. Several of the responding schools are focused on impact beyond academia, such as on policy, organisations, and society, and are focused on demonstrating this through REF Impact Case Studies and via accreditation documentation for the main accreditation bodies and UNPRME.

• Some of the schools dedicate significant resources to evidencing the reach and significance of their research impact. This includes dedicated roles such as an Impact Facilitator, an Impact Strategy for the school which is reviewed annually, a workload allowance for research impact, and publishing details of the school’s impact through an annual report.

• One of the schools has developed impact KPIs which are regularly tracked across their different research centres. KPIs used to measure research impact that were mentioned by several respondents include the number of partnerships with companies and involvement in Knowledge Transfer Partnerships (KTPs), grant income, views of articles, media engagement, and testimonials from beneficiaries of the research.

Comments on the type of data business schools collect on the impact of internal operations and how it is used

• The comments indicate that the collection of data on the impact of internal operations is much less widespread. The sustainability of the business school’s operations is the most common area of focus of those that do collect such data, covering the monitoring of carbon footprints, energy consumption, printing, and wastage. Diversity in recruitment, timeliness of feedback, and building usage are other types of operational impact monitored by the schools who responded to the survey.