**2025-2026 Assessment**

**Application Form**

**Business School:**

**Principal Contact:**

**Date of Application:**

JULY 2014 version

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**Supporting Information:**

**Small Business Charter (SBC): Application PROCESS**

# READ THE GUIDANCE NOTES BEFORE FILLING IN YOUR APPLICATION

**Introduction**

This document provides the template for applying for the dedicated Small Business Charter (SBC) Award. This is a business school accreditation and should provide a holistic narrative about how your business school is supporting Small Businesses, working with Stakeholders and encouraging Student Enterprise and Entrepreneurship. The specific aim of this form is to provide detail on how your business school is creating impact amongst these three groups, underpinned by supporting evidence. In order to provide direction for any school wishing to apply for this award, SBC has created a set of guidance notes. We strongly advise that you read and digest these before starting the application process. The SBC also holds a number of workshops that provide guidance on how to approach the application process, delivered by SBC assessors. For these guidelines and further information please visit the <https://smallbusinesscharter.org/business-schools/how-to-apply/>. Again, we strongly encourage that someone from your school has attended this workshop before writing the formal application.

Closer inspection of the business and academic press acknowledges the significant role that business schools can play in stimulating growth in the economy. Business schools have become more widely recognized for the role that they play in stimulating growth in the economy. In 2021 the SBC was awarded the contract to deliver Help to Grow Management, in which Chartered SBC schools are responsible for delivering training to SMEs across the UK in leadership and management to help boost business productivity.

Key within many of these reports were ways in which business schools might connect to the SME community as well as promote enterprise within their own institutions. For those institutions already engaged in this agenda there are clearly developed principles that relate to ‘good practice’ in provision and support, and in this assessment process business schools will be required to demonstrate their accumulated good practice. This application process seeks to draw out this accumulated good practice.

The term ‘business school’ has been used throughout the document, but Small Business Charter Awards will also extend to Chartered ABS member organisations within universities which may not be constituted as a business school.

Although the Award is for business schools, it is also recognized that small business and enterprise development may also take place in other areas of the university or the wider institution to which that school belongs. As a consequence, the assessment takes account of the extent to which there is co-ordination of activity taking place across an institution in respect of activities that form part of the application.

The same evidence may be used across multiple dimensions, but must be stated each time, with an explanation for how the example fits the dimension in question. Applicants will be assessed on activities relating to the previous two years of activity; for example, an application made in 2025/26 should cite evidence from 2023/24 and 2024/25. In the Case for Support, applicants can include information about activities outside these two years where they serve to provide context and to demonstrate sustainability of the activity over a longer period of time.

Senior management support is essential for the success of the charter. It is therefore essential that senior management (Deans, Heads of Department, other senior managers) participate in the assessment.

**Application Fee**

All institutions seeking to apply for Charter status will need to pay an application fee of £5,000. Business schools may also be requested to cover assessors’ accommodation and travel costs payable prior to the reassessment. There is an annual fee of £6,587 to maintain the SBC membership if successfully awarded

**Where to Send your Application**

All business schools looking to apply for the SBC accreditation should visit the How to Apply – Small Business Charter section on the SBC website. Since March 2020 the SBC has been completing online assessments due to the COVID-19 pandemic. As we move forward, the SBC hopes to offer a hybrid approach, offering the chance for schools to run physical or virtual assessments. Accordingly, we encourage schools to speak with Rebecca Okelola, SBC Membership Co-Ordinator, ([Rebecca.okelola@charteredabs.org](mailto:Rebecca.okelola@charteredabs.org)) for current and specific guidance on the proposed format and scheduling.

**When to Submit Your Application**

Applications should be submitted 3 weeks before a school’s confirmed dates for reassessment. The turnaround time for the result of your reassessment will be approximately 2 to 3 months after the assessment.

**Further Information**

Any other queries about the application process should be directed through: Rebecca.okelola@charteredabs.org

or

Tel: +44 (0) 20 7236 7678 ext +44 (0)20 3154 9943

**Small Business Charter – Application Form**

# Section 1 – Applicant Information

|  |  |  |
| --- | --- | --- |
| **1.1** | **Business School** |  |
|  | **University or Institution** |  |
|  | **Address** |  |
|  | **Postcode** |  |

|  |  |  |
| --- | --- | --- |
| **1.2** | **Principal Contact** |  |
|  | **Position** |  |
|  | **Email** |  |
|  | **Telephone** |  |
|  | **Mobile** |  |

|  |  |  |
| --- | --- | --- |
| **1.3** | **Head of Business School** |  |
|  | **Position** |  |
|  | **Email** |  |
|  | **Telephone** |  |
|  | **Mobile** |  |

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| --- | --- | --- |
| **1.4** | **Is this your first application?** |  |
|  | **Comments** |  |

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| **1.5** | **Please give the name of the business school as you would like it to appear on the award certificate** |  |

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| **1.6** | **Additional Contact** |  |
|  | **Position** |  |
|  | **Email** |  |
|  | **Telephone** |  |
|  | **Mobile** |  |

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| **1.7** | **Web Contact** |  |
|  | **Position** |  |
|  | **Email** |  |
|  | **Telephone** |  |
|  | **Mobile** |  |

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| --- | --- | --- |
| **1.8** | **Press and Media Contact** |  |
|  | **Position** |  |
|  | **Email** |  |
|  | **Telephone** |  |
|  | **Mobile** |  |

# Section 2 – Application Summary

There are 30 dimensions for the award and split into three categories. All dimensions will carry equal weighting. To achieve the Small Business Charter award, Business schools will need to meet a minimum of 15 dimensions with evidence from all three categories.

1. **Small Business Support for Growth (11 dimensions)**
2. **Stakeholder Engagement to Support Growth (9 dimensions)**
3. **Encouraging Student Enterprise and Entrepreneurship (10 dimensions)**

There are two levels of the award:

**3 Years:** Schools achieving a minimum total of 15 dimensions, with at least three dimensions secured for each category will secure the award for 3 years.

**5 Years:** Schools achieving a minimum total of 24 dimensions, with at least seven dimensions secured for each category will secure the award for five years.

There are three mandatory dimensions – A1, B17 and C28. These must be submitted for the school to be considered for the award.

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| **2.1** | **Number of Dimensions for which evidence of expertise is included in this application** | **(A)** | **Small Business Support for Growth** | *(number)* |
|  | **(B)** | **Stakeholder Engagement to Support**  **Growth** | *(number)* |
|  |  | **(C)** | **Encouraging Student Enterprise and Entrepreneurship** | *(number)* |
|  |  | **TOTAL** | | *(number)* |

|  |  |  |
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| **2.2** | **Application Fee (£)** | £5000 |
|  | **Purchase Order Number** |  |

# Section 3 – Background, Context and Case for Support

**(Applicants may find it easier to draft this section after completing the dimensions and metrics from Section 4.)**

This section should give an overall picture of the small business engagement and activity of the business school and the wider university or institution, including strategy, background and context. Use the following four sub-headings, and in total do not exceed 2,000 words.

Sub-headings *(refer to the guidance notes for the required content for each)*

* **Institutional Background, Context and Strategy**
* **Core Training Provision**
* **Collaborative Consortium Delivery**
* **Managing and Promoting Provision**

|  |
| --- |
| Background, Context and Case for Support (Maximum, 2000 words)  3.1 Institutional Background, Context and Strategy  *Please provide an overview of the strength of your institution/faculty/department/unit’s expertise and experience in supporting small business growth and student enterprise, addressing the following areas*  *a. Describe the broad area(s) where the institution currently engages with SMEs and start-ups in respect of the support/development offered in respect to start-up, growth and leadership.*  *b. Describe how the training/developmental support is underpinned by the institution’s research base.*  *c. Outline the institution’s strategy in relation to its support of enterprise and SMEs and, if appropriate, the regional development agenda.*  *d. Describe the specialist expertise within the institution in relation to knowledge, training and expertise (Note: this could extend beyond the business school and apply to the university. It could also include a dedicated specialist function).*  *e. Outline the current organisational infrastructure including, for example, physical space for incubation, or teaching facilities currently dedicated to the small business/enterprise agenda.*  *Please indicate the extent to which this is dedicated to enterprise/SME development activity.*  *f. Explain the nature and the scale of the institution’s operation in relation to enterprise and SME development. (Initiatives here might be such things as entrepreneurs in residence, alumni networks, mentoring, peer support or master-classes etc.)*  *g. Explain how SME start-up activity is connected with other aspects of the institution’s work (for example, engagement with Knowledge Transfer Partnerships (KTPs), placements, collaborative doctoral awards and business vouchers.*  *h. Describe the wider context and stakeholder engagement in the growth agenda. For example, explain the context, if any, of the institution’s involvement in collaboration in the delivery of*  *programmes/activities and any current links with regional/national bodies such as Local Enterprise*  *Partnerships (LEPs), Chambers of Commerce or other bodies that offer specialist advice, for example Department of International Trade (DIT), Innovate UK, Scottish Enterprise, Business Wales, Invest NI, Small Firms Enterprise Development Initiative (SFEDI) and their equivalents.*  *i. Where possible, give evidence of where there have been any independent assessments of the effect that the business support and enterprise activities within the business school/university has had on the programme and/or initiatives of external organisations.*  3.2 Core Training Provision  *Please describe the scale of what your institution offers in relation to:*  *a. General programmes of development for small firms.*  *b. Specialist programmes or aspects of programmes related to special aspects of SME business development e.g. SME mentoring.*  *c. Schemes of coaching, mentorship and/or peer support.*  *d. Alumni support. See below*  *e. Opportunities for placements within specific programmes and opportunities for internships in small firms.*  *f. Workshops/seminars dedicated to and open to SMEs.*  *g. Linked programmes with large firms and their SME suppliers.*  *h. Start-up programmes for students.*  *i. The involvement of small business owners in the delivery of programmes related to enterprise and small business development.*  3.3 Collaborative Consortium Delivery  *Please describe the institution’s experience (if any) of engaging with other HEIs and non-academic partners including:*  *a. Evidence of previous collaborative working (it is recognised that there may be more than one).*  *b. Statement of any memoranda of agreement that cover these relationships.*  *c. Examples of non-academic partnerships.*  *3.4 Operationalising and integrating the SBC award*  *Building on the detail above, please provide a brief flavour of how your school would use the SBC accreditation to further support small businesses and how you would promote it amongst your stakeholders and student population.* |

# Section 4 – Evidence: Dimensions of the Award

**Important: Only provide evidence for the Dimensions for which you can demonstrate significant expertise, activity and impact. Do not complete a Dimension where expertise, activity and impact are NOT yet significant. If you wish to mention a lower level of activity or development which is already underway for future activity then cover this in the Background, Context and Case for Support (section 3). Complete the metrics information referring to the guidance notes (there is no word limit for the metrics). You may add more rows to the metrics table where necessary.**

**Areas of Significant Expertise, Activity and Impact**

## (A) Small Business Support for Growth

**Note: Section A is about non-student businesses and will focus on firms including those established by alumni**

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| A1 | **Small Business Growth and Leadership Programme (s)**  **Current programmes focused on the growth and development of small businesses and/or their managers. (MANDATORY DIMENSION)** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Nature and scale of the programmes in operation with accompanying evidence of qualitative and quantitative impact on the business. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of small businesses accessing each programme | |  |  |  |
| Number of faculties involved | |  |  |  |
| Number of years in operation | |  |  |  |

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| A2 | **Innovation/Accelerator/Start-up Space**  **The provision within the institution of dedicated (physical or virtual) innovation/accelerator/start-up space.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Presence of a dedicated space for small businesses/start-ups and number and nature of businesses engaging. This dimension will take into consideration ‘non-student businesses’. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of businesses in occupation | |  |  |  |
| Success rates of start-ups | |  |  |  |

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| A3 | **Publicly Funded Business Development Initiatives**  **Experience of publicly funded business development initiatives such as voucher schemes, and evidence of their performance** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Nature of publicly funded initiatives such as voucher schemes; range of areas (e.g., innovation, leadership and management, exports), evidence of behavioural and performance impact on small businesses. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of initiatives | |  |  |  |
| Length of time in operation | |  |  |  |
| Evidence of Impact (e.g. sales growth, job creation etc) | |  |  |  |
| Example of publicly funded business development initiative | |  |  |  |

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| A4 | **Small Business / Enterprise Unit or Centre**  **A dedicated facility and / or team of people with the capability and capacity to respond to the needs of small businesses.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Presence of a dedicated unit or Centre for small business/enterprise development and its capacity to engage with small businesses; scale of operation in terms of number and experience of staff involved in delivery and creating demand for business support services offered, how they signpost to national and local small business support schemes and evidence of impact on small businesses. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Scale of operation (number of staff and range of activities) | |  |  |  |
| Number of small businesses engaged with and | |  |  |  |
| Numbers of staff involved in delivery and creating demand | |  |  |  |
| Presence of a virtual centre or online presence to support small businesses | |  |  |  |

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| A5 | **Knowledge Exchange Projects with Small Businesses**  **Experience of managing Knowledge Transfer Partnerships and other similar knowledge exchange projects with small businesses.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Number of KTPs (minimum of one KTP project to be evidenced over the last two years); impact (qualitative and quantitative) on participating businesses. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of KTP and other similar awards with small businesses | |  |  |  |

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| A6 | **Small Businesses Active in Enterprise Programmes and the Alumni Network**  **The active engagement of small businesses in university activities such as supporting alumni, mentoring, peer support, awareness raising and role modelling for university staff and students** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Nature of involvement of small businesses and entrepreneurs in the UK and international alumni network of the business school and the university; extent and impact of mentoring and peer support of student start-up businesses undertaken by these alumni; alumni events with a small business/entrepreneurial focus which have outcomes for students and small businesses; involvement of international alumni in raising aspiration of students. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Numbers of small businesses and entrepreneurs involved in programmes and alumni network | |  |  |  |

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| A7 | **Individual Small Business Development Projects**  **The opportunities for projects explicitly with small business / enterprise focus.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Faculty or students (Masters/MBAs) undertaking specific development projects for small businesses - within the business school and across the wider university. Evidence of the impact of these projects for both students and small businesses. Also undergraduate projects (e.g. 3rd year projects if relevant). | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of faculty or students (Masters/MBAs/undergraduates) undertaking specific development projects for small businesses – within the business school  Number of faculty or students undertaking projects across the wider university | |  |  |  |

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| A8 | **Small Business Events / Workshops – Leadership and Management; General – Tax; Finance; International Trade**  **The existence of wider provision to support the needs of small businesses / enterprise for growth and evidence of its impact.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Programme of workshops/seminars for small businesses and individuals (including students). Evidence of the impact of these programmes on participants and their success in creating an active community of innovative and growth-oriented small businesses around the business school/university. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number and nature of programmes / workshops | |  |  |  |
| Number of participants | |  |  |  |
| Outcome measures | |  |  |  |

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| A9 | **Strategic Focus on Small Businesses and Entrepreneurs**  **Evidence of the role enterprise and SME development play within the mission of the institution / business school.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Business School mission and associated strategy has a clear focus on small business engagement and promotion of enterprise skills for the whole student population. Role in enhancing the large firm/small firm interface to facilitate opportunities (e.g. supply chain opportunities). Evidence of how this mission has driven innovation in the engagement and delivery of business support to students and small businesses. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Nature and scale of objectives | |  |  |  |
| Engagement metrics | |  |  |  |

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| A10 | **Small Business Research Outputs Including Co-production of Knowledge**  **Evidence that research conducted within the institution / business school underpins and involves the enterprise / small business activity.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Nature of research outputs underpinning the engagement with small businesses and individual entrepreneurs which are impactful and have relevance to the organisation and performance of small businesses – this should be with and for small businesses (co-production of knowledge) – assessed through qualitative narrative. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of research outputs underpinning the engagement with small businesses and individual entrepreneurs – specifically the number of research outputs where there is co-production of knowledge and the impact that this has had on small businesses. | |  |  |  |

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| A11 | **Business Schools participation in the broader University- led engagement in the Design and Delivery of Small Business Initiatives**  **Evidence of collaboration(s) that improve quality, achieve reach or scale activity.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of work done by the business school in the broader university-led engagement in the design and delivery of small business initiatives. However, there needs to be clear evidence of actual Business School involvement in any institutional-level activities, and evidence of outcomes and impact. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of broader university initiatives involving the business school that have had a direct impact on small businesses | |  |  |  |
| Outcome measures for small businesses | |  |  |  |

## (B) Stakeholder Engagement to Support Growth

General Information for this Sub-section

The assessment of these criteria under the 'Wider Engagement' area will rely on the narrative supplied by each of the applying business schools – here the required evidence will rely on an evidence trail easily accessed by the assessing panel – letters from various stakeholders and audit of business school websites for evidence of visibility and referral routes to other business support products and services in the private and public sector.

It is recognised that these dimensions may reflect business school participation in broader university-led engagement. There needs to be clear evidence of actual business school involvement in such institutional level activities.

Part of the assessment will be to examine the extent to which engagement with small businesses by business school staff are leading to applications for funding to, for example, Innovate UK (e.g., SMART awards).

Allied to this the assessment will examine evidence of the business school evaluating the outcomes and impact of its small business engagement activity – to inform the nature and scale of future products and services.

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| B12 | **Business School Governance – Small Business Role**  **Small businesses’ role in shaping the mission and the strategy of the business school** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension. *(max. 400 words)*** | | | | |
| Evidence of individual small businesses and representative organisations directly shaping the mission and strategy of the business school. Evidence of the impact of SME representation. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of small businesses/entrepreneurs on advisory boards and strategic committees | |  |  |  |
| Length of time involved | |  |  |  |

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| B13 | **Working with other Business Schools in Design and Delivery of projects that impact Small Business**  **Evidence of collaboration(s) that improve quality, achieve reach or scale activity.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of work done with other business schools in the design and delivery of small business initiatives. This may also reflect business school participation in broader university-led engagement. However, there needs to be clear evidence of actual business school involvement in any institutional-level activities, and evidence of outcomes and impact. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number and nature of collaborations and their duration | |  |  |  |
| Outcome measures for small businesses | |  |  |  |

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| B14 | **Engagement with High Profile Small Business Leaders / Regional and / or National Entrepreneurial Networks**  **Involvement in regional and national networks of entrepreneurs and small business fora.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Involvement in regional and national networks of entrepreneurs and small businesses (e.g. Entrepreneurial Exchange; E2E) | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of regional / national networks engaged in | |  |  |  |
| Number of awards received | |  |  |  |
| Number of high profile small businesses engaged with | |  |  |  |

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| B15 | **Engagement with Small Businesses as Suppliers for the University.** | | | |
|  | | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)*  Evidence of the clear guidelines to facilitate the engagement with small businesses as suppliers to the university or institution. Evidence of a policy of support in the business school and university/institution for using small businesses as suppliers. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of small businesses who are suppliers to the university or institution | |  |  |  |
| Scale of annual direct procurement to small businesses | |  |  |  |

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| B16 | **Business School Visibility as a Source of Advice / Support for Small Businesses**  **The business school’s profile as a source of advice / support for small businesses and enterprise advice.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of visibility and accessibility of business school/university expertise to small businesses. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Website analytics on business support services | |  |  |  |
| Small business endorsement of accessibility to university expertise | |  |  |  |

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| **B17** | **Engagement with Small Business Representative Bodies**  **Engagement by the business school with representative bodies for small business and entrepreneurs e.g. Chambers of Commerce, FSB etc. (MANDATORY DIMENSION)** |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | |
| Evidence of visibility and accessibility of business school/university expertise to small businesses. (Also see general information for this sub-section (B), above.)     |  |  |  |  | | --- | --- | --- | --- | | **Metrics:** *(see guidance notes)* | **2023/24** | **2024/25** | **Further Information / Notes** | | Number and nature of joint events and studies with these bodies |  |  |  | | |

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| **B18** | **Integration with Public Sector Small Business Support**  **Evidence of working with other government business support agencies, e.g. Department of International Trade (DIT), Innovate UK, Scottish Enterprise, Business Wales, Invest NI.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of working with public sector business support agencies with a remit to engage with small businesses. Evidence of the extent to which engagement with small businesses by staff then leads to applications for funding to, for example, Innovate UK (e.g., SMART awards), MAS. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of faculty involved | |  |  |  |
| Number of support agencies engaged with | |  |  |  |
| Number of successful applications for funding for small businesses | |  |  |  |

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| B19 | **Engagement with Government Agencies and Authorities on Business Support Strategy and Growth Agenda**  Evidence of engagement with local, regional or national government agencies with respect to business support strategy and national agendas for growth. | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of influencing the nature and content of policy documents and new initiatives stemming from government, agencies and local authorities on small business matters. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| **Number and nature of engagements with local authorities and Government** | |  |  |  |
| Number and nature of references to Business School evidence in policy documents | |  |  |  |

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| B20 | **Assessment of University / Institutional Impact on Small Businesses**  **Evidence of how the business school or wider university impacts on small businesses.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Extent to which the university seeks to measure and understand how its activities impact upon the small business sector locally and nationally. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Presence of recent impact studies | |  |  |  |

## (C) Encouraging Student Enterprise and Entrepreneurship

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| C21 | **Dedicated Start-up Space for Students (Incubators)**  **Dedicated start-up space for students within the institution.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Nature and size of the dedicated space. Evidence of significant engagement and outcomes for start-ups. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Scale of the start-up space/incubator accessible to students | |  |  |  |
| Student occupancy rates | |  |  |  |
| Number of Business School students regularly using the space, and proportion of all Business School students. | |  |  |  |
| Total number of students regularly using the space, and proportion of all University students. | |  |  |  |

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| C22 | **Start-up Programme for Students / Recent Graduates**  **Opportunities for students to participate in a dedicated business start-up programme within the business school/ university.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of the nature of the start-up programme and the number of start-ups generated and their survival and growth rates. Types of students involved (business school and non-business school); dedicated service for start-ups (e.g. helpline); evidence of capacity in terms of number and expertise and experience of staff involved. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of years in operation | |  |  |  |
| Number of Business School students participating, and proportion of all Business School students. | |  |  |  |
| Total number of students participating, and proportion of all University students. | |  |  |  |
| Number of recent graduates participating, and proportion that are Business School graduates | |  |  |  |
| Number of Business School, and other staff involved (including expertise level) | |  |  |  |
| Number of start-ups created, proportion founded by Business School students and graduates. | |  |  |  |
| Proportion of start-ups actively trading after 12 months, approximate combined turnover, employment level (FTE) and combined investment raised. | |  |  |  |

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| C23 | **Careers and employability - Raising awareness, providing support, and promoting opportunities for self-employment and employment in small businesses** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of support offered for graduates to avail themselves of employment opportunities in small businesses – direct insertion. How coordinated this is and the central role it plays in the post-graduation suite of services at the Business School/university. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of Business School students accessing thecareers and employability support(and proportion of Business School student population). | |  |  |  |
| Total number of students successfully accessing employment opportunities with start-up and small businesses, and proportion of all University students. | |  |  |  |

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| C24 | **Placements in Start-up and Small Businesses as Part of Course or Programme**  **Placements in small businesses within a student’s course or programme (core requirement or elective).** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of placements in small businesses within a student’s course or programme (paid or unpaid). The number of students (% of student population) engaged and years of operation, also wider reach across the university rather than just in the Business School. Evidence of impact on the participating students. | | | | |
| **Metrics:** | | **2023/24** | **2024/25** | **Further Information/Notes** |
| Number of Business School students undertaking placement and proportion of all Business School students | |  |  |  |
| Number of small businesses offering placement opportunities | |  |  |  |
| Number of years of operation | |  |  |  |

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| C25 | **Mentoring of students by entrepreneurs and/or small businesses.**  **Small business owners and entrepreneurs mentoring students.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of small business owners and entrepreneurs mentoring students through, for example, an ‘Entrepreneurs in Residence’ programme. Nature and intensity of the mentoring (e.g. online or face-to-face; number of hours), number of small businesses involved (capacity) and number of students benefiting (scale); nature and intensity of the mentoring. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of small businesses and entrepreneurs involved, and the proportion that are alumni of the School | |  |  |  |
| Number of Business School students benefitting and proportion of all Business School students. | |  |  |  |
| Total number of students benefitting and proportion of all University students | |  |  |  |

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| C26 | **Involvement of Business School in supporting enterprise, entrepreneurship and small businesses within student-led societies and initiatives**  **Evidence of nature and scale of Entrepreneurship Society in terms of membership- this should be wider than a business school** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Engagement with national organisations (e.g., NACUE) in terms of hosting conferences and involving SMEs. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of Business School students participating and proportion of all Business School students. | |  |  |  |
| Total number of students participating and proportion of all University students. | |  |  |  |
| Number of Business School staff involved in providing/managing support. | |  |  |  |
| Outcome measures – e.g., start-ups | |  |  |  |

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| C27 | **Dedicated Small Business / Enterprise / Entrepreneurship Faculty**  **Details of roles, responsibilities and impact.** | | | |
| **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | |
| Evidence of both senior and junior faculty who are ‘research active’ in the small business domain and those who are involved in delivering business support to small businesses. Levels of expertise and knowledge of faculty, and evidence that faculty are training accordingly. The number of faculty and their wider level of individual engagement with small businesses and stakeholders. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Number of faculty ‘research active’ in the domain (senior / junior) | |  |  |  |
| Numbers actively involved in business support to student entrepreneurs and small businesses | |  |  |  |

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| C28 | **Enterprise and Entrepreneurship Modules.**  **Enterprise modules for students in business schools and the wider institution** | | | | |
| **(MANDATORY DIMENSION)**  **Evidence of significant expertise, activity and impact for this Dimension.** *(max. 400 words)* | | | | | |
| Evidence of provision of enterprise modules for undergraduate and postgraduate students. Evidence of the nature of the modules and student enrolment - wider than the business school - internal governance of the portfolio of enterprise teaching and the monitoring of the impact will form the area of distinction across the levels of the award. | | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** | |
| Number of enterprise and entrepreneurship modules | |  |  |  | |
| Number of Business School students participating and proportion of all Business School students. | |  |  |  | |
| Total number of students participating and proportion of all University students. | |  |  |  | |
|  | |  |  |  | |
| C29 | **Entrepreneurs and small business engagement in enterprise and entrepreneurship curriculum.**  **Enterprise modules that involve contributions from current small business managers and entrepreneurs.** | | | | |
| **Evidence of significant expertise, activity and impact for this Dimension:** *(max. 400 words)* | | | | | |
| Evidence of the involvement of small business owners and entrepreneurs in the design and delivery of enterprise modules throughout the university. Evidence of the impact of this engagement.  Work being done by the business schools to support the embedding of enterprise across a range of non-business disciplines. | | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | | **Further Information / Notes** |
| Number of enterprise and entrepreneurship modules involving entrepreneurs and small businesses, and the Schools/Subjects accessing them | |  |  | |  |
| Number of Business School students participating and proportion of all Business School students. | |  |  |  | |
| Total number of students participating and proportion of all University students. | |  |  |  | |
| Number of entrepreneurs and small businesses involved | |  |  | |  |

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| C30 | **External funding to support student enterprise activity.**  **Income received by the business school that supports students to work on enterprise activity (such as starting societies/community projects or seed funds for business ideas) and / or to work in small businesses (such as internships or other work-based learning initiatives).** | | | |
| Evidence of the School’s involvement in fundraising and/or allocation for the benefit of student enterprise activity, entrepreneurship and small business growth. | | | | |
| **Metrics:** *(see guidance notes)* | | **2023/24** | **2024/25** | **Further Information / Notes** |
| Value of funding/income raised/used to support student enterprise and small businesses. | |  |  |  |
| Number of Business School students benefitting and proportion of all Business School students. | |  |  |  |
| Total number of students benefitting and proportion of all University students. | |  |  |  |
| Number of stakeholders providing financial support | |  |  |  |

# Section 5 – Signature

This section should be signed by the head of the business school or their representative. A scanned signature is acceptable.

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| **5.1** | **Name** |  |
|  | **Position** |  |
|  | **Signature** |  |
|  | **Business School** |  |
|  | **Date** |  |

**SBC Assessment Application form for 2025/26 Academic year**

**(Final version created August 2025)**