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Dear Richard

**Lambert Review of Business-University Collaboration**

Please find enclosed a position paper that addresses the business engagement of Cumbria Institute of the Arts on a local, sub-regional, national and international level.

The paper initially provides some background context on the development of Cumbria Institute as a higher education institution, then presents an overview of the breadth and depth of the business interaction, and through this makes specific responses to the consultation questions.

I would also like to take this opportunity to thank you for the opportunity to contribute to this review. Through this paper we hope that you will recognise the uniqueness of Cumbria Institute in its development of business interaction and the importance of the creative and cultural industries to the UK economy.

If you should require any further information please do not hesitate to contact me on 01228 400318.

Yours sincerely

Karen Bassett  
Business Project Manager

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**CUMBRIA INSTITUTE OF THE ARTS  
RESPONSE TO THE LAMBERT REVIEW OF BUSINESS-UNIVERSITY  
COLLABORATION**

**1. Background History**

- 1.1.1 Cumbria Institute of the Arts has a long history which began with the establishment in Carlisle of a "Society for the Encouragement of Fine Arts" in October 1822. Following the success of the Society a new Academy of Arts opened in 1823 close by in Finkle Street opposite Carlisle Castle. This moved first to Fisher Street and then to Tullie House where it became the Carlisle School of Art in 1854. In 1950 the then entire Carlisle College of Art moved to the Homeacres Building at Stanwix which remains part of the main campus on Brampton Road.
- 1.1.2 In April 1993 along with other colleges and universities in the UK the Institute became an independent corporation providing further and higher education. With the approval of Parliament, in recognition of the achievement of the initiatives that we had taken, the Institute entered the university sector on the 1<sup>st</sup> August 1997 to become the only wholly Cumbrian Higher Education Institution both here in Carlisle and in the County.
- 1.1.3 In April 2002 the then Cumbria College of Art and Design, with approval from the Privy Council, changed its name to Cumbria Institute of the Arts. This reflected the expansion of the curriculum to embrace all of the artforms.

**1.2 The Current Context**

- 1.2.1 Cumbria Institute of the Arts is now the only specialist arts institution that covers the whole range of visual, media and performing arts in the north west of England. The Institute offers further and higher education course programmes including visual arts, media, multimedia, graphic design, performing arts, creative writing, film studies and heritage management. The Institute also has a growing reputation for the quality of its work both here and abroad.
- 1.2.2 The Institute has recently completed a major five-year redevelopment programme and can boast superb state-of-the-art facilities and equipment that rival the best of any similar sized establishment in the country. This includes a new and much expanded Library, additional upgraded computing, studio and performance facilities, including a new 216-seat Stanwix Arts Theatre. Work is currently underway to re-develop the Caldewgate campus that houses the fine art course programmes and is due for completion Easter 2003.

**2. HE-BUSINESS INTERACTION**

**2.1 Research**

- 2.1.1 Cumbria Institute has an emerging research culture funded internally and through external, mainly European, funding initiatives. Previous research has included two major European Union funded projects working with partners in Carlisle and the Region, Lille in France, Strausberg in Germany and colleges in Finland and

Greece, the Institute also completed an ESF funded ADAPT initiative to deliver a 2 year research project called DIME, to develop multi-media applications in education, valued at over £1.7 million. For this project the Institute led a partnership which involved not only local and regional companies and institutions but also the Universities of Glasgow, Manchester and Surrey, together with a range of commercial partners including Apple Computers, BT, Ford, Sony and Panasonic.

- 2.1.2 The Institute was, for the first time, eligible to submit an application to the Research Assessment Exercise (RAE) in 2001 and was delighted to be awarded a 3b grade. This will enable the Institute to expand its research activities and develop a more cohesive and entrepreneurial research culture.
- 2.1.3 Diagnostic research is progressing to identify the training needs/skills gaps within the digital industries in Cumbria. Qualitative and quantitative benchmarks are in the process of being set by two Multimedia Researchers based on site at the Institute.
- 2.1.4 General research has evidenced high levels of interest amongst final year degree students and graduates across the subject areas, in creative industry employment and self-employment options. The result is a proportionately high take-up of graduate incubator and placement opportunities and the delivery of professional development provision across subject areas and the provision of one-to-one, focussed business advice to well over twenty graduates in six months.

## **2.2 Reach-Out Activity**

- 2.2.1 A dedicated Business Response Centre, established in 2001, facilitates activities for closer integration between education, business and the community. Centre staff maintain regular links with external agencies to promote graduate activity and continued professional development of both staff and students, creating a culture of enterprise. Partners and collaborators include creative industry employers and existing creative incubators (for example, the Cumbrian-based arts and disability agency Prism Arts and the arts organisations Artgene and Welfare State International).
- 2.2.2 The institution maintains close links with industry, the media, professional artists, designers and craftspeople both nationally and internationally. These links are enhanced by study visits both in the UK and abroad, through programmes of specialist visiting lecturers, speakers, demonstrations and consultancies. The quality and relevance of the courses on offer at the Institute are assured through the involvement of external verifiers, examiners and professional consultants.
- 2.2.3 The programme of work placements operated by the Institute at home and abroad is a feature of our courses. Many students gain employment based on their industrial experience on placement. The Institute's links with international corporations and networks have allowed students the opportunity to gain experience all over the world, both in industry and in other educational institutions.

- 2.2.4 Students are also encouraged to enter major national competitions, such as those organised by the Royal Society of Arts, the Designers and Art Directors Association and the Royal Television Society.
- 2.2.5 The Institute has a responsibility to develop arts provision in Cumbria and to 'reach out' to business and the community through a variety of initiatives including graduate placement, regeneration and professional development activity. To complement this provision the Institute also has a proven track record of working in partnership with both public and private sector organisations to develop and promote conferences, seminars and exhibitions.
- 2.2.6 As an Institute we also believe that the development of the cultural and creative industries, in which our work is directly engaged, will provide one of the keys to the regeneration of rural economies like Cumbria through both current practices and the ever faster moving new technologies, and we are investing strongly in these areas for our students.
- 2.2.7 The Institute and its partner institutions believes that our higher education contribution will also continue to be a more and more important driving force in the development of the regional economy, particularly through the influence of the cultural and creative industries which the Government also sees as being of increasing importance.
- 2.2.8 The cultural and creative industries generate around £112billion for the UK economy each year and employ over 1.4 million workers. The creative industries are growing at twice the rate of the UK economy overall and look to create another 50,000 new jobs over the next three years. This is a massive contribution; however, in order to maintain this input; higher education has an important role to play to ensure the workforce has the required skills to match industry needs as they change.
- 2.2.9 Cumbria Institute recognises that the creative and cultural industries consists mainly of SME's and sole traders. Therefore the training and skills development needs can be very different from the traditional methods of delivery. In response to this demand the Institute has been integral to the development of the Cumbria Cultural Skills Partnership, an organisation established to provide continuing professional development and mentoring schemes for the enhancement of the creative and cultural industries.
- 2.2.10 Cumbria Institute offers short courses, undergraduate degrees and postgraduate taught degrees which engage with the development of enterprise and innovation across subject areas. The creative and cultural industries are an identified institutional focus for curriculum convergence and external collaboration.

### **2.3 Curriculum Provision**

- 2.3.1 The key aim of the Institute is to create multi-skilled graduates and enhance their job and self-employment opportunities. The remit of the Business Response Centre, to develop the cultural and creative business market, is integral to this aim. The Institute's degrees and postgraduate degrees aim to challenge and develop learners from a range of backgrounds with a variety of skills. We

recognise that the postgraduate curriculum in particular must be relevant to both existing students who have progressed onto the course and individuals from industry who are returning to learning. At postgraduate level, transferable employability skills such as project management are integral to the curriculum, as is the ability to manage physical and human resources in a context of change. Entrepreneurial skills and capacity building are a top priority.

### **2.3.2 *Facilities Development linked to Curriculum Development***

Building upon the demand identified above, Cumbria Institute has invested in industry-standard creative industry incubator units both on and off the main site.

2.3.2.1 A new Media Unit and Multimedia Unit are fully operational on site, resourced with top-end digital image technology. The Media Unit is staffed with a full-time Media Technician (External Projects) and the Multimedia Unit hosts the two Multimedia Researchers. These incubator units are designed to host complementary postgraduate, placement and commercial activity – specialist resource areas to provide in-depth learning and experiential support. A Publications Unit will also be operational imminently, to engage in graphic design project work. These industry-standard facilities offer direct experiential learning on real projects and the application of practical skills in structured situations. Postgraduates also benefit from a visiting lecture programme, professional mentoring and regular institutional involvement in industry competitions. An Industry Focus Group is also being established, to ensure close liaison between creative industry employers in Cumbria and academic staff, students and graduates. This is seen as vital to maintain courses that foster tomorrow's entrepreneurs and that are responsive to industry needs.

2.3.2.2 Similarly, two creative industry incubator units have been established to reach-out into the wider community, hosting a total of eight graduates, selected through business plan analysis and interviews. These models of good practice were effective pilots that prove demand for further development. One graduate incubator is in progress in Barrow-in-Furness on the west coast of Cumbria, where four graduates from the BA Contemporary Fine Art and BA Contemporary Applied Arts are working at a gallery and arts centre. This initiative reflects the need to extend graduate provision on a countywide basis. The second incubator is located in Carlisle city centre, where great demand has been identified amongst graduates for studio and retail premises. Four BA Contemporary Applied Arts graduates have set up in business as a collective within Carlisle Enterprise Centre, with the continued support of Cumbria Institute. Both off-site initiatives have engendered closer relations with agencies and networks concerned, with a view to increased future activity and sustainability. The graduates involved are now taking commissions, exhibiting widely, achieving high levels of publicity and interest and receiving grant funding from other sources. Both initiatives have been successful examples of 'incubating' entrepreneurs.

## **2.4 International Links**

2.4.1 Cumbria Institute is involved in developing international collaborative links with institutions in, for example, Finland, Sweden, Norway, Germany, Poland and America which, as well as enrolments onto our courses, have resulted in student /

staff exchanges and exhibitions, all of which serve to enrich our learning and teaching environment.

2.4.2 The Institute is committed to a policy of providing opportunities for students and staff to study and undertake research abroad. The Institute is a member of Art Accord and the European League of Institutes of the Arts (ELIA), and are promoting academic links, staff and student exchanges and joint exhibitions and activities.

2.4.3 The Institute also operates within the SOCRATES scheme and have extensive links with Scandinavian countries including Sweden, Denmark, and Finland, as well as Italy and Portugal. Developments are also underway through the European Commission scheme, Grundtvig, to establish a network of small, specialist education institutions in Europe that develops lifelong learning opportunities in the field of media, multimedia and graphic design. This will also involve establishing industrial links within these countries and promoting work-based learning.

### **3. QUESTIONS FOR CONSULTATION**

#### **3.1 Question 1**

3.1.1 The Institute engages with a wide range of regional and national business enterprise and innovation networks including:

- **Arts Council, North West** - *Particularly their creative industries contacts and the 'Setting Up Scheme North West' which supports the development of new creative businesses*
- **Business in the Arts North West** - *Including their 'Skills Bank' and 'Board Bank' initiatives*
- **Business Link & the Small Business Service** - *Particularly their Creative Industries Advisor*
- **Crafts Council** - *Including their start-up support for designer-makers to start up in business*
- **Carlisle City Council** - *Especially their business development unit, with which the Institute is closely involved, in terms of adding value to existing initiatives like Brampton Business Centre. In addition the Business Manager is represented on the Institute's Business Response Centre Advisory Group*
- **Creative Enterprises North West** - *This network offers a forum for ideas exchange, shared expertise, advocacy and best practice regarding creative and cultural enterprise in the region*
- **Cumbria Chamber of Commerce & Industry** - *Including Carlisle Enterprise Centre, where the Institute has facilitated a successful business incubation scheme*
- **Cumbrian Cultural Skills Partnership** - *Which conducts Training Needs Analyses and the provision of skills development capacity-building, including SMEs*

- **Cumbrian Cultural Business Venture** - *A County Council grant-awarding body created to support new and existing creative business growth, with a sub-group called 'Creative Industries Cumbria'*
- **Cumbria Inward Investment Agency**
- **Cumbrian Leader Plus Programme**
- **Cumbria Rural Enterprise Agency** - *Which feeds appropriate creative business enquiries to the Institute*
- **Employment Alternatives** - *A business advice service based in South Lakeland*
- **Learning and Skills Council**
- **local Arts Development Agencies (LADAs)** - *Which feed relevant creative business enquiries into the Institute and with which the Institute may be involved in some sector-research in association with Cumbria County Council*
- **Made in Cumbria** - *A promotional, retail and marketing network focussed on Cumbrian producers and produce*
- **North West Development Agency**
- **Rural Women's Network** - *Particularly their Art Group of practitioners and small businesses*
- **UKBI (UK Business Incubation)** - *Including their specialist Creative Industries Network Group, whose members include private and public sector enterprise companies and HEIs*
- **Skills for Rural Areas** - *A network of HEIs focussing on skills development in rural communities*
- **The Princes Trust**
- **Voluntary Action Cumbria** - *Which fosters a range of initiatives, including the Rural Women's Network and Leader Plus Programmes mentioned above.*

3.1.2 The Business Response Centre is the primary interface with the external business and enterprise environment: from the first point of contact to the final evaluation of a project or partnership.

3.1.3 The Institute is also actively involved in the North West University Association (NWUA) and has developed a close working relationship with the North West Development Agency (NWDA) through their recognition of the creative and cultural industries and the appointment of a Creative Industries Director.

3.1.4 The Institute is a partner with University of Central Lancashire (UCLan) for the development of their National Technology Institute (NTI) and through this the implementation of the regional ICT strategy.

3.1.5 In February 2003 the three higher education institutions active in Cumbria formed a Strategic Alliance to provide a level of collaboration and co-operation to ensure that there is comprehensive provision of higher education opportunities in Cumbria. Following a review of higher education in Cumbria by Sir Brian Fender, former Chief Executive of the Higher Education Funding Council for England (HEFCE), this Strategic Alliance is working in close partnership with key bodies including the Learning and Skills Council for Cumbria, Cumbria County Council, the colleges of further education, schools and employers.

### 3.2 Question 2

- 3.2.1 The relationship between Cumbria Institute and business is multi-faceted due to the diversity of the provision and the differing needs and requirements of industry. There are a number of barriers that prevent, or inhibit the development of HE-business interaction including:
- 3.2.2 A lack of understanding between the Institute and business. Advocacy is required to increase the awareness of academics of the needs and priorities of business, and similarly, an understanding of the constraints of the higher education sector by business. Liaison with organisations, for example, Carlisle City Council, Cumbria Inward Investment Agency and the Cumbria Chamber of Commerce and Industry, should lower these barriers. Similarly the establishment of an Industry Focus Group to assist in the development of the Institute's postgraduate provision should provide a portal for the sharing of information.
- 3.2.3 Recognition of the quality of resources, knowledge and expertise that business can gain from the Institute. Research and consultancy is still in its infancy at the Institute though there is now a shift in culture among academics to develop its research and consultancy base to be more entrepreneurial. Considerable effort to bring business into the Institute to view the resources has proved the most successful method of enhancing the business profile.
- 3.2.4 The dispersed population of Cumbria across a geographically large area. Issues of rural isolation are a key concern in the development of networks for the creative and cultural industries.
- 3.2.5 The geographical location of Cumbria within the north west of England. The agencies operate from Manchester, Liverpool and areas of greater density of population. There is a tendency to operate a 'blanket' approach to the needs of the northwest whilst not recognising the uniqueness of Cumbria as a sub-region. Continuous contact with the NWDA is helping to draw attention to this variation.

### 3.3 Question 3

- 3.3.1 Cumbria Institute is involved with several schemes to support graduate and postgraduate placements within business. These include the Graduates into Lancashire and Cumbria scheme and the Cumbria Chamber of Commerce and Industry graduate placement scheme, in addition to Institute-led placements.
- 3.3.2 ***Professional Development (Locating Career Education, Information and Guidance (CEIG) in the Curriculum)***. The strategy at Cumbria Institute recognises that changing work cultures, labour market requirements and portfolio career patterns require students to develop career management skills and to take responsibility for their future and self-generating careers. CEIG aims to foster the concept of life long learning and enterprise and to provide the necessary skills to enable students to plan and continue to develop their careers.
- 3.3.2.1 CEIG is implemented through student centred learning opportunities embedded or linked into the curriculum. Delivery is through validated course modules

supported by course initiatives and academic staff on course teams, specialist tutors, student counsellors and support staff in the Institute; and through relationships of collaboration and partnership with outside agencies and employers.

- 3.3.3 **Delivery Through the Curriculum (Careers Education).** Careers education at the Institute is based on a student centred approach located within the teaching and learning activities of course programmes. *'Professional Development'* at level three, *'Work Experience / Placement Learning'* at levels two or three are integrated in the curriculum framework through discrete modules or through fully integrated approaches to learning. The delivery of these learning experiences take place within the vocational contexts of the host course and reflect any specific requirements of those students.
- 3.4 The teaching and learning strategies developed for the delivery of CEIG encourage students to develop effective personal strategies to achieve career objectives and emphasise the value of work experience and work related learning.
- 3.5 The expected learning outcomes of CEIG activity include the student's ability to identify and access opportunities for professional practice in the workplace. To be able to critically examine and evaluate the characteristics and behaviours associated with employment, freelance, continuing education or other approaches to professional and portfolio working lives. To be able to demonstrate a range of skills relevant to the development and management of their careers.
- 3.6 **Careers Guidance.** The student centred approaches within course and vocational contexts encourages the student to approach relevant course and specialist staff for guidance, and is monitored through the academic guidance procedure in year three. Specialist support is offered through the Professional Development module or through integrated learning including career/practice related events and workshops which are a feature of courses at level three. Students at the Institute have opportunities to meet and talk to practitioners and past graduates in relevant areas. External career information days, graduate fairs and similar events are well publicised at the Institute and courses may organise group visits as appropriate.
- 3.6.1 The student counselling service at the Institute is part of the careers guidance provision for students, especially where a student seeks confidential or independent counselling, guidance and support.
- 3.7 **Careers Information** is provided through general and vocationally specific based print material held in the Institute library and through access to online information sources. Students receive a full listing of all careers information available in the Institute. Students at the Institute use ICT to access web based careers information, employer and industry body web sites.
- 3.8 All of these curriculum and careers initiatives fully integrate employability and enterprise into the organisational culture of Cumbria Institute and the academic experience of both staff and students.

#### 4. Question 4

- 4.1 The main HEFCE funding stream for Cumbria Institute, outwith enrolments, is support for teaching and learning, and for widening participation. The Business Response Centre at the Institute operates within the wider context of the existing business start-up and support landscape in Cumbria to develop 'reach-out' activity. The Centre funds its work through the co-ordination and administration of the Higher Education Reach Out to Business and the Community (HEROBaC) fund, together with the Higher Education Innovation Fund (HEIF) and Higher Education Active Community Fund (HEACF). These funds and the associated commercial activity provide opportunities for research, knowledge transfer activity, graduate and undergraduate placements, exhibitions, conferences, training and consultancy for staff, students and graduates.
- 4.2 The Business Response Centre operates all its activities within the identified key strategic aims of the Institute's Strategic Plan, developing a proactive approach to both research and 'knowledge transfer' activities. Since the Business Response Centre was implemented, the majority of new external partnerships have been introduced to the Institute and then managed by the Business Response Centre.
- 4.3 The Business Response Centre has played a major role in the development of business interaction within the creative and cultural industries at a local, sub-regional, regional, national and international level. The Institute has been able to utilise its allocated funding to provide opportunities that would have not existed in any previous context. However these funds are relatively small compared with 'mainstream' funding and is subject bidding processes that consume valuable resources and devalue the extent of some of the activities.
- 4.4 In accord with the NWUA submission to this review, the single factor in the UK that would enable a greater contribution to be made would be to provide HEIs with an **additional** substantial stream of core funding to support business. This would enable the Institute to have the freedom to deploy such funding by responding to market need in accordance with its Corporate Plan and strengths. The Business Response Centre operates a cohesive reporting structure that would continue to enable activities to be accountable for the way in which funding is spent and to demonstrate the effectiveness of meeting the needs of the business community.