

Enterprising Times

Newsletter of the Faculty of Business, Education and Law

January/February 2016



Editorial

If you need any further evidence that the UK is far better in Europe than out of it then this issue provides plenty of examples. All too often the debate in Europe is framed around business (although how anyone can doubt that being part of the world's largest single market is a bad thing beats me). We don't often hear about the enormous advantages to education, teaching and research. This university, like most in the UK, makes extensive use of EU networks, funding and protocols in order to provide opportunities for students and to collaborate on new teaching and solve research problems. This is why UK Universities (made up of 132 universities) fully supports staying in the EU. Not only is the EU now producing 34 per cent more science output than the US, but the gap is also widening. So if you value the future of education, science, teaching and research then vote to stay in the EU.

Professor Jon Fairburn

To subscribe or unsubscribe to this newsletter please email jon.fairburn@staffs.ac.uk.

Back issues can be found at <http://www.staffs.ac.uk/enterprisingtimes>.

Front cover top left: David Hyner on goal setting; top right: Professor Susan Foreman with some of the visitors from Guangxi University; bottom left: Selina Ladher receives her Level 5 Institute of Leadership and Management certificate from Head of the Business School, Paul Williams; bottom right: Milly Beech receives her Level 5 Institute of Leadership and Management certificate from Isabel Clarke

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Staffordshire University Business School Professor co-founder and chair of new foundation supporting the leaders of tomorrow

Working together with three Dutch colleagues representing academia, local government and the third sector, Professor Rune Todnem By co-founded the Public Leadership Foundation (PLF) at the end of 2015. The purpose of PLF is to encourage, identify, develop and support leadership in the public sphere. The foundation's slogan is to be MAD (Making A Difference) through EPIC leadership (Energy, Purpose, Identity and Courage) with a focus on connecting students, young professionals and experienced professionals who are seeking continuous leadership development.

The launch event was held in conjunction with the 2016 Public Leadership Challenge (PLC), a joint initiative by the Leiden Leadership Centre of Leiden University, FUTUR and the Public Leadership Foundation on 11th January 2016 in the Hague. The purpose of the annual PLC is to focus on challenges faced across the world and identify how we can best address them, and the challenge identified for 2016 was the current European refugee crisis. The PLC explored how shared leadership of people from various backgrounds, fields of expertise and areas of authority can work together in the pursuit of sustainable solutions.

Professor By, co-founder and Chair of the foundation, states, 'The Public Leadership Foundation and the Public Leadership Challenge are all about providing platforms to encourage, identify, develop and support leadership in the public sphere. We believe we all have leadership responsibilities and capabilities, and we are here to nurture them. The old myth of leadership "belonging" to a small and exclusive group of people – very often old, white, middle-aged men – is fundamentally flawed. Many formal leaders don't perform leadership, and many who do perform leadership do not perceive themselves as leaders. Leadership is not about titles – it's about action. We believe that together – through the idea of shared leadership – we can do so much better both for current and future generations.'

For further information about the Public Leadership Foundation and partnership opportunities, please visit www.publicleadership.foundation.

Professor By appointment at University of Stavanger Business School, Norway

In acknowledgement of his international leadership role in the area of organisational change and leadership, Professor Rune By of Staffordshire University Business School has been appointed Professor II at Stavanger University Business School, Norway. This appointment acknowledges his role as editor-in-chief of Routledge's *Journal of Change Management*, his co-authorship of the leading text-book *Managing Change in Organizations* (2014) and his co-editorship of *The Psychology of Organizational Change: Viewing Change from the Employee's Perspective* (2013), *Organizational Change, Leadership and Ethics* (2013) and *Managing Organizational Change in Public Services* (2009).

In this new role, Rune continues to deliver the Executive MBA module Change Leadership, of which he received 97% score in student feedback, works with the Business School PhD researchers in providing advice on publishing and co-authoring journal articles, and advises the Business School senior leadership on how to further develop as an international business school.

Upon appointment Rune stated, 'This is a real honour and opportunity for me to work more closely with a research active environment, and for us to explore potential future collaborations between an English and a Norwegian university.'

Contact Rune at R.T.By@staffs.ac.uk or on +44 (0)1782 294161.



AEDdonate charity ball

Staffordshire University students Bethan Hanly (@BethanHanly), Kayleigh Fyfe (@KayleighFyfe), Milly Beech (@MillyBeech) and Vanessa Briggs (@vanessabriggsx3) are working alongside local heart defibrillator charity AED Donate helping to hold their first annual spring ball at The Moat House, Stoke-on-Trent on Saturday 16th April 2016 as part of their final year Events Management project.

The ball will consist of a night of fine dining, high class entertainment and elegance to showcase the paramount importance of the need for heart defibrillators to be placed within local communities, as well as praising the individuals and groups for their continued support in ensuring the charity’s successful first year. Consisting of a champagne reception, four course meal, performances from television star and comedian Ted Robbins and local band Lost the Plot, with a black tie theme, the ball will be one not to miss.



For information on how to purchase tickets, call +44 (0)1785 472224 or email info@aeddodate.org.uk.

Sponsorship packages are still available.

Guangxi University study tour in the UK – Hazel Squire

On Monday 25th January the Business School welcomed students from one of its partner colleges, Guangxi University for Nationalities (GXUN), Nanning, China, for its first 'Winter Camp'. GXUN deliver



our International Foundation Programme and the BA (Hons) in Accounting and Finance. The purpose of the visit was to introduce the students to UK culture and explore our postgraduate offering.

The week commenced with a

welcome opening ceremony by Lee Zhuang, Susan Foreman, Paul Williams, Paul Byrne and Hazel Squire. The day consisted of an overview of the university and Stoke-on-Trent, including an explanation of 'aye up me duck'. The award leaders for some of our Master's courses gave presentations and there was an English quiz from Paul Toft.

Liz Binns, Beverly Owusu-Asamoah and Nicky Hayes in the Faculty Partnership Team did a fantastic job of organising a week that students described as both educational and entertaining. This included industrial visits to Wedgwood (with afternoon tea included) and Vodafone, cultural visits to Warwick Castle, the Potteries Museum and Art Gallery and a traditional English pub, and of course shopping(!)

at both the Trafford Centre and in the Potteries Shopping Centre. The week was brought to a successful close by a superb celebratory Chinese New Year event at Stoke Town Hall organised by the Partnership Team and the Student Union, where our GXUN visitors mingled with staff and a large number of international students. After enjoying



a three course meal to the accompaniment of a violinist, both locals and visitors took to the floor to dance and try their hand at karaoke, with some students displaying a considerable singing talent and some staff members displaying a considerable degree of courage!

All in all, the week was both memorable and rewarding for all concerned and it is to be hoped that more such visits from Staffordshire University partners will take place in the future.

Contact Hazel at H.Squire@staffs.ac.uk or on +44 (0)1782 294985.

Staffordshire University Education Diversity Day – Clyde Redfern

Staffordshire University School of Education academics organised an intensive conference day on Thursday 10th December 2015 for students from all of their disciplines to reflect on diversity. The aim of the day was to provide clear guidance and information in order to help education professionals to work more effectively to give their students the best life opportunities possible in a supportive and safe environment.

The day began with a keynote address from Mr Kamal Hanif, Executive Headteacher at Waveley School in Birmingham. Kamal focused on the issue of radicalisation of pupils and offered advice and guidance from his experience as a head of an inner city school and from working alongside three of five Birmingham schools at the centre of the so called “Trojan Horse” scandal.



Mr Hanif, pictured left, said this would help educationalists to ‘identify situations’ and ‘deal with them in an appropriate manner, without overreacting and being alarmist. This is about having a greater understanding around the issues of radicalisation and extremism.’

Time was given for attendees to reflect on the content and to explore how it would impact on their work. This will be followed up by all attendees’ engaging with a certificated online training package.

The day also featured a keynote input from Portia Bentley, an Equality Co-ordinator for the university. She explored how lesbian, gay, bisexual and transgender (LGBT) discrimination can impact on student learning and how education professionals can ensure greater equality and tolerance can be implemented in their classrooms.

The conference day sits alongside many other sessions within courses that explore other wider issues of diversity and equality. This is to ensure all education students are working with the very latest guidance, advice and research informing their practice.

Contact Clyde at C.K.Redfern@staffs.ac.uk or on +44 (0)1785 353830.

I want to teach...

If you are a graduate with an honours degree you could complete a PGCE. To find out more information on training to become a teacher come to our free event on Wednesday 13th April 2016, 4:00-6:00pm in room B169, Brindley Building, Staffordshire University, Stoke-on-Trent, ST4 2DF.

At Staffordshire University, we offer a range of PGCE courses for people wishing to teach:

- Primary (General) – <http://www.staffs.ac.uk/course/primary-pgce-tcm4261959.jsp>
- Secondary Art and Design – <http://www.staffs.ac.uk/course/SSTK-10147.jsp>
- Secondary Computer Science – <http://bit.ly/1P4D0ZI>
- Secondary Economics and Business – <http://bit.ly/1m3uznu>
- Secondary Mathematics – <http://www.staffs.ac.uk/course/mathematics-pgce-tcm4236757.jsp>
- Post Compulsory Education and Training – <http://bit.ly/1TMRZZn>
- Early Years – <http://www.staffs.ac.uk/course/eyts-pgce.jsp>

This event is designed to provide you with a wealth of information on pursuing a career in teaching. You will get the opportunity to meet the course leaders, discuss different training routes and bursaries, and get advice on the application and interview process.

Book on to this free event at <http://www.staffs.ac.uk/pgce>, or e-mail pgce@staffs.ac.uk or call +44 (0)1785 353830 for further information.

16 great events in Staffordshire and the Peak District in 2016

Here is just a flavour of the great events that are happening in the region over the next year. Many of these events provide volunteer opportunities for our students, credited work experience and partners in our research. The Peak District is the most popular national park in Europe and provides a great laboratory for our studies.

If you want to know more about our courses in Events Management and Tourism Management see http://www.staffs.ac.uk/academic_depts/business/courses/tourism_and_events/index.jsp.

English Tourism Week – 5th to 13th March – <http://bit.ly/1ORHlZr>

AED Charity Ball at the Moat House Stoke on Trent – 16th April – tel. + 44 (0)1785 472224
<https://www.facebook.com/events/1657190347867690>

Sandon Hall Spring Fair – 23rd and 24th April – <https://www.facebook.com/sandonspringfair>

Bakewell Food Festival – 30th April and 1st May – <http://bit.ly/1SUuuBc>

Tideswell Food Festival – 30th April – <http://foodfestivalfinder.co.uk/events/tideswell-food-festival>

Staffordshire Day is 1st May – <http://www.enjoystaffordshire.com/StaffordshireDay.aspx>

Newcastle under Lyme Jazz and Blues Festival – 28th-30th May – includes Courtney Pine
<http://www.newcastlejazzandblues.co.uk>

Hot Air 2016 Stoke Literary Festival – 9th-11th June – <http://www.stokeliteraryfestival.org>

Dovedale Arts Festival – 10th-12th June (occurs every two years) –
http://www.dovedalearts.co.uk/Dovedale_Arts/Dovedale_2016.html

Eroica Britannia (my favourite festival) is back in Bakewell – 17th-19th June – <http://eroicabritannia.co.uk>

Ride Staffs Cycling Festival – 2nd and 3rd July – <http://www.ridestaffs.co.uk>

James Bay is playing Cannock Chase – 8th July – <http://www.forestry.gov.uk/music>

Buxton Fringe Festival – 6th to 24th July – <http://buxtonfringe.org.uk/index.php>

Rewind Festival – 5th-7th August – Capesthorpe Hall Cheshire – 80s stars including Marc Almond, Adam Ant, Rick Astley, Go West and many more – <http://www.rewindfestival.com/north/lineup>

Stone Food and Drink Festival – 30th September to 2nd October – <http://www.stonefooddrink.org.uk>

Global Entrepreneurship Week at Staffordshire University – 14th to 20th November – organisers Prof Jon Fairburn and Clair Hameed

Blog: How to get to Stoke on Trent – a guide for European visitors

This is a blog detailing how to travel to Stoke by train and plane from Europe, and how to travel around once here.

<http://bit.ly/1J0k931>

Tourism and local gastronomy: winners of the 2015 EDEN Destinations of Excellence Awards

Twenty European destinations have been selected to receive the EDEN Award 2015, under the theme Tourism and local gastronomy. Twenty countries participated in the competition, and each country has selected one winner and up to four runners-up. The winners of the 2015 edition have been selected for their excellence in developing a tourism offer based on their specific local gastronomy.

The winners were announced on European Tourism Day in Brussels, on 16th December 2015. The following day, the winners and runners-up officially become part of the EDEN Network.

EDEN 2015 – Tourism and local gastronomy

Europe is one of the world's leading tourist destinations, partly thanks to its high quality gastronomy and the diversity of food produce and local traditions. Food tourism has grown considerably in Europe and has become one of the most dynamic and creative segments of tourism.

According to data of the World Tourism Organization (UNWTO), for about 44 per cent of travellers around the globe, food is one of the 3 criteria they take into consideration when they decide where to travel. It is one of the top five factors driving visitors' satisfaction. One in five international visitors to Europe are involved in gastronomic activities on their trip.

Apart from good quality food, European gastronomy represents a complete and wide network of activities linked to food and nutrition, namely: restaurants and wineries, cookbooks, shops selling items related to cooking, shops selling food, cooking shows and demonstrations, food advertising, visits to industries producing food, festivals dedicated to a product, food fairs, tastings of quality food produces, cooking classes and cooking contests or any tourism activity related to food.

The EDEN Awards 2015 recognise the important work that is being done by the winning destinations with their specialised tourism offers. The awards help raise awareness for sustainable food tourism and draw attention to exciting, little-known European destinations that are off the beaten track.

The 2015 winners:

- Mostviertel Tourism, Austria
- Waimes, Belgium
- Gornje Medimurje, Croatia
- Pitsilia region, Cyprus
- Jeseniky, Czech Republic
- Hiiumaa, Estonia
- Tournus and the Tournougeois, France
- Mecsek Greenway, Hungary
- Skagafjördur Food Chest, Iceland
- The Burren Food Trail, Ireland
- Guardiagrele, City of Taste, Italy
- Latgale region, Latvia
- A spit cake in Jaskonys, Druskininkai municipality, Lithuania
- Xaghra, Malta
- The Silesian Tastes Culinary Route, Poland
- Marginimea Sibiului, Romania
- Pirot, Serbia
- Brda, Slovenia
- Goierri, Basque Country, Spain
- Gaziantep, Turkey

For further information and links to each venue, please go to <http://bit.ly/1PzrFBt>.

Blog: Where to stay and eat in the Potteries

A blog mainly aimed at visitors who are staying the night and looking for places to eat and drink. As a university we receive visitors from all over the world. These visitors want a convenient place to stay with a selection of places to reach by foot in the evening for food and drinks if possible.

<http://blogs.staffs.ac.uk/staffsprofessoriate/2015/09/11/a-review-where-to-stay-and-eat-in-the-potteries>

New peer review paper on innovation support measures – Jon Fairburn

We continue to produce outputs from the FP7 GPrix project (www.gprix.eu) on innovation support measures in traditional industries. Our latest paper is:

Radicic, D., Pugh, G., Hollanders, H., Wintjes, R. and Fairburn, J. (2015) The impact of innovation support programs on small and medium enterprises innovation in traditional manufacturing industries: An evaluation for seven European Union regions, *Environment and Planning C*. DOI: 10.1177/0263774X15621759

Abstract

We evaluate the effect of innovation support programs on output innovation by small and medium enterprises in traditional manufacturing industry. This focus is motivated by a definition of traditional manufacturing industry that includes capacity for innovation, and by evidence of its continued importance in European Union employment. We conducted a survey in seven European Union regions to generate the data needed to estimate pre-published switching models by means of the copula approach, from which we derived treatment effects on a wide range of innovation outputs.

We find that for participants the estimated effects of innovation support programs are positive, typically increasing the probability of innovation and of its commercial success by around 15%. Yet, we also find that a greater return on public investment could have been secured by supporting firms chosen at random from the population of innovating traditional sector small and medium enterprises. These findings indicate the effectiveness of innovation support programs while suggesting reform of their selection procedures.

Contact Jon at Jon.Fairburn@staffs.ac.uk or +44 (0)1782 294094.

Students presented with certificates from the Institute of Leadership and Management

Level 6 Tourism Management and Events Management students were presented with certificates from the Institute of Leadership and Management by Paul Williams, Head of the Business School.

The presentation was a celebration of what the students have achieved through their work on the Professional Development and Management Skills modules.



Research for tourism project begins – Jon Fairburn

We have a project to assist the tourism industry and a first activity is to find out the views of the different groups involved.

The first questionnaire is for accommodation providers, visitor attractions, café/restaurants and other parts of the tourism industry – these are the main focus of the project and we will be developing an online training site based on this feedback. The site will allow the training to be customised (e.g. according to the type of establishment, type of staff, etc.) and provide feedback on progress. Please access the tourism industry survey at <http://surveymonkey.com/r/DVFQ8JT>.



The second questionnaire is for people living in areas with a tourism industry present. We have a short questionnaire of only nine questions to get your views. Please access the community survey at <http://surveymonkey.com/r/X6KWRHB>.

The final questionnaire is for people who are tourists and who have been on holiday in the last year. Please access the tourist questionnaire at <http://surveymonkey.com/r/NSLTPDP>.

Thank you very much for your help and if you have any questions please get in touch with me at jon.fairburn@staffs.ac.uk or on +44 (0)1782 294094.

Staffordshire University Academies Trust – Jim Pugh

Building learning relationships, creating opportunities for creative collaboration and improving the education experiences for children are at the heart of the work the School of Education aims to provide when working alongside the colleagues within the Staffordshire University Academies Trust (SUAT).

The university proudly sponsors SUAT, which supports and leads in the set-up of new school academies joining the partnership. The services provided by the central support function cover both educational and non-educational support. In terms of educational support, SUAT is linked to the School of Education at Staffordshire University, which is an outstanding ITT provider.

Over the past year the collaboration between the School of Education and SUAT has gone from strength to strength. Support from experts such as Steve Hall, Viv Lloyd and Ruth Gill from the School of Education have facilitated school improvements across the SUAT school network.

Keith Hollins, Chief Executive of SUAT, said, 'The SUAT has a busy and exciting year ahead. Moorgate Primary School moves into new premises and we're hoping to see our family of schools grow. The relationship between SUAT and the School of Education gives us an edge in terms of having academic experts available to us for teacher and management CPD.'

Future aims are not only set on academics going to the SUAT schools, but also to utilise teachers and leaders from the academies to visit students and staff on education courses, which will enrich the problem based and active learning approaches for students and ensure that expertise is shared between the partnership.

Further information on the SUAT can be found at <http://www.suatrust.co.uk>.

Contact Jim at J.Pugh@staffs.ac.uk or on +44 (0)1782 294349.

Success for MA Education students at Staffordshire University Academies Trust – Russell Spink

Three members of the Staffordshire University Academies Trust (SUAT) are delighted to have successfully completed their MA Education studies in 2015. All three are senior leaders at Staffordshire University Academy which, together with John Wheeldon Primary Academy and Moorgate Academy, form part of a trust which is sponsored by Staffordshire University. SUAT is committed to provide extended CPD opportunities to staff across the three academies and fully sponsors individuals in order to enable them to participate on the MA Education programme.



Russell Spink, the Course Leader for MA Education, commented, 'All of the 14 colleagues who are currently on the programme show a high level of commitment, seeking to develop and enhance their own professional practice through engagement with level 7 study. The programme aims to develop participants' educational research skills so that empirical enquiry can inform pedagogical practice to further strengthen teaching and learning. For those colleagues who are new to level 7 study, it can feel a little daunting at the start but individuals are rapidly gaining confidence and are taking positive advantage of the support that is offered by module tutors. I am looking forward to seeing all participants progress over the coming months.'

In summing up his experience, Sean Andrews (Assistant Principal at Staffordshire University Academy) said, 'Studying the MA Education with Staffordshire University has enabled me to gain a more in depth and detailed view of many of the skills and attributes needed to support my leadership role within the academy. The findings of my dissertation were invaluable in providing an understanding of key motivational factors that affect pupils in key stage 3. I would fully encourage fellow teachers to consider studying an MA because it challenges the way that you think about education and provides a link between theory and every day challenges within the school environment.'

Contact Russell at R.Spink@staffs.ac.uk or on +44 (0)1782 294199.

Working in partnerships with schools – Vivian Lloyd

As part of the team working with Staffordshire University Academies Trust, my initial brief was to visit each of the primary academies (Moorgate and John Wheeldon) and carry out a review of the learning and teaching. I looked at lessons, examples of work and planning with the subject leaders and SMT to identify where the strengths in practice were and where key developments could be made over the next academic year.

One of the attributes the university team offers is that in keeping up to date with developments in learning and teaching practice and research we are able to support practitioners with adopting research based practice in order to support them with enhancing the learning. In the area of mathematics this has meant reviewing the principles and practices behind a mastery approach and redesigning the curriculum to support our youngest learners with developing firm mathematical building blocks to ensure their initial understanding is secure. This has been done through:

- a redesign of the curriculum to enable practitioners to focus on key concepts and go into these in depth rather than accelerate through objectives
- taking more ownership of the learning through designing pre and post learning challenges to ensure that progress is focused and easily identified
- utilising a greater range of structured mathematical apparatus to ensure that mathematical learning is rooted in the concrete
- developing the use of recognised structured intervention programmes that build upon the children's gaps in mathematical understanding.



Practitioners have been supported through these developments in a range of ways. These have included whole staff training sessions, smaller group training sessions, individual discussions/reviews of practice and classroom based support. The support will carry on into the next year and continue to work with the schools to ensure that the provision matches the vision of the subject leaders and that staff are supported in the process.

A Maths Subject Leader at the trust said, 'So far the feedback from using [the structured apparatus] is very positive – thank you!! Staff can see the benefits of using it. I would just like to say thank you for all your support. I really appreciate it all!'

From my point of view it is an absolute privilege to have the opportunity to continue to work with practitioners, to share expertise and to focus in on making a difference to learners.

Contact Vivian at V.Lloyd@staffs.ac.uk or on +44 (0)1782 294203.

New book: *Encyclopedia of Human Resource Management*

Edited by Adrian Wilkinson, Griffith University, Australia and Stewart Johnstone, Newcastle University Business School, UK; Edward Elgar Publishing.

Both Dr Peter Beszter and Anni Hollings are contributors to this encyclopaedia.

<http://www.e-elgar.com/shop/encyclopedia-of-human-resource-management>

Erasmus traineeship – Andrea Perilli

My name is Andrea Perilli and I come from Salerno in southern Italy, specifically from a small town called Nocera Inferiore. I have just finished a Master's degree in Law at the University of Salerno.

The main topics that I have studied were International criminal and humanitarian law, International Organizations, Human rights and in general European and international law. I specialize in sustainable development. After all, it was the subject of my final dissertation entitled 'From the sustainable millennium goals to the sustainable development goals'.

During my studies, I realized that my interests mainly concern the area of European and International Law. In addition, during my year of community service in 2011 for the Arci Servizio Civile association, I was in charge of following European news, working on Europeans projects, writing reports as well as the weekly newsletter.

I had the good fortune to spend one year studying in Spain and another one in France, thanks to two Erasmus for studies grants in the last three years. It's been so amazing to live in and learn about other cultures, to get to know new people, to discover different labour approaches, to learn to speak another languages, to become more independent and to come in contact with other ways of thinking.

I definitely think that the Erasmus programme is one of the most important successes of the EU and I recommend it for every student. That is why I am here as a part of the programme Erasmus+ for traineeship for the next five months.

I think that an internship experience at Staffordshire University will provide me with all the opportunities to understand my future field of study, to improve my English and to gain skills with excellent people, and it will be a crucial step for my future education or professional career.

Contact Andrea at andrea.perilli91@libero.it
 LinkedIn: <https://it.linkedin.com/in/perilliandrea>



H.R.H. The Prince of Wales visited Middleport Pottery in January. As part of this he visited Emma Bailey Ceramics where Business Management Fast Track student Sarah Elizabeth Degg is currently on placement

RECOVEU project: update on progress – Kim Slack, Amanda Hughes and Jane Rowley

As we are now more than halfway through our EU funded project, RECOVEU, we thought was timely to take a step back and review our progress so far. The project, which began in January 2014, aims to work with adults in addiction recovery to develop an asset-based 'Access to Learning' course aimed at encouraging and maintaining participation in adult learning. Our project began with a review of Policy and Practice in the five partner countries: Ireland, UK, Italy, Romania and Cyprus. Among the key findings that emerged from the review is that there are no Access to Learning programmes designed specifically for people in recovery and few specific opportunities for them to engage with employability programmes. Although all partner countries are guided by EU policies and strategy on drugs and addiction, there are clear differences in what has been implemented and the focus for this within the individual countries, all of which are affected by a lack of consensus on addiction treatment and recovery. We would argue that a continued focus on what addiction recovery means is necessary; it is only through reaching a consensus that service providers can move forward with providing the wide range of interventions needed to support sustained recovery from the difficulties caused by addiction. It is our conclusion that access to higher education can provide opportunities for people to both re-evaluate and re-establish their lives after addiction.



A key aim of the project has been to access the views of adults in addiction recovery and service providers in order to inform the development of learning activities. In support of this a total of 92 people (service users and providers) took part in focus groups in each of the partner countries earlier this year. Although all the participants in recovery had taken part in some form of learning (including higher education) since leaving school, many had withdrawn because of their addiction or the stigma that they felt was attached to addiction. Despite this, most participants had a high level of active interest in the topic of education, particularly those in recovery from addiction. The level of awareness of learning opportunities was poor, however, and participants felt that such opportunities were restricted. Overall, therefore, the data from the focus groups and the review strongly confirm the need for the RECOVEU project.

We are now looking forward to the next 12 months of the project! We plan to build on the work we have completed beginning in February with a pilot of the Exemplar Learning Activities and Evaluation Toolkit which have been created as part of the project. A conference will be held in November 2016 to mark the culmination of the project and launch the final Course Pack and E-Learning Platform. In the meantime we will continue to post our publications and results on the RECOVEU website as they become available, together with links to any other addiction/adult learning material we have found helpful.



RECOVEU UK project team: Kim Slack, Amanda Hughes, Jane Rowley, Tom Ward and Emma Berndt, School of Education

Policy and Practice Review: <http://recoveu.org/index.php/e-library/category/7-wp3-policy-practicereview>

Focus Groups: <http://www.recoveu.org/index.php/en/project-reports/category/8-wp4-focus-groups>

Chelsea Haddon has dreams of a successful career in marketing

Chelsea Haddon, account executive at Lesniak Swann, is working towards a Chartered Institute of Marketing (CIM) qualification at Staffordshire University to further her career.

The Sentinel article: <http://bit.ly/1RldXo0>

Staffordshire University Marketing courses: <http://bit.ly/1mu6ndc>

EDIPUS: European Digital Portfolio for University Students project – Gianluca Coppola

The project entitled EDIPUS: European Digital Portfolio for University Students is approved with EU funding of €210,930 and has begun on 1st November 2015 and will be concluded on 31st October 2017.

The EDIPUS Project will create a new powerful tool for all higher education students in Europe, which will provide them with a digital tool called Digital Portfolio Portal (DPP), where they can create their own portfolio of experiences and qualifications in a creative and professional way. The portfolio will be semi-structured allowing the students to be creative in the way they want to present their portfolio experiences. The EDIPUS DPP aims to replace the traditional CV, by offering a smarter and modern tool to students for expressing themselves, supporting social media functionalities as well as smart phone communication. The EDIPUS portfolios will be hosted on a smart data base platform allowing employers to discover potential employees via a smart search engine of competence preferences and of job needs. The best developed university student portfolio will be the one that will allow an employer to offer a job to a university student without requiring to meet him/her face-to-face. This is the challenge for the university students to meet.

The main project target groups are all university students in Europe and beyond, academics, career experts and officers, representatives from enterprises and other stakeholders. The tool is expected to contribute substantially to the development of students' communication skills, self-assessment and self-esteem, and provide a means that allows benchmarking rating and facilitates mobility in the European and international ground.

During the implementation of the project a survey will be conducted in order to receive feedback for the content design, which will determine the basic structure of the EDIPUS DPP. An electronic user guidebook will be developed to be used by students and those supporting the students in developing their EDIPUS DPP. Finally, a training course will be created for students and career officers for the best development of a DPP.

The consortium of the EDIPUS Project is composed of experts from Cyprus, Greece, Italy, Austria, Portugal, Belgium and Spain. The coordinating organization is the European Association of ERASMUS Coordinators. Partner organizations include the Instituto Superior de Engenharia do Porto (Portugal), Enoros Consulting (Cyprus), University of Piraeus Research Centre (Greece), UNIMED Mediterranean Universities Union (Italy), ERASMUS Student Network (Belgium), University of Vienna (Austria), Eurocrea Merchant (Italy) and Fundacion Universidad Empresa Murcia (Spain).



For further information please contact Gianluca at gianluca.coppola@eurocreamerchant.it or go to <http://edipus.me>.

Interview for *Legal Desire* – Matthew Sadler

Matthew Sadler of the Law School carried out a media interview whilst in India and talks about the various career programmes offered by Staffordshire University for Law Students and his experience during visit to Indian Law Schools.

Legal Desire interview: <http://bit.ly/1RRck1G>

Law courses at Staffordshire University: http://www.staffs.ac.uk/academic_depts/law/courses

EFFEFFECT: a new European project to fight food waste – Gianluca Coppola

EFFEFFECT (Europe Fights Food waste through Effective Consumer Training) is a two year European project, made possible through an Erasmus+ grant awarded by the National Office in Poland. The aim of EFFEFFECT is to develop an innovative multifunctional platform, hosting informative and educational content to raise awareness of food waste and encouraging citizens to actively reduce their food waste footprint.



Our general objective is to improve the offer of high quality learning related to food management and sustainability, tailored to individual adult learners and delivered through a completely innovative way of outreach. The added value of the project is to pursue this goal by offering an innovative approach based on informal learning, education

and entertainment, in short edutainment. We will do this by creating a multifunctional and interactive platform to educate citizens to value and reduce food waste. It will include:

1. Training materials (e-learning contents links, check-lists, tips, etc.)
2. Web-TV, hosting interesting short videos about food waste and solutions to reduce food waste footprint
3. A board-game, available as an online game and also for download and 'do-it yourself construction' at home
4. Events to spread the word

In addition, the development of the products will cater for the different training needs, socio-economic, geographical or cultural situations of the general target group, identifying three sub-groups:

1. families, adult people
2. disadvantaged people (beneficiaries of food aid and poor people)
3. social workers dealing with food waste recovery and redistribution

In this sense, the project moves away from the current mainstream of considering consumers a homogeneous group.

The project is promoted and implemented by a consortium of 6 partners from 5 different European countries: Poland, Italy, Greece, Spain and the UK. We are currently conducting a transnational survey to investigate European citizens' attitude to food waste. Take part in the survey at <https://www.surveymonkey.com/r/EFFEFFECTsurvey>.



For more information about the project, contact Gianluca at gianluca.coppola@eurocreamercant.it.

New international websites launched

In early December our Chinese website was launched. This website is useful for us as Facebook and Twitter are not accessible in China; the new website allows us to promote Staffordshire across China and to link back to it from Chinese social media sites, including Weibo and QQ.

www.staffschina.cn

We have also developed an Arabic webpage. This site has been created to expand our presence in the Middle East and Gulf States, including Saudi Arabia and Libya, and to promote our masters in engineering and forensic science courses.

<http://bit.ly/1PK9f25>

The MA EGEL: from A (Albania) to Z (Uzbekistan) – Ian Jackson



In semester one the Business School hosted the 2015-16 cohort of the MA Economics of Globalisation and European Integration (EGEL) programme. The MA EGEL is an Erasmus Mundus Masters Course – a degree programme run by nine universities from across Europe plus China and Brazil. It has been running since 1994 (originally as the MA Economics of International Trade and European Integration).



This year the 24 students came to Stoke from 16 different countries: Albania, Belgium, Brazil, Bulgaria, China, Czech Republic, Ethiopia, Ghana, Kazakhstan, Lebanon, Russia, Serbia, Singapore, Spain, Ukraine and Uzbekistan: a truly international group. As well as studying Microeconomics, Macroeconomics, Econometrics and

Mathematics, a series of special seminars on wide ranging subjects was also organised for them.

In September the students attended a two day residential in the Peak District, staying at Hartington Youth Hostel. They were accompanied by a number of staff members involved in the programme: Ian Jackson (Course Tutor), Mehtap Hisarciklilar, Jenny Herbert, Marion Morris and Edvard Orlic. The residential also included visits to Biddulph Grange Gardens and Middleport Pottery. In October Jenny Herbert and Marion Morris organised a group trip to the Trentham Monkey Forest and Gardens. Various cultural activities were offered by Ian Jackson such as a canal walk, the Stone Food and Drink Festival and a visit to Stoke Beer Festival. The students have now completed their studies at Stoke and have gone to the University of Cantabria, Santander, Spain until Easter, after which they move to the University of Brasilia, Brazil!



Contact Ian at I.Jackson@staffs.ac.uk or on +44 (0)1782 294211.

Developing global citizenship: collaborative working between Staffordshire University and TAMK, Finland – Duncan Hindmarch, Jori Leskelä and Sisko Mällinen

Staffordshire University School of Education and the Teacher Training department at Tampere University of Applied Sciences (TAMK) have strengthened ties following the completion of their first joint project.

During my visit to Tampere in May 2015 (*ET* July/August 2015, p18) it was agreed to facilitate collaboration between our students. Our intention was to start with small but achievable ideas before developing more ambitious plans. It was therefore decided that the first project was to create joint posters on education subjects as chosen by the volunteers. Communicating via Skype, Adobe Connect and Google Docs, the students developed IT skills as well as their Global Citizenship graduate attribute. Student feedback was positive about this experience, with participants enjoying the opportunity to discuss education issues with peers from a different country.

Educational Assessment of 4-11 Year Olds in the UK and Finland

Comparing Computer Programming in English and Finnish Primary Schools

Tagline: "High-quality computing education equips pupils to use computational thinking and creativity to understand and change the world". Department for Education (2015)

Historical context: 1970's-1980's.
During the late 1970's the British Broadcasting Corporation (BBC) ran a successful TV based basic literacy campaign, and aimed to repeat this approach with the first wave of popular personal computers. It focused on practical software. For computer science programming, AS it would be necessary to teach how to code on hardware. The BBC selected a highly popular, which became the BBC Micro (updates to follow). Government led to a second wave of funding computers in schools in the 1980's, with most using the BBC Micro. Primary and secondary children were taught to code on these (BBC, 2015).

1990's - The Present
With more complex computers and software available, coding led our in schools with Information Communication Technology (ICT) focusing on off-compass skills such as word processing and spreadsheets. English departments were highly on ICT compared with other nations, but the level of use has been contained (OCCO, 2014). Madsen et al. (2014) highlight how the presence of technology in classrooms has often exceeded its impact in practice. Kurt (2013) found that much research supporting ICT spending in schools is not rigorous but rather subjective to preferences to show modernity. The latest OCCO report into computing (2015) found that globally most technology spending goes towards poor value for money and is not likely to have the potential to underpin learning for students with poor theoretical skills.

The Answer: BACK TO THE 1980's
Arguing that most students learn software skills intuitively without being taught, the new National Curriculum brought back coding as an integral part of ICT. The core of computing is computer science, in which pupils use taught the principles of information and computers, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content" (DfE, 2015).

Although generally welcomed, there has been concern about needing to quickly train ICT teachers, many of whom have little or no coding expertise. Since the launch of the 2015, many schools have had more the ability to engage staff without full teaching qualifications in their own mandatory ICT qualification requirement (primary schools).

New desktop computers such as the Raspberry Pi (a credit sized) and BBC Microbit aim to support hardware coding development, with laptops and tablets promoting digital literacy which can be embedded throughout the curriculum. Such devices are provided by the school to support an environment in digital literacy between those with and without access to technology at home.

References: BBC (2015) *Computing Education: Core Curriculum Change*. 2015 (2015) *State of Digital*. DfE (2015) *Supporting Curriculum in England: Core Skills for the Programme of Study*. 2015 (2015) *State of Digital*. Madsen, L., Heilmann, D., Murray, J., and Kuchemir, T. (2014) *Computing in Schools: Evidence on Teaching and Learning*. Northumbria University, Leeds. (2014) *Computing Education: Core Curriculum Change*. DfE (2015) *Supporting Curriculum in England: Core Skills for the Programme of Study*. 2015 (2015) *State of Digital*. Patten, C. (2015) *How to Grow a Computer Science Teacher*. 2015 (2015) *State of Digital*.

Followed: "We continue to offer to be left any more behind other countries in ICT skills". Minister of Education and Culture Krista Kiuru (Kiuru-Saaremaa, 21.1.2014)

Motivation for computer programming education
Programming is seen as one of the most important factors in future development of our society, being considered a fundamental right of every child. The objective is to prepare for the future and ensure that the expected shortage of 17,000 job candidates in the field of IT by 2020 can be covered by starting this education now. Programming education starts in Finnish primary schools in autumn 2016.

Learning objectives
The general objective is to learn computational thinking. Students learn to give and use simple, precise commands, and which commands solve which problems. Also understanding the benefits of programming and experiencing it as fun are objectives. At grades 1-2 the objective is to understand what a simple and clear command is like. At grades 3-6, the objective is to understand what a simple and clear command is like. At grades 7-9 the objective is to get to know real programming language.

Teaching
Teaching is integrated into main lessons. It is also to the school and the teacher how much time is allocated to programming. All teachers who teach math will therefore also teach programming. Additional training is provided for teachers.

Equipment
Students use the devices at school. However, as the number of computers is limited, small group work together in pairs is used without computers. Tablets can be used. Mobile apps and games can be used for extra engagement and make learning enjoyable. Tablets, desktop computers and headphones for iPad.

Gender equality
One of the aims is to involve more girls in programming and build their capabilities to change the world as well through programming. This is because currently, only 2% of professional programmers are women.

Collaborative posters created by SU BA Education students and TAMK Masters level trainee teachers

Following Jori Leskelä's teaching exchange visit in 2015, the School of Education also benefited from Sisko Mällinen's expertise both in terms of e-learning training and understanding of the Finnish education system. Highly rated in global comparative studies, her lecture was of great interest and value to the BA Education students studying global education systems. The Erasmus exchange also gave us further opportunity to discuss future collaborative opportunities, which we have organised into short, medium and long term goals as outlined in my recent Pechakucha presentation to the Faculty.

Short term (this academic year):

- Arrange online conversations between English and Finnish students.
- TAMK student designed e-learning resources will be evaluated by BA Education volunteers

Medium term (next academic year)

- Repeat collaborative poster project as part of formal assessment
- Mini lectures via Skype/Zoom

Long term

- Exchange study opportunities – to further develop the global citizen.

Incidentally, these faculty Pechakuchas on 15th January were great fun so I got my students to have a go themselves. They took to this task with relish and delivered superb presentations.

So in summary, we have started with small steps, but are looking forward to building further collaborative opportunities for our students to graduate as true Global Citizens.

Contact Duncan at D.N.Hindmarch@staffs.ac.uk and on +44 (0)1782 294216.

Staff profile – Dr Nurdilek Dalziel



Dr Nurdilek Dalziel has been appointed Lecturer in Marketing. Nurdilek is based in room B379 sharing an office with Angela Lawrence.

Nurdilek started her career as a banker, working for financial institutions in Istanbul and Ankara at various levels. In her last banking role, she was in charge of a Marketing and Product Development unit. In 2002, she decided to transform her financial services background into an academic career, which resulted in the award of a PhD with the Open University Business School in 2007. Before joining Staffordshire University, Nurdilek has worked for University of Leicester School of Management for eight years, primarily teaching postgraduate students. Nurdilek also contributes to undergraduate and postgraduate programmes at ifs University College with a particular research interest in relationship marketing, social media, marketing communications and financial services marketing. Additionally, she is a reviewer for the

International Journal of Bank Marketing and *The Service Industries Journal*, and an editorial board member of *American Journal of Economics and Business Administration*.

Contact Nurdilek at Nurdilek.Dalziel@staffs.ac.uk or on +44 (0)1782 295944.

Staffordshire University's Research Services Team host the annual visit from the UK Research Office

On Wednesday 9th December 2015, Staffordshire University's Research Services team in Research, Business and Enterprise Services (RBES) hosted the annual visit from the university's UK Research Office (UKRO) representative, Blazej Thomas. The visit formed part of their programme of annual events for research active academics.

Professor Allan Howells introduced the day which was attended by over 30 members of academic staff from across the faculties. During the morning session, Blazej shared with the group lessons learnt from the first Horizon 2020 call rounds and the group engaged with selected topics from up-and-coming calls. They also explored specific themes from the funding programme. The afternoon session focussed on the Marie Skłodowska Curie programme and how to bid into it.



Left to right: Sean Farrell, Development Manager RBES; Naomi Arblaster Development Manager RBES; Prof Allan Howells, Vice-Chancellor, Research, Enterprise and External Affairs; Blazej Thomas, European Advisor UKRO; Jose Beech, Development Manager RBES; Emma Davies, Head of Research Services RBES

Copies of all the presentations from the day are available on request from researchservices@staffs.ac.uk.

REF Support Scheme – three School of Education projects

The School of Education has been awarded three projects under the university's support scheme for the next Research Excellence Framework (REF).

Funding won to develop a public engagement and impact strategy – Katy Vigurs

Dr Katy Vigurs has been successful in winning £5000 to design and execute a high impact public engagement strategy for her research into the impact of higher tuition fees on graduates' decision-making about their post-university futures. Part of this strategy involves commissioning a number of Staffordshire University's own undergraduate students on the BA Hons Cartoon and Comic Arts programme (photo) to produce 'visual vignettes' (comic strips from grown ups) that will graphically represent the lives of students who were interviewed for the 'Graduate Futures' research project.

Katy has been working closely with Gareth Cowlin (Cartoon and Comic Arts Lecturer) to set the live brief for his Level 6 students. She has pitched the brief to a whole cohort of students and is awaiting their initial submissions in February before she can formally commission a smaller number to produce the research-based comic strips. Katy has been blown away by the talent and skill of the Cartoon and Comic Arts students and is excited about collaborating with them to extend the public reach and impact of the research findings. This venture coincides with Katy being appointed to the role of Academic Champion for Public Engagement within the university, which she is working on alongside Penny Vincent. If you're interested in building strategies for impact and public engagement into your research and scholarship activities then you might find it useful to look at the resources and ideas curated by Katy and Penny under the hashtags #StaffsImpact and #StaffsEngage on Twitter.

Contact Katy at K.Vigurs@staffs.ac.uk or on +44 (0)1782 294273.

Developing Career Researcher Scheme grant – Amanda Hughes

Dr Amanda Hughes has been awarded funding under the university's REF Support Scheme to undertake a project that examines whether self-efficacy and self-concept are distinct aspects of the personality. Theoretically, self-efficacy and self-concept are proposed to be different but their separateness has been challenged because they both contain a common element – perceived self-competence. It has been argued, however, that the way self-efficacy/self-concept is measured compounds the issue, with the phrasing of questionnaire items being particularly important. Following on from Amanda's doctoral research, which suggested some overlap of self-efficacy and self-concept, this project uses quantitative research methods (factor analysis) to further examine this issue in secondary school students.

The research is relevant to educational researchers, practitioners and policy makers who seek to understand the role of self-efficacy and self-concept in relation to academic functioning. Current interventions for school-age students that are aimed at improving self-efficacy and self-concept typically do so with a view to facilitating improved academic abilities and performance; the findings of this research will inform understanding about whether interventions should be looking to enhance self-efficacy and self-concept separately, or whether it might be more appropriate to concentrate on developing perceived self-competence.

Contact Amanda at a.c.hughes@staffs.ac.uk or on +44 (0)1782 295741.



General Research Support Scheme grant – Kim Slack

Dr Kim Slack has been awarded funding from the REF Support Scheme to undertake a small research project involving young people in the local area. The project will follow up on Kim's doctoral research which explored educational decision making. As part of this earlier research a series of interviews was conducted with young people living in the local area in 2004/5. These participants included HE students, apprentices and young people in jobs without training. In addition to questions around their educational decision making, participants were asked about their views on the city, how they felt it was perceived by 'outsiders', local opportunities in relation to education and the labour market, and their attitudes towards qualifications in general and higher education specifically.

The previous study found that there were clear differences between the three groups of participants in relation to the sorts of opportunities they saw as being available to them locally and the qualifications which were valuable to them in relation to moving forward. Since this research was conducted there has been a global economic recession, the impact of which has been felt more strongly in some parts of the UK than others. The current research aims to find out if the economic recession has impacted on young people's attitudes towards the city, their community and the opportunities available to them locally.

Collaborating with Kim on the project are Dr Katy Vigurs (School of Education) and Penny Vincent (Academic Development Unit) in her capacity as Volunteering and Community Engagement and University Quarter Community Partnerships Manager. Penny has also conducted research pre-recession on the attitudes towards university among the local community and this project will draw on this earlier work.

Contact Kim at K.B.Slack@staffs.ac.uk or on +44 (0)1782 294270.

Faculty 'Research Conversations' series

The Faculty of Business, Education and Law's research seminar series is back in full swing. Two 'Research Conversations' have already taken place with another six planned between February and July.

The first seminar was led by Dr Katy Vigurs, which saw her discuss the emergent findings of an externally funded research project on the impacts of higher education finance reform in England. During the session she explained how external research funding was gained from a number of different sources, introduced the qualitative research design of the two-year study, outlined the approach to comparative data analysis taken and explained the collaboration between two universities. This first seminar attracted colleagues from across the university who engaged in lively discussion about the impact that higher tuition fees are having on students' graduate futures. Katy also shared two example interview transcripts from the 92 student interviews conducted, so that the audience could get a feel for the sort of data generated by the project.

The second seminar was led by Prof Priit Reiska (photo) from Tallinn University (Estonia). Priit gave an engaging session on his research into the use of concept mapping as a tool to facilitate high level learning in a range of education settings. He demonstrated how concept mapping software (which is free to download) can be easily incorporated into learning activities in the classroom and he also shared criteria for assessing the quality of learners' concept maps.

The next Research Conversation is being led by Dr Steve Kelly on Thursday 25th February at midday, focussing on whether social media is useful for microbusinesses. This will be followed by a Research Conversation led by Dr Jana Fiserova on Friday 11th March at 12.30pm, focussing on how to produce research outputs in 110 hours whilst teaching undergraduates!

For more information about the Research Conversations Series, please contact one of the convenors: Dr Katy Vigurs, Dr John Israilidis and Kris Lines. We look forward to seeing you at a future event.

Wine and Food events 2016 – organised by Jim Gillespie of Touchstone Wines, Stone

Saturday 5 March – ‘Wine Tasting of Wines from North & South America’. Wines will be served with matching canapes. 8.00pm at Hales Club, Almington Road, Hales, near Market Drayton TF9 2PP. Tickets £28 (including all food and all matching wines) from Will Swinnerton of Hales Club 01630 657156 or from Touchstone Wines

Saturday 19 March – ‘March Madness’. A Six Course Food & Wine Dinner hosted by Tony Panter & James Gillespie at Stone Railway Station 7.30-11.00pm. Tickets £55 (including all food and all matching wines) from March Hare Kitchen (Tel. 07885 566562) or Touchstone Wines

Thursday 7 April – ‘New Zealand: more than just modernity’. An evening tasting of wines from New Zealand at Touchstone Wines Shop. 7.30-10.00pm. Tickets £18.50 from Touchstone Wines

Sunday Afternoon 24 April – Sunday Afternoon ‘Blues & Bourbon’ Event with Gillespie Blues Band playing live electric blues & with a special list of top-class Bourbons available to taste at the Bar. At Granvilles Brasserie (Stone) 12.30-5.00pm. Tickets £5 (for entry) or £15 with reserved seat & table & including American-themed lunch. Tickets from Granvilles Brasserie 01785 816658 or from Touchstone Wines

Thursday 5 May – ‘Chateauneuf-du-Pape: a tutored tasting of some very highly revered wines’ at Touchstone Wines Shop. 7.30-10.00pm. Tickets £25 from Touchstone Wines

Saturday 14 May – ‘To Welcome in the May-o!’ Food & Wine Dinner hosted by Tony Panter & James Gillespie at Stone Railway Station 7.30-11.00pm. Tickets £55 (including all food and all matching wines) from March Hare Kitchen (Tel. 07885 566562) or Touchstone Wines

Thursday 2 June – ‘Wines from Southern Italy’. An evening tasting at Touchstone Wines Shop. 7.30-10.00pm. Tickets £17.50 from Touchstone Wines

Friday 1 July – ‘Canada Day Tasting: an evening tasting of Canadian wine, beer & spirits’ at Touchstone Wines Shop. 7.30-10.00pm. Tickets £20 from Touchstone Wines

Thursday 7 July – ‘Wines for Summer Drinking’ an evening tasting at Touchstone Wines Shop. 7.30-10.00pm. Depending on weather it may be possible that this Tasting will take place in the newly revamped walled garden at the rear of the shop. Tickets £18.50 from Touchstone Wines

Saturday 9 July – Annual ‘Stone Music Festival’. Six Course Food & Wine Dinner hosted by Tony Panter & James Gillespie, (with live pre and post-prandial music) at Stone Railway Station 7.30-11.00pm. Tickets £55 (including all food and all matching wines) from March Hare Kitchen (Tel. 07885-566562) or Touchstone Wines

Saturday 24 September – Annual ‘Pre-Stone Food & Drink Festival’ Game & Wine Matching Dinner. Hosted by Tony Panter & James Gillespie at Stone Railway Station 7.30-11.00pm. Tickets £55 (including all food and all matching wines) from March Hare Kitchen (Tel. 07885-566562) or Touchstone Wines

Friday 30 September, Saturday 1 October & Sunday 2 October – ‘Touchstone Wines Stand’ at Stone Food & Drink Festival. Further details of tutored talks & tastings during the festival to be advised

Sat 3 December – ‘Victorian Christmas Food & Wine Dinner’. Hosted by Tony Panter & James Gillespie, (with live pre and post-prandial music) at Stone Railway Station 7.30-11.00pm. Tickets £55 (including all food and all matching wines) from March Hare Kitchen (Tel. 07885-566562) or Touchstone Wines

22 Radford Street, Stone, tel. 01785 747491 or 07770 662662, <http://www.touchstonewines.co.uk>

Distribution of *Enterprising Times*

The vast bulk of distribution is electronic. Within the University, distribution is made to all of the Faculty of Business, Education and Law School, the University Executive, Enterprise and Commercial Development, anyone cooperating on projects, RSS feeds and All staff Chat.

Outside the University, *Enterprising Times* is sent to 15 international partner institutions throughout the Middle East and Asia (combined, at least 4000 business studies type students), partners on EU funding projects and contacts in Europe, 400-500 contacts in the region (including media, members of Parliament, members of European Parliament, local councillors, chief executives, council officers, chambers of commerce, private companies, public sector organisations, professional networks, European organisations, etc.), and up to 10 groups on Linked in depending on the issue (regional, thematic, international).

We are currently number 1 on Google when searched on the term 'enterprising times' (out of 7.5million).

We are also appearing on the front page of Google for a number of other terms.

If you would like to subscribe or unsubscribe to the e-mail version of this newsletter please e-mail jon.fairburn@staffs.ac.uk.

Notes for contributors

Topics – we cover a very broad range of issues reflecting the wide variety of interests in the Faculty of Business, Education and Law School. These include all aspects of business, innovation, enterprise, economics, European policy, global issues, markets, education, law and student experiences. Write about what you know and like best.

Generally articles can be between 150 to 350 words. Try and include at least a profile photo of yourself or, better still, a good photo linked to the article. Photos should be provided as separate files in a high resolution format. Include the contact details that you are happy to have published and/or a website/blog.

Shorter notices, e.g. funding opportunities, upcoming events, jobs, scholarships, etc. can also be publicised. Just remember to check our publishing deadline.

All submissions can be sent to et@staffs.ac.uk.

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3. If the writer is obviously someone outside of Staffordshire University, e.g. an MP or MEP, then contact them direct.
4. Note that we would not expect any selective editing of the article that would change the tone or meaning of the original article.
5. If you need the original photos then contact us.
6. We would appreciate where possible a link to either the specific issue or the general link to *Enterprising Times* which is <http://www.staffs.ac.uk/enterprisingtimes>.

Deadlines for 2016

31st March	3rd October
29th May	30th November
29th July	