

An aerial photograph of a green field with a winding path and a small building. The field is divided into sections by a path that curves through it. A small, light-colored building is visible in the lower right quadrant. The overall scene is bright and clear, suggesting a sunny day.

University of Bedfordshire: Social and Economic Impact

A Final Report by Hatch Regeneris
January 2020

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Executive Summary

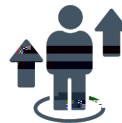
- i. The University of Bedfordshire makes a significant social and economic contribution to the local and national economy. In addition to its role as a large employer and educator of students, an important aspect of this socio-economic impact is the range and scale of research and knowledge exchange (KE) activities the University undertakes. This report has provided a review of key research and KE activities and, where feasible, has estimated the economic impacts generated.
- ii. Headline results of the analysis are set out below in terms of Gross Value Added (GVA).¹



£70m
GROSS VALUE ADDED
CONTRIBUTED FROM
RESEARCH AND KE

THE FOLLOWING RESEARCH AND KE ACTIVITIES GENERATED GVA IN 2018/19:

£18m
ERDF PROJECTS



¹ Gross Value Added is the key measure of wealth creation at the level of an organisation, sector or region. Broadly, it is measured as the sum of Earnings Before Interest, Tax, Depreciation and Amortisation (EBITDA) and Employment Costs, or as gross output less bought in goods and services.

- iii. Knowledge Exchange sits at the heart of the University of Bedfordshire’s overall strategy, and close collaboration with its partners is a hallmark. This has placed the University in a prime role to help deliver on national and local priorities for economic development, and to respond to the increasing demands on the HE sector with respect to knowledge exchange. The University has worked with over 1,500 organisations over the past three years including other HEIs, charities, government organisations and businesses. It has increased its annual income from research and knowledge exchange by 49% since 2013.
- iv. The report has examined five types of the University’s KE activities and the ways in which these support economic and social impact, as follows:

Regional Economic Growth

- v. The University has played a critical role in the delivery of business support across the South East Midlands LEP (SEMLEP) area, making a key contribution to SEMLEP’s showcase priority sectors and the national and local industrial strategy. The University is also an important asset in attracting regeneration and development funding into the region, having grown the amount of regeneration and development income by 25% over the past 5 years compared to a fall of 10% across Universities in the East of England region.
 - £6m business support projects delivered over past 3 years
 - £18.4m GVA and 350 FTE Jobs generated by these projects

CPD and Apprenticeships

- 10th highest revenue and CPD days of all HEIs in UK, when adjusted per academic staff member.
- 120 apprenticeships delivered per year, generating £1.4m revenue per annum
- CPDs and apprenticeships supported £15m in GVA

vi. The University is an important provider of workforce development support, which benefits employers and employees alike by boosting skills and productivity. This is done primarily by

x delivering CPD/short courses to businesses, supporting over 160 clients on this in the past year, and

x providing apprenticeship opportunities to students: the University has the largest offer of apprenticeships in the SEMLEP area.

Entrepreneurialism

- vii. The University provides a range of support services to both businesses and students to help improve their entrepreneurial skills and job prospects, with the aim to drive up productivity. This includes providing work experience placements and delivering specific entrepreneurialism training programmes.

Research with Impact

- viii. Through its research, the University aims to help solve both global and local challenges and to influence policy and strategy. Two key areas that the University is focussing on are health and climate change.
- ix. The University focuses much of its research on tackling local challenges such as high still-birth rates, teenage pregnancy, child obesity and mental health issues.
- x. The University's research on climate change primarily focuses on the development of energy technolog

Regional Engagement

xi. The University aims to establish long term and strategic relationships with its civic partners in order to play a proactive role in addressing socio-economic issues. Given the University's role as a provider of a pipeline of skills and talent, its knowledge of and relationship

2. Purpose of the report

- 2.1 Hatch Regeneris has been appointed to examine the social and economic impact of the University of Bedfordshire

Measures of impact

- 2.13 Economic effects are expressed as contributions to Gross Value Added (GVA). GVA is the primary measure of economic contribution for a firm, sector or region and is measured as the sum of operating surplus before interest, tax, depreciation and amortisation, and total employment costs (inclusive of pension and social security contributions). The estimates of economic footprint are also expressed in terms of jobs supported (measured as Full Time Equivalents, or FTEs).
- 2.14 In addition to the measures of impact, the report also provides a measure of return on investment (ROI), by comparing the impacts with the costs of securing them. Details are provided in Appendix B.
- 2.15 Quantitative impacts are based on activities delivered in 2018/19. The thematic sections also provide a broader perspective, taking in further years of activity where relevant (e.g. for multi-year programmes).

The report

- 2.16 The remainder of the report is structured as follows:

- x Section 2 provides an overview of the national policy context, for the purposes of setting the scene
- x Section 3 provides a strategic

3. The national policy context

- 3.1 Whilst the policy context of research is best covered by the upcoming REF exercise, this section sets the scene for our assessment of knowledge exchange (KE) impact, by providing an overview of the policy context, specifically focussing on policy drivers and challenges/opportunities relating to KE.
- 3.2 The policy context for Higher Education and economic development is placing an extraordinary emphasis on the wider value of universities for the places that host them. The national industrial strategy sees a key role for universities in supplying skilled graduates and driving innovation, and this thread continues throughout the emerging local industrial strategies. This is backed by new and enhanced funding streams. At the same time, years of public sector austerity have brought enhanced expectations on the sector to help deliver public services and local growth.
- 3.3 This has all coincided with various strands of criticism in the media on value for money and a narrative of universities as disconnected from their wider local communities. Thus, evidence on the nature and value of knowledge exchange activity in particular, which can

it merits equal standing with teaching and research in terms o

- x Increasingly align our KE activity towards the private sector to enable regional economic growth and also whenever possible alongside societal improvements and

and growth of all sectors, and is one of the biggest drivers of productivity gains. The University utilises its strengths and focuses on applicable computing, undertaking

Business support projects

- 4.15 The university engages in a range of funded projects, predominantly as a delivery organisation, to deliver business support services to beneficiaries. These projects mainly include ERDF and Innovate UK funded projects focussing on SME, innovation and start-up support secured and run through their central Innovation and Enterprise department. This can involve coaching and mentoring by university staff, collaborative research projects, and the hiring out of facilities and space for organisations. Examples include Innovation Bridge, ICT Escalator and Time2Grow – all ow 0 -1.141 TD¶.141 TD¶.141 T1(,)70.002 Tc

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Table 5.1 Major Business Support Projects the University of Bedfordshire has Supported, 2017-19

Project	Description	Project Partners
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TestBeds

An Arts Council England funded place based project to support artists and cultural organisation to develop skills. The project provides access to expertise and incubation space in order to develop entrepreneurial skills, collaborative partnership working and fundraising ability.

Royal Opera House Bridge,
Luton Culture, Arts Council
England

Up Programme

Helping entrepreneurs with specialist support to help them set up their new business ventures. ERDF funded, it provides a package of at least 12 hours free business support comprising a selection of one-to-one advice sessions, webinars, workshops, specialist social enterprise information.

- 5.7 These sectors are also consistent with the National and Local Industrial Strategy's priorities, which highlights the importance of low emission vehicles, industrial digitalisation and the creative industries to future growth. The support programmes the University is involved in all have a strong focus on supporting businesses and developing technologies in these sectors.

Ozzlebox

Luton-based entrepreneur Oz Azubine is a beatboxer with the aim to “push the boundaries of creativity in education and across communities” using live audience engagement. Oz required help on plotting a route to market, so that he could reach customers and grow his business. Innovation Bridge was on hand to point him towards an expert in marketing and the creative industry at the University of Bedfordshire, who worked closely with him to develop a marketing plan to penetrate the sector.

“Having this help has given me breathing space to really focus on investing in the right customer and doing the right kind of marketing to reach them”.

Oz is still working with the University to help engage with social enterprises and sports club, contributing to growth in the local cultural and creative sector.

Supporting Innovation

- 5.8 The South East Midlands is one of the most innovative economies in the UK, with nationally recognised strengths in areas such as engineering design, technical 74e3.Tj-tuchn

The Innovation Bridge project has played a key role in supporting innovation in the region. Following a successful pilot scheme in Bedfordshire, this project was rolled out in 2016 across a wider area covering SEMLEP, Greater Cambridge and Greater Peterborough LEP, and New Anglia LEP.

The project supports SME growth by providing support and developmen6 (dev)ug 437.64 0 sg3e(n)

Attracting Income and Funding

- 5.10 Data from HE-BCIS³ provides information on the amount of income brought in from regional growth activities. Two relevant sources for this section are regeneration and development income (which includes ERDF funding) and income from facilities and equipment hire⁴.
- 5.11 This shows that the University has significantly increased its income from these sources over the past five years., with total income amounting to £623k in 2017/18, an increase of £190k (+44%) over the past five years.
- 5.12 The university has been extremely effective in utilising its facilities and equipment as a source of income and for local businesses to benefit from. This accounts for the majority of income from these two sources.
- 5.13 Further, the university has increasingly become an important asset to attract regeneration and development funding into the region :
- x As the amount of income has gone down overall in the region (by over 10%), the University has bucked this trend and has experienced an increase in regeneration and development funding by around 25% in this same period.
 - x The amount of regeneration and development funding securing by the University represents 14% of the total secure8 (per)-6 (iu3o..257 Tw 0.533 0 Td[14%]611.4 (r7)11

GVA across the UK.

CPD and Short Courses

- 6.7 Degree apprenticeships were introduced by the Government in 2015 as a flagship policy designed to meet skill needs, enhance productivity, strengthen university-employer partnerships and provide new routes into work. They provide an opportunity to combine education with on-the-job training and earn while learning new skills. They help widen HE participation as they attract students who may not otherwise have studied a traditional degree. They enable people to build industry-specific knowledge and experience, increasing the likelihood of better career progression and higher pay when fully qualified. Offering apprenticeships to existing staff or training new apprentices can lead to improved competitiveness for the employer and can help address skill gaps within the organisation. They also facilitate closer links with employers and universities.
- 6.8 Since 2017, the University has provided a broad range of apprenticeships at higher (Level 4-7) and degree level (Level 6-7), as an alternative pathway to traditional academic qualifications. They are designed to match local employer needs and encourage upskilling in their current workforce. This is done by the recruitment of experienced apprenticeship coordinators, who are available to support employers to ensure that the Apprenticeship Levy is being utilised and to help recruit apprentices.
- 6.9 There are currently 13 apprenticeships available, with others in development. The University has the largest offer⁸ of apprenticeships in the SEMLEP area, compared to neighbouring HEIs: University of Northampton, Cranfield University, University of Buckingham and Buckinghamshire New -2 (i)2.6 (t)-6.6 (y)8.9 (m)2.6 (ew)4bp -2 (i)2.6 2 (i)2.71.9 (.)

6.10 The University has a broad client base, which represents a range of different industries. These clients include: major NHS trusts across the East and South East of England, Aerof

- x Improved staff morale and motivation, through the sharing of best practice and peer-to-peer support.
- x Tackling skill gaps, by learning new developments in industry knowledge. This is a critical benefit as skills gaps are cited as the number one constraint on business growth in the SEMLEP area.
- x Increased likelihood of career progression into leadership roles, resulting in higher earnings for individuals.

6.16 Although there is no specific evidence on the direct and wider economic value of the University of Bedfordshire's CPD to the businesses and individuals concerned, using evidence from elsewhere we can estimate this. Applying this evidence suggests that this CPD activity generated £15million in GVA in 2018/19.

Impacts of Apprenticeships

6.17 The University delivers 120 apprenticeships per year, and it is estimated that at least 80% of apprentices will gain a higher-level qualification by the end of their study. This is equivalent to a dropout rate of 20%, much lower than the estimated dropout rate nationally of just over 30%.¹⁰ As each apprenticeship is valued between £6,000 to £7,000, this contributes up to £1.4m of revenue per annum. Attracting a high number of apprenticeship clients over a short period and working with large employers have been key drivers of demand. It is expected that apprenticeships could reach 300 by the end of 2020, representing £2.1m of additional income to the University.

6.18 Given their relative newness and the fact that the first cohorts are only just approaching graduation, the evidence base on the impact of degree level apprenticeships is relatively thin. However, research on apprenticeships in general shows the wider impacts of apprenticeships for both individuals and employers. These are summarised below:

- x Skill uplift in businesses – the What Works Evidence Review of Apprenticeships (2015) shows that apprenticeships raise skill levels by 5.9% (i)2.6e3 (i)2.6 (ndi)-()0.

- x Productivity gains – the What Works Evidence Review of Apprenticeships (2015) shows limited evidence that employers become more productive and profitable after taking on apprentices.
- x Higher wages

Apprenticeship Case Study ¹²: Tesco

In 2017, the University secured a contract with Tesco to deliver Associate Project Manager apprenticeships for 50 of their employees. Based at the University's Business School, the higher-level apprenticeships were studied part-time and the cohort completed their apprenticeships in 2019. A few testimonies from colleagues at Tesco are highlighted below:

"Tesco chose Project Management and the University for its first office-based apprenticeship because change is so fundamental to our strategy and developing this skill set is essential to us delivering these changes for customers." ~ Tom Lye, UK Business Planning Director for Tesco

"Over the last five years our apprenticeships have given 8,250 colleagues of all ages opportunities to get on, continue their education and build skills for their future. This new course is part of an extension to our apprenticeship programme which will give even more colleagues more choice to develop and reach their potential." ~ Natasha Adams, Tesco People Director

Project management courses are highly demanded by employers, and the University has built a strong reputation in teaching project management. It is expected that the apprenticeship will enable new skills and knowledge to be developed within Tesco and other employers. After completing the apprenticeship training in 2019, Tesco saw around 12 of its employees gaining career promotions in the company, with progression quicker than would have otherwise been the case.

¹² Taken from: <https://www.beds.ac.uk/news/2017/may/university-celebrates-apprenticeship-contract-with-tesco/>; <https://www.beds.ac.uk/news/2017/october/a-warm-welcome-to-tesco-apprentices/>

7. Entrepreneurialism

Key Points

- x The University provides a range of support services to both businesses and students to help improve their entrepreneurial skills and job prospects, with the aim to drive up productivity in the UK.
- x For students, the focus is on providing work experience and placements with employers primarily in the local area across a range of sectors but with a focus on STEM employers and manufacturers, sports organisations, IT and business management.
- x For businesses, the University delivers specific entrepreneurialism training programmes (such as start-up support) as well as being home to an Innovation and Enterprise service to help with funding applications, mentoring and training.
- x Based on the number of graduates in employment, it is estimated that the productivity improvements from one year's cohort of graduates is around £90m over their working life.
- x The University recorded 144 graduate start-ups in the last year, the fifth highest of all universities nationally when adjusted on a per academic basis. These start-ups supported an estimated £4m in net additional GVA, employing 590 people.

7.1 We have seen in the other themes that the University deliver a range of support programmes to businesses. Here we focus specifically on the University's activity in promoting the employability and entrepreneurialism of its graduates and local businesses.

Strategic context

7.2 The UK Industrial Strategy aims to drive up productivity in all parts of the UK, focussing on five foundations of productivity – ideas, people, infrastructure, business environment and place. Universities have a significant role to play in fostering and harnessing entrepreneurial talent and innovation in the UK and across the globe, and can therefore contribute to these foundations. This is referenced in the Industrial Strategy:

- x the collaboration between academia, business and civil society is seen as crucial as “bringing their expertise and entrepreneurial spirit, to drive us all towards success.”¹³
- x the strategy encourages greater academia involvement in entrepreneurialism, making the claim that “universities and colleges have more scope to be both the originators and propagators of new businesses.”¹⁴

7.3 The University of Bedfordshire recognises this responsibility. It states in its Strategic Plan that

¹³ UK Industrial Strategy, HM Government, 2017, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

¹⁴ ibid

- x Artist Accelerator_- A 12 month incubator programme, with a £5,000 stipend for living and travelling expenses, for early-career, Luton based creative practitioners of any discipline. This 3-phase programme is designed to support artists to develop their work into socially-engaged and thriving creative enterprises.
- x Catalyst Co-Lab – A research and development programme for mid-career artists of any discipline, to spend 12 months as a visiting artist at the University of Bedfordshire. This programme has a focus on collaboration and partnership working.
- x Arts Elevator - This Arts Council England project seeks to help Luton based artists make long lasting change in the creative industries in the town. TestBeds is supporting this project by offering; help with funding applications, help with business planning and financial forecasting, give advice on long-term planning.
- x Arts enterprise zone – Gives Luton based artists, at all stages of their career, the opportunity to access a hub for knowledge-exchange and creative enterprise development.

The evaluation of the project illustrated the success of the project, in terms of both the vast number of businesses and entrepreneurs it has engaged, as well as the funding it has secured:

- x It has secured £777,500 in funding for local artists across 13 different sectors. Whilst the outcomes of successful businesses has not been directly observed, the evaluation highlights that this is likely to have resulted in an increase in income for these businesses.
- x Helped form 101 partnerships, including 52 local authorities, and 14 HEIs and 20 local schools
- x Engaged 7,000 people in over 100 workshops , including 3,000 young people.
- x Grown over 35 new artist and academic partnerships
- x Worked with 23+ grassroots organisations to develop place-based project strands

- 7.9 In 2018/9 the University recorded 144 graduate start-ups, the seventh highest of all 162 HEIs in the UK . When adjusted for the size of the University on a per academic basis, The University of Bedfordshire's rank rises to 5th nationally. It also generated 5 social enterprises, the fourth highest number of all UK universities that year.
- 7.10 Those active graduate start-ups were turning over £12.5 million and employing 590 people in 2018/19. We estimate that this generated an associated £4 million in net additional GVA.
- 7.11 As shown in the charts below, on both start-ups and social enterprises the University performs very strongly compared to other comparator university groups when benchmarked against the number of academic staff.¹⁶

¹⁶ Note: Based on three-year average, 2015-2018.

8. Research with impact

Key Points

x

issues. Overall, the University aims to address key challenges covering all stages of life and human development, from pre-conception to palliative and end of life care.

- 8.4 The research also aims to help tackle the Grand Challenge set out in the UK's Industrial Strategy to meet the needs of an ageing society . Research here focuses on the new demands for technologies, products and services, including new care technologies and models as a result of an ageing population.(

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Increasing Organ Donation Amongst BAME Communities

Black and Asian and minority ethnic (BAME) communities make up 11% of the UK population but 30% of the kidney transplant waiting list. Despite this high demand, only 3.5% of registrants on the organ donor register are from BAME communities.

The Organ Donation and Transplant Research Centre (ODTC) at the University of Bedfordshire undertakes a range of research, including a specific focus on increasing organ donation in BAME communities. The centre has received over £1.2m in research grants over the past few years carry out its research. This has been led by Professor Randhawa, Co-Chair of the European Working Group on Public issues in Organ Donation and Transplantation.

The main impact of the research has been on policy . Research findings have been used to influence the Organ Donation Taskforce by helping to develop the Organ for Transplants strategy which, if all the recommendations were implemented, then the donor rates would increase by 50%. Globally, the research has helped NHS Blood & Transplant host their first ever Faith & Organ Donation Summit, which saw leaders from multiple religions come together and contribute to an action plan to increase organ donations.

Ultimately, the research could lead to significant (0)10.5 (207 0 Tdy.e5295.88 538.(f)6.6 (d)2.6 (44 -0 0

FCHCV (Fuel Cell Hybrid Commercial Vehicle) ²⁰

The objectives of this £250k Innovate UK funded research project spanning 2018-2019 were to assess the emission benefits and driving range of fuel cell hybrid vehicle technology.

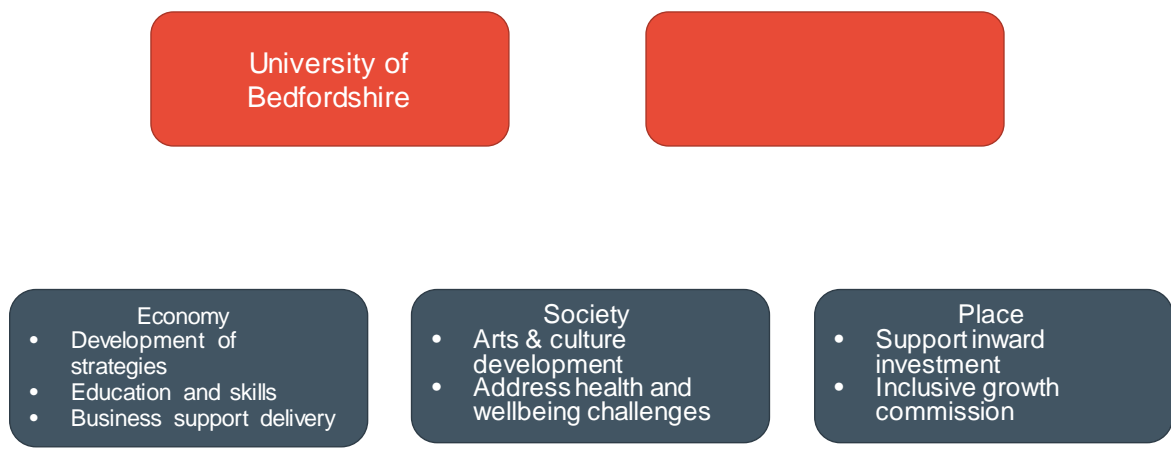
different hybrid vehicle architectures (range 1.04 -0 837 0 Tlud R 12.6 re

- x The University has supported the development of the Council's Economic Strategy, as one of the council's key stakeholders for business support engagement. It is likely that the engagement will continue over the forthcoming months. They have also provided evidence to help develop the Local Industrial Strategy.
- x As outlined in the Regional Growth Section, the University plays a key role in the delivery of business support projects with the LEP and other HEI and private sector providers – due to the facilities they offer and the expertise of their staff
- x The University is part of the ARC University group, a group of 10 universities located along the Oxford-Cambridge Arc. The aim of this group is to help fully exploit the region's contribution to the UK economy, through the creation of an integrated skills and innovation ecosystem. The group is newly formed, and is currently developing plans to specify how the members will collaborate more closely to achieve these aims. See <http://arcuniversities.co.uk/> for more details.

Impact of Partnership Working

9.7 The figure below outlines in broad terms the impacts of the University's work with its partners, focussing on three key areas – economy, society, and place. These benefits are difficult to quantify (with the exception of the economy – the impact of business support activity is covered under the Regional Economic Growth theme). Therefore, in order to illustrate these benefits, we have outlined below a series projects that the University has been involved in.

Figure 9.1 Impact of Partnership Work



Society

Open Minds

Open Minds is a Big Lottery funded project that provides talking therapies for vulnerable people living in hostel accommodation or people at risk of homelessness in the Luton and Dunstable area. A partnership between the University and a range of housing organisations including Squared, Mary Seacole Housing Association and Signposts Luton, it is designed to help alleviate psychological distress relating to mental health issues such as anxiety, depression and post-traumatic stress disorder. The project also sought to fill a gap in local service provision, particularly in Luton where prior to Open Minds, there was no support service available.

In 2017, the Government set out their five-year response for improving mental health in England. The policy outlines the need to tackle mental health to address inequalities and improve societal outcomes. These two priorities are strongly aligned with the Open Minds project, which provides talking therapies for vulnerable people at risk of homelessness. The project will help progress efforts to increase access to psychological therapies for people with mental health, and encourage social inclusion.

More locally, the SEMLEP Strategic Economic Plan (2017) outlines the importance of tackling economic inequalities and promoting social inclusion. Through local partnerships, this will help to achieve a long-term vision to improve living standards, and productivity, through reducing incidences of health-related productivity losses, worklessness and sickness absence.

Findings fro

the entire Team, and the dedication and commitment of the trainee law students of the University. RLAP is very important for refugees in the community and I hope it will keep running for many years. ” – 2013 Client

The project also provided a valuable and unique experience to law students who have helped to deliver the project, enabling them to play a crucial role in real legal cases early on their careers.

“Thanks to RLAP I have become familiar with the code of conduct when in direct contact with clients. RLAP has allowed me to put into practice skills I have learnt whilst doing my degree.” - Kimarla

Bedfordshire were the first University to form a project of this nature. As a result of its popularity and success, there are now 4/5 similar projects operating across the county helping refugees reunites with their families.

Arts and Culture

East Youth Dance Development

East Youth Dance is a partnership between the University of Bedfordshire and DanceEast to improve access to youth dance and create high quality opportunities for young people to experience dance across the East of England. Supported by Arts Council England, the University and DanceEast works with delivery partners across the region to oversee the provision of dance events and projects.

The UK Culture White Paper by DCMS sets out the Government’s ambitions for the arts and culture industries. It focuses on how culture can be used in placemaking to benefit both local and national economies. The East Youth Dance Development project supports



Growing Luton Together

Growing Luton Together is a collaborative inclusive growth commission between the University and strategic partners who are committed to delivering an inclusive economy in Luton, where everyone can benefit and contribute. The ambitions to deliver inclusive growth are centred around three themes: places, communities and people. In the 'communities' theme, there is a focus on strengthening the foundation of anchor institutions and increasing joint working to drive innovation, business growth and healthier workplaces. The University is recognised by the commission as a deeply embedded institution in Luton, that will help progress this theme in the future.



- 9.9 This section provides a quantitative assessment of the University's economic footprint. This considers the economic effects arising from the expenditure flows attributable to the University, including direct effects, indirect/supply chain effects, induced/personal expenditure effects, and the student and visitor spend effects.
- 9.10 These are measured for 2018/19 in terms of Gross Value Added and employment supported.

Direct effects

- 9.11 The University employs 1,138 staff, which makes it one of the largest employers in Luton, alongside Luton Borough Council and Luton and Dunstable NHS.
- 9.12 Staff work in a wide range of occupations, including academics, management and administration, porters, cleaners and security staff: just over half (51%) were in academic positions, with the remainder in student support, administrative and management posts.
- 9.13 The University generated a total income of £119.7 million in 2018/19. This supported total direct GVA of £87 million for Luton.
- 9.14 This implies that the University is a high productivity entity in and of itself: with a GVA per job of over £75,000, this is around 40% higher than the prevailing average in Luton of £55,000.²¹

Indirect and induced effects

- 9.15 In 2018/19, The University of Bedfordshire spent a total of £45.1 million on external suppliers based in the UK, of which £6.1 million was spent in the SEMLEP area and £3.9 million in Luton. Of the total, £21.8 million was to deliver capital investment in the University's facilities.
- 9.16 This injection of expenditure into the economy supports jobs within the University's direct suppliers as well as throughout the supply chain as these suppliers then source further goods and services in order to service the demands from University. We estimate that this expenditure supported around 100 FTE jobs and £5 million in GVA in the SEMLEP area, which grows to 700 jobs and £40 million in GVA at the UK level.
- 9.17 Around three-quarters of the University's staff (74%) live in the SEMLEP area, with a third in Luton. Whilst staff are employed in a range of positions and at different skill levels, a high proportion are highly skilled. This is reflected in the overall average salary for direct staff, which stands at £41,100: some 27% higher than the average for Luton.
- 9.18 As direct staff – and those in the supply chain - spend their wages and salaries locally, this supports further economic activity and multiplier effects. We estimate that through these effects, the University supports a further 100 FTE jobs and £8 million in GVA in the SEMLEP area, or 500 FTEs and £35 million in GVA for the UK.

Student expenditure effects

- 9.19 The University of Bedfordshire has around 12,800 students, of which 9,920 are Full Time, and the remainder Part Time.²² This makes the University the largest HEI in the SEMLEP area by student numbers, and roughly three times as large as at Cranfield, the nearby

²¹ Source: ONS Sub-regional Produ004h.6 (r)-(S Su)-4293.73 111.45 MC 06 (i)2.a220.5 (w).004 Tc -0.0.304 0 T4.4 er (f)-6.6 (ur)46 (i

specialist University. Of these, around a third live in Luton and two thirds in the SEMLEP area.

- 9.20 National survey evidence has found that in 2014/15 (the latest year for which data is available), after tuition fee costs, Full Time Students in England spent an average in term time of approximately £11,000 per annum and Part Time Students spent approximately £14,000 per annum.

10. Conclusions and Recommendations

Summary of economic impact

- 10.1 Overall, in 2017/18 (the latest year available) the University brought in around £8.9m in income from its Research and KE activities (ie the sum of income from each of the above themes).
- 10.2 Over the past five years, the University has brought in nearly £50m in income from its Research and KE activity. The University's focus on research and KE in particular has meant income has grown by £1.5m (+49%) since 2013. This is in stark contrast to income growth across universities in both SEMLEP and the region, where there has been a sharp fall in KE income. This is shown in the chart below, which illustrates the impressive performance of the University.

Figure 10.1 % Change in Research and Knowledge Exchange Income for Selected Comparators, 2013-18

Source: HEBCIS, 2013-18

- 10.3 The assessment has outlined the significant economic impact that the University's KE activity makes to the economy. This is summarised below (measured in Gross Value Added) for each element of research and KE that has been estimated. In total, the University contributed around

Figure 10.2 University of Bedfordshire Research and KE Impact £ million, 2018/19

Source: Hatch Regeneris. Note: Figures are rounded

10.4 It should also be noted that these quantitative impact figures do not take into account important, strategic contributions the University's research and KE activities makes towards:

x addressing wider strategic economic and social impacts

Recommendations on future monitoring and impact assessment

- 10.6 As policy further emphasises Universities' local economic and civic roles, and as the Knowledge Exchange Framework is implemented over the next year, it will be very useful for the University to have readily available evidence on the impact of its Research and KE activity. This can then be used for external stakeholder communications and PR activities, funding applications, and as useful management information to inform strategic decisions.
- 10.7 The University already has a great deal of data that it collects as part of its own management information and for reporting to funders and stakeholders (e.g. through HE-BCIS). This will form the basis of the new KEF indicators. Whilst this is useful, this information only provides a headline picture and does not enable the University to
- x monitor or report on the types of organisation it is supporting, their sectors and their locations
 - x to really understand what economic impact this support is having on beneficiaries and the wider economy (since HE-BCIS only captures income and selected outputs).
- 10.8 Our report has provided a starting point for this impact assessment using the information available.
- 10.9 We recommend that the University considers implementing a number of key measures in order to enhance and future-proof its monitoring of Research and KE activity and impact:
- x Continue to expand upon and record more detailed data on the businesses the University works with. As well as including contact details, the sector and location of the business would be useful to record in order to understand where impact is being felt (both geographically and sectorally).
 - x Define and segment Research and KE activity by appropriate categories that reflect the breadth of activity that the University delivers (HE-BCI categories may or may not be the most appropriate in terms of impact). These categories can then be allocated to businesses the University engages with.
 - x The information above should be monitored within the current Innovation and Enterprise CRM system so that at any time, the University knows exactly what interaction each beneficiary has had with them, when this engagement occurred, how many beneficiaries and sectors have been engaged under each type of interaction. This would then enable the University to better;
 - x Define a set of indicators for each interaction type. Each category of activity/interaction could then have a set of measurable indicators that can be monitored going forward. The University is already required to measure some of this for the HEBCI survey, but there could be others which it should consider monitoring (such as new products created, increase in Technology Readiness Levels etc).
 - x Identify what types of impact could be achieved

Appendix A - Consultees

Table A.1 Consultee List

	Consultee	Organisation
Emma Gill		

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