



**From the Periphery to the
Mainstream: Mentoring in
Schools on the Curriculum
at Cass Business School**

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Rob Compton is the UN PRME Programme Manager at Cass Business School and leads the School Mentoring Programme. Rob has worked in training development in the corporate sector and spent 10 years as a campaigner and practitioner developing corporate responsibility and community investment programmes at Business in the Community and as an independent consultant. He has worked with over 50 businesses on their partnerships with schools and charities and has extensive experience of brokerage, motivation and training of mentors working with vulnerable people. Rob has been teaching at Cass since 2012 as a Visiting Lecturer on the MSc and BSc Management programmes as well as mentoring a range of professionals building careers in corporate responsibility as well as charity professionals, students and even a Flight Lieutenant in the RAF. He has also been a school governor for five years and is currently researching a PhD on innovative pedagogy in business schools.

Dr Marton Racz is a postdoctoral Research Fellow with the Ethics, Sustainability and Engagement unit at Cass Business School as well as Head of the Centre for Academic Services and Senior Lecturer at the International Business School in Budapest, Hungary. Marton is a Fellow of the Higher Education Academy, and currently co-manager of the editorial collective of the journal *ephemera: theory and politics in organization*. His doctoral thesis explored the meanings and practices of criticality in select UK business schools. Building on this, his research currently focuses on the organization of higher education; on innovative ways of educating management students for ethics, responsibility and reflexivity; and on the roles management academics' organizational practices play in achieving this goal.

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Executive Summary

In 2009, Cass Business School responded to the Global Financial Crisis by evaluating what the role of a Business School in educating future business leaders should be. A number of projects have been set up and shared in our bi-annual report to the UN Principles for Responsible Management Education (UN PRME). One of these initiatives started out with a vision for engaging students in their local communities, encouraging social mobility, building aspiration and driving innovation in our teaching methods. That was in 2015 and this report tells the story of how we have made it happen, what we have learned and how we plan to move the project forward.

This is the story of a modern philanthropic partnership, a £1million jointly funded five-year investment in a collaborative programme where learning is shared openly and delivery methods evolve to reflect our findings and fresh insight. This is not a “one-off” attempt by a donor to fix a problem but the project illustrates the continued commitment of both the Sir John Cass’s Foundation and Cass Business School, initiated in 2002, to strategic working together and the reporting of genuine impact over time rather than immediate outcomes.

In the course of the programme, we have developed a variety of models for innovation in higher educational pedagogy and community investment that we are committed to sharing with other educational institutions and the business community. It is important to note that the project was largely inspired by business practitioners’ innovative approaches to community investment and how this is linked to the development of their people. We continually ask the question of what our role should be in producing the next generation of business leaders with an understanding of the social as well as economic challenges we face.

As such, the UN Sustainable Development Goals (SDGs) are a critical inspiration and reference point for this project and all that we do at Cass Business School. Later in this report, we reflect in more detail on how we apply the SDGs and the importance of sharing our progress with partners in the UN PRME Champions network. Since our inception in 2015, the SDGs have informed our approach even more directly and our aims are best summarised in SDG commitment #4 Quality Education and #8 Decent Work and Economic Growth as well as #11 Sustainable Cities and Communities.

This report seeks to record and disseminate what we have learned since the programme’s inception in 2015. It is also timely as the Charity Commission in its report published in December 2018 entitled “Public Benefit Reporting

By Charities” encourages charities to demonstrate their Public Benefit; this publication sets out the work undertaken with disadvantaged pupils from diverse backgrounds in four state-maintained secondary schools located in the London boroughs of Tower Hamlets, Hackney, Islington and Haringey. Sir John Cass’s Foundation is the Trustee of Sir John Cass’s Foundation & Redcoat CE Secondary School and was therefore delighted that it was one of first schools to be involved in the programme.

Our steering group, school partners and countless advisors have guided and inspired the development of the project throughout with support on complex programme management with school partners, progressive thinking on teaching and assessment methodology and on developing an evaluation framework that captures the true benefits of our work. This group has increasingly included UN PRME Champion partners from universities around the world that we are exchanging knowledge with as the programme develops.

It is an unusual and inspiring feeling to lead a project that is unique in the global academic community. We believe from our literature reviews and engagement in UN PRME that no higher education institution has formed an integrated connection between teaching and engagement with local communities in this way. We are proud to be both pioneers and, more recently, to engage with other institutions looking to replicate elements of this programme.

We look forward to growing our project beyond 2020, continuing to embrace sharing our learning with others and welcome critical feedback on how we can improve what we do to deliver a greater impact in communities where the need is greatest.

Professor Paul Palmer
(Principal Investigator, Cass Business School)

Richard Foley
(Chief Executive, Sir John Cass’s Foundation)

Our story

WHY WE DEVELOPED THE PROGRAMME?

The School Engagement Project was established in August 2015 in partnership with Sir John Cass's Foundation. It marked a fundamental commitment by Cass Business School to engaging with communities in London, developing our students' awareness of challenges in society and to providing an education that is responsible, ethical and will enhance their employment prospects.

Knowledge of the long tradition of philanthropic support from City of London institutions as donors and volunteers inspired our approach. Using our understanding of the historical context for example from the University Settlements of the 19th century, we wanted to develop a programme that takes this learning and moves forward to connect with young Londoners today. To do this, we are partners rather than donors and our students are not volunteers helping the project; this is an important element in their study programme as managers of the future.

As a school of the City University, an institution of the University of London, Cass Business School will always have its work grounded in research and the strategy for teaching and learning at Cass is "a blend of cutting-edge theory and practice" (www.cass.city.ac.uk/about/more). In addition to insight from the voluntary sector looking at moving forward from one-way philanthropy to shared value (Porter & Kramer, 2011), we also approached this from the perspective of the business community. What are employers looking for in their workforce in terms of skills and attitudes? Best summarised in the Chartered Management Institute's publication "21st Century Leaders: Building Employability through Higher Education" (CMI, 2018),

essentially employers are looking for young graduates with attributes such as resilience, adaptability and the ability to communicate effectively on a number of levels. The report highlights areas where employers believe business and management students are deficient, creating an opportunity for us to differentiate the Cass offer and move closer to the employers' requirements.

There is a further link to diversity and social mobility as we know that, in emerging London industries such as digital as well as more traditional City professions like law or banking too few young people growing up in poverty get the opportunity to progress into skilled roles close to the communities where they grow up.

The challenge for business schools in this context is raised most directly by Martin Parker in his book "*Shut Down the Business School: What's Wrong with Management Education*" (2018). This is a critical account of how business schools conceal the historical development of managerial capitalism and promote its contemporary formation as one without alternatives. Parker calls for exploring alternative forms of organising, taught at a currently utopian School for Organising, which would transform what we today call business education into a truly public good that serves the aim of social equality. We believe our project also holds the ambition of making a small step in this direction and informing how Cass and other business schools operate including what we teach and how we teach it – our core pedagogical purpose.

A range of reports looking at secondary school education influenced us and we consulted teachers and school leaders to

ask what worked best in teaching STEM (Science, Technology, Engineering and Mathematics) in particular. Our thinking was further informed by the Sutton Trust report “What Makes Great Teaching” (2014) which makes the point that one-to-one interventions are most effective, yet also the most expensive way to improve pupils’ attainment.

In the course of setting up the project, we also looked at careers education in schools and considered the work of Professor Tristram Hooley, at the University of Derby and the Careers and Enterprise Company, particularly in relation to social mobility. The question raised was is enough being done to create and support aspiration in school and are young people able to make informed choices about their progress into Higher Education and, ultimately, work?

We naturally took inspiration from existing mentoring programmes operating in schools involving students, volunteers and employee volunteers. The Institute for Volunteering Research (IVR) and National Council for Voluntary Organisations (NCVO) provided evidence showing that a large number of programmes exist focusing on particular causes or school subjects and targeting particular age groups. The majority of these programmes are undoubtedly effective and are often funded by the schools themselves; evidence of their added value. Projects also run increasingly as social enterprises as well as charities (and universities) and evidence reporting is improving to reflect impact rather than levels of activity and immediate outcomes.

Following this research, we realised that:-

- One to one mentoring in schools was an effective way of improving attainment in schools.
- University students are motivated and inspired by going into schools and working with young people.
- Mentoring programmes typically follow a fixed structure in terms of their methodology and application and are not collaborative.
- There is a growing skills shortage rooted in learning of STEM related subjects.
- Young people do not have enough guidance, at the right time, when choosing career and higher education pathways.

- Young volunteer mentors have limited time available to train as well as participate in programmes.
- There is relatively little reporting of the long-term value of such activities.
- Universities and business schools in particular are not always providing employers with the range of skills and attributes as well as the knowledge to succeed in business.

These are big issues at the intersection between education and business that no single programme can possibly resolve, yet they do form the basis for the cumulative “business case” which underpins the project concept.

The next step was to find the gaps and consider what Cass Business School and Sir John Cass’s Foundation could do to deliver for the community.

SUMMARY OF BENEFITS		
Community	Employability	Educational Institutions
Social mobility – building aspiration and access to opportunity.	Practising people skills for business.	Enhancing the employability of undergraduate students.
Improved attainment in STEM subjects.	Recognising the value of people skills for managers and leaders.	Connecting with local communities and demonstrating social purpose.
More informed choices in transition to adulthood.	Learning in a new environment and understanding the challenge of growing up in London.	Building and securing partnerships with external stakeholders.

PROGRAMME DESIGN

Through the Centre for Charity Effectiveness (CCE) at Cass, there has been a collaborative partnership with Sir John Cass's Foundation from before the programme's inception. This enabled a dialogue from early drafts of the concept to the final proposal stage. We were all acutely aware of the importance of genuine collaboration and noted early in discussions, and as an historical aside, that Sir John Cass (1661-1718) was one of the first proponents of "match funding".

This ensured alignment to the objectives of both institutions and established a working methodology as the idea was tested. It also allowed the programme to start quickly as a number of challenges such as sign off for the development of a new teaching module were provisionally agreed.

In our research, we were surprised to discover no other programmes where university students receive formal accreditation for work in schools as part of their degree. There were examples of students receiving academic credits for mentoring internally with young students and some established literature on the benefits of "near peer" mentoring in universities.

We did understand that volunteers working in schools are not purely being altruistic and motivated by various forms of reward and recognition including City, University of London's own Employability Award. Increasingly students realise the benefit of these experiences and would be interested in tangible reward.

This combined with the Cass Business School's drive to develop the right skills for business to inform the idea of a dedicated module giving time to the development of these skills with the practical option of students going into schools and applying their learning while giving back to the local community.

The other key element in the concept that we were clear about from our research and experience was the approach to schools. This had to be school-led and with a flexible tool such as mentoring, we could work with schools on their priorities rather than presenting a fixed offer.

GOVERNANCE AND OVERSIGHT

The partnership approach was baked in to the programme from its inception and is reflected in our governance structure. A steering group chaired by Professor

Paul Palmer meets quarterly to monitor the progress of the project and provide strategic guidance to the project team.

The Group includes experts from the world of business, education and the academic community as well as the partner organisations. Our representatives from business and education have experience of managing and overseeing project connecting business with education, while our academics understand the university perspective as well as informing our research and evaluation.

The Steering Group provides an important critical perspective, a forum to discuss key strategic challenges related to the project and maintains a Risk Register that tracks issues such as levels of school engagement and student sign ups to the module.

STEERING GROUP MEMBERSHIP	
Professor Paul Palmer, Chair	Cass Business School, Principal Investigator
Richard Foley	Chief Executive, Sir John Cass's Foundation
Rob Compton	Programme Manager
Dr Peter Grant	Cass Business School, Research Advisor
Revd. Trevor Critchlow (2015-18)	Governor, Sir John Cass's Foundation & Red Coat CE Secondary School
Alkis Tsikardonis	Santander, Sustainability Specialist
Gabriella Wickes	Slaughter & May, Community Manager
Dr Justin Davis-Smith	Cass Business School, Social Pathway Leader
Dr Martin Rich	Cass Business School, Course Leader
Ben Butler	City, University of London, Student Development Manager
Elizabeth Renshaw	Cass Business School, School Engagement Manager
Claire Molloy	Cass Business School, Programme Co-ordinator

“Programmes like this are important because they equip students with the skills needed to prepare them for the world of business”

Gabriella Wickes, Corporate Responsibility Adviser, Slaughter & May

THE PILOT PHASE – SEPTEMBER 2015 TO MAY 2016

Once the Programme Manager started work in September 2015, the first months were spent recruiting school partners and developing curriculum content for the module.

School partners needed to reflect our underlying principle of supporting young people growing up in disadvantaged communities. We also considered the practicalities of travel and approached schools that were in a good position to receive our student mentors. It was also sensible to start where we had connections, while making sure we did not complicate existing relationships held by City, University of London through volunteer programmes.

Sir John Cass’s Foundation & Red Coat CE Secondary School in Stepney and the Skinners’ Academy in Woodbury Downs have high levels of disadvantaged pupils, good transport connections to Cass Business School and school leaders who supported the idea. Working with Sir John Cass’s Foundation & Red Coat CE Secondary School also provided the opportunity to connect further with the Cass family of education institutions. The Skinners’ Academy is located on the Woodbury Green estate, one of London’s largest social housing concentrations.

In each case, we asked the school where they needed the most help on STEM-related subjects and mathematics was identified as a key area for additional one-to-one support in Year 8 at Skinners’ Academy and in Year 11 at Sir John Cass’s Foundation & Red Coat CE Secondary School. We discussed supporting GCE A level students in Year 12 and 13, but decided against this on the basis that

mentors would need to have a strong technical understanding of the current UK curriculum.

We also engaged at the most senior level in the schools – Headteacher, Haydn Evans CBE and Principal, Tim Clark respectively – and held practical discussions about resourcing. Each school partner needs a lead contact member of staff with dedicated time to support the programme and although offered free to schools this resource must be attributed to ensure it is properly managed. Each school committed to the programme for the pilot phase initially and, with no cost commitment, there was no need for a formal contract arrangement at this stage.

From a curriculum and assessment perspective, it is important for undergraduates to demonstrate a critical understanding of the concepts of mentoring and coaching. The module

specification calls for mentoring and coaching concepts and practical models to be assessed in the wider context of management learning with reference to capstone literature. There is also a requirement for robust assessment of students, which has typically involved examinations and coursework essays. In addition to this, we are obliged to train our mentors and to ensure that they and their mentees are safe at all times.

Furthermore, this is an elective choice for second year students, so it is necessary to consider how to present and market this option in the broader context of their learning on the Management and Business Studies BSc programmes.

In the first year of the programme, Spring Term 2016, students were taught in a series of lectures which combined learning about mentoring and coaching with training about how to mentor in schools.

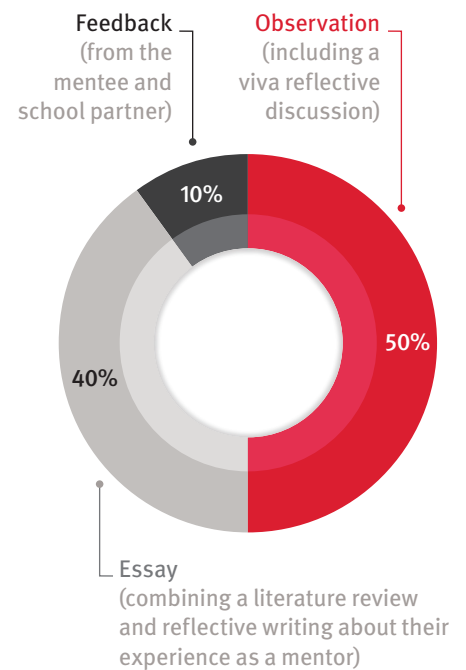
“Skinners’ Academy, a large, multi-cultural 11-18 comprehensive school in a disadvantaged community in Hackney, the second most deprived borough in the capital, has worked closely with Cass Business School on the mentoring programme for the past four years, with extremely positive results. Pupils at the Academy have benefited from small group tuition, which has increased their confidence both socially and in maths lessons. In return, students from the Business School have been able to benefit from working with groups of young people, many of whom struggle socially and academically. From the Academy’s point of view, the programme has been mutually very beneficial – long may it continue.”

Tim Clark, Principal, Skinners’ Academy

All students working in schools on a one-to-one basis with children (anybody under 18) or vulnerable adults need DBS clearance through the Vetting and Barring Service and it is also important to recognise that not all students will be suitable or willing to mentor in schools. We therefore developed the University Pathway, which allows students to opt to support a group of first year students instead. A first year module running concurrently provided opportunity for this, as it was an experiential option that students often struggled to understand. Student mentors were therefore able to support first year counterparts through a wide range of activities while gaining experience as mentors.

Having established a choice for mentors between mentoring in one of two schools and supporting first year BSc Management students, the next challenge was to find the right form of academic assessment. Colleagues at City, University of London shared guidance on assessment by structured observation instead of an examination and we already call on Cass students to introduce reflective writing to their essays. We also wanted to bring in feedback from mentees and school partners to the assessment process.

In the pilot year, there was relatively little time for communication to students to promote the module and we actively sought



KEY FINDINGS FROM THE PILOT PHASE	
Strengths	Areas for Development
School partners recognised the value of the programme and committed to a further year.	Not enough time spent on either the teaching or practical mentoring to make a difference.
Enough students were interested in the module and gave positive feedback on the value of their mentoring.	Most students not really understanding what the module involves and how it relates to their studies.
Reflective essays gave interesting insights from student mentors showing deep understanding of the programme and supporting the evaluation process.	Hard to engage and train student mentors in a relatively large group in a conventional teaching room.
Observation assessments worked well and understood by business students.	Some students struggled with the complexity of the assessment process.
School mentees gave very positive feedback and showed signs of improving attainment in maths.	Manual DBS checking through the City system was time-consuming and slow. Some students did not get clearance in time to mentor in schools.
Safeguarding procedures worked well.	Project management – needed to clarify challenges and resources required to deliver the project.
Positive feedback on the quality of the teaching.	Timetabling challenges emerged between mentors' and mentees' availabilities limiting choice and the matching process.

pioneers willing to take a risk with an untried concept so were delighted that 30 students signed up, with 20 choosing the school option while 10 supported groups of first year students.

While feedback from students and schools was positive overall, we realised that mentoring partnerships needed more time to be effective and our student mentors would have appreciated more contextual learning and practice before practicing their skills.

PROJECT DELIVERY (2016-18)

The next phase of the project saw a switch to teaching the module across two terms, the introduction of two additional school partners and the development of a more sophisticated evaluation framework.

There was also a shift in the context of the mentoring in consultation with our school partners and in response to emerging research as well as our own reflections on programme delivery.

In 2016/17, students selected the elective for teaching in the autumn term. This is the only module at Cass Business School to take place across two terms of an academic year – the 15 academic credits remain the same, yet students are not required to work as intensively during the spring term when the observations take place and the essay is due.

The curriculum developed significantly with more time to work with mentors and to explore mentoring and coaching concepts. This includes defining mentoring and coaching in relation to people skills for business, contextualising the link to leadership and the evolution of management theory. The lectures were

now able to introduce alternative practical models for mentoring and coaching together with emerging concepts such as wellbeing and mindfulness. We introduced content from guest lecturers from business, schools and the charity sector including our partner school leaders. The assessment process was enhanced with clearer guidance and more support for students on a new form of essay writing combining literature review with personal reflection.

From the schools perspective, we continued to work with our pilot schools but changed the mentee cohorts to pupils in Year 10 and 11 closer in age to their student mentors. We also introduced new school partners to increase capacity and add flexible mentoring options to reduce the risk of timetable clashes.

The Central Foundation Boys' School is located close to the Cass Business School and has a high percentage of pupils from

disadvantaged backgrounds. The school has a strong reputation for connecting with local businesses and wanted Cass mentors for Year 12 students on vocational study programmes – primarily Business and Hospitality. This connected with local needs and gave our students the chance to work with young people closer to their age and to give them coaching on their progression into university, apprenticeships or work.

At the same time, we met with a newly established school in Tottenham. Ada – The National College for Digital Skills focuses on teaching young people through academic and vocational programmes in the fast-growing digital sector. They have an innovative approach to teaching and are already working with mentors from the business community. This presented an opportunity to giving coaching and mentoring support to Year 12 and 13 pupils specifically working towards careers in

“At Central Foundation Boys' School, the mentoring programme has supported our Year 12 vocational students over the last 3 years, giving valuable guidance on their studies and helping them to make the right decision about whether to go to university, take on an apprenticeship or get work experience. I'm delighted to see that our students also have the chance to spend time on the university campus to give them a feel for life as an undergraduate and better understand the study environment.”

Jamie Brownhill, Headteacher, Central Foundation Boys' School

technology and combines support for their studies with completion of university, apprenticeship and job applications.

Both of these partnerships have helped establish the distinction between mentoring or coaching and tutoring to provide further insight building on our work with the founding school partners. Year 12 and 13 students are also more flexible with free periods during school time for mentoring. This cohort are embarking on a significant stage in their lives that increasingly involves taking on debts and will shape their long-term futures. Most schools have limited resources for careers advice and hearing from a student with recent experience of their situation can be highly influential.

In 2016-18, we pitched the module to first year students with the involvement of alumni mentors from the previous years and through a short film about the programme. This has led to a consistent take up of 45-47 mentors, which equates to 20-25% of students on eligible courses.

These relationships have further informed our partnerships across all four of the schools we work with where we now have a blended approach that supports learning on STEM subjects from Year 10 and 11, alongside help with study and career pathways. Indicative findings suggest pupils in schools are more committed to working through their maths challenges when they understand the context of this learning in later life.

This evolutionary process has developed through consultation with school partners, employers and careers specialists in City, University of London and our wider group of stakeholders. At this interim stage in the

KEY FINDINGS:	
Strengths	Areas for Development
Increased range of mentoring options on both student and university pathways.	How to manage the student mentors down time between early December and February.
More time available to support mentor learning and allow for greater support to beneficiaries.	Issues with timetabling remain, particularly for the mentors' timetable finalised in early February.
Teaching better reflects emerging literature and trends in mentoring and coaching.	Working with a cohort of 40+ students in one group is too large and not possible for effective group work even with 2 facilitators.
Governance and team structure enhanced to provide support for the project. The project is on budget.	More resource needed to focus on the student engagement and support during their mentoring.
Guest speakers and new content are well received and engaging for students who now relate the module more clearly to their employment prospects.	The assessment process needs to be refined to give a more balanced and clear reflection of mentors' skills.
Successful pilot of 1:1 option on the university pathway.	New challenge of managing university team and individual pathways more closely.

programme, we were closer to identifying how our talented resource (high level second year business undergraduates from around the world) is most effectively deployed in schools.

PROGRESS (2018-19)

In June 2018, we carried out a strategic review of the team structure to reflect on progress, plan for significant growth and move towards sustaining our partnership beyond 2020.

In addition to our learning from ongoing evaluation and review of results, the team considered:-

- A significant increase in the number of student mentors driven by the introduction of a new, larger BSc degree programme at Cass launched in September 2018.
- Our role in the UN PRME Champion Programme as a flagship project and the ongoing commitment to sharing knowledge and engaging with other universities.
- Securing the future funding of the programme by capturing and reporting our long-term impact.

A revised plan was agreed by Cass Business School and Sir John Cass's

Foundation in July 2018 to inform the current 2018/19 cohort and prepare the way for significant growth in activity in the next academic year and beyond.

We have adapted our teaching to a workshop format taught as “Mentoring and Coaching for Leadership” in two streams with a cap of 30 students in each group. This change has already yielded impressive results in feedback from students giving a score of 4.9 out of 5 for the teaching experience up from 3.8 in the pilot year. We have retained the core approach to the mentoring and coaching models, but give more time to practical exercises that are better suited to small group learning. The aim is to increase the skill levels of our mentors while retaining the emphasis on theory and critical reflection. In 2019, we will move to three streams to accommodate an increasing number of mentors. Framing the module in a leadership context aims to improve students’ recognition of value to business and increase the appeal of the elective option.

We have simplified the assessment method to 50% reflective essay and 50% observation. This helps give clarity to students and reduces the risk of overly subjective and inconsistent feedback from our school partners. Additional formative or practice assessment of each element has further enhanced students’ awareness of what is required from them.

Building on a small, yet successful pilot in 2017/18, the university pathway now has an increasing social purpose through individual mentoring support for first year students at risk of dropping out of university. This is in addition to support

for small teams of 4-5 mentees taking the “Management Lab and Business Skills” module in their first year. In each case, we have refined the matching process and reviewed the timetabling to ensure university mentors can spend more time with their mentees. As with the schools element, mentees should spend 8-10 sessions mentoring during the spring term.

Dropping out is a serious issue for all UK universities and connects with wider issues including mental health challenges for students as well as being a key metric in the Teaching Excellence and Student Outcomes Framework (TEF) which governs UK universities. While exact figures are hard to define, the impact of this on a student from a disadvantaged background

KEY FINDINGS:	
Strengths	Areas for Development
The workshop teaching format has proved popular with students and tutors.	Better engagement of first year students moving into the second year through more effective marketing of the module.
School partnerships are more pro-actively managed using our knowledge of what has worked in previous years.	Further amendments to how timetabling is managed across two terms to allow students to work more comfortably across two-terms.
Matching of mentors to mentees is more sophisticated with insight from both sides.	More focus on capturing the long-term impact of the programme.
The university individual pathway has grown to involve more students and has supported 1st years embarking on the new degree programme.	Challenge of finding the individual mentees most in need of support.
Tracking of student and mentee progress is more sophisticated with the use of focus groups involving mentors and mentees.	Ongoing difficulty of managing the gap over Christmas for mentors and mentees.
Some school partnership mentoring now hosted on the university campus giving mentees first-hand experience of life as an undergraduate student.	Day-to-day communications with students are difficult as email is less frequently used and there is limited access to mobile phone and app data.
Observation assessment by video piloted to record university pathway mentoring and allow scalable remote assessment.	Resource planning – growing the programme to scale while managing costs.
Greater simplicity in the assessment methodology supported by clearer explanations and formative assessment.	Securing investment in the project beyond the current term.

is often greater and potentially life changing. We are working with the student counselling teams at City, University of London to improve support for this option on the programme. It is difficult to identify these students and clearly, there is a greater emphasis on safeguarding, yet helping young adults to assimilate and get the best out of their time at university is an additional unintended outcome that we are committed to growing.

This example highlights how additional benefits have accrued from the programme that we did not foresee. Secured funding over time and support from our internal and external stakeholders has allowed us to develop these elements in the programme while remaining consistent with our core principles.

In March 2019, the programme is firmly established and delivered through six pathways in four schools as well as both group and individual university options (Appendix 2, Pathway Graphic). Our teaching methodology has been refined, is rated extremely highly by students and we are in a position to significantly grow the volume of activity to meet a much larger cohort of students. Our challenge is now to report on this and share our knowledge with others.

PROJECTIONS FOR 2019-2021

Moving beyond 2019, the programme is set to expand significantly with a much larger cohort on the new management degree. We are preparing for this during the current year with our schools and teaching plans.

All four of our school partners have the capacity to host more students and there are additional university mentees on the group pathway in particular. We are also confident that the higher profile of the module will help to encourage more students to sign up. In 2019/20, the module will be taught in three streams to accommodate the additional capacity with at least one new tutor with extensive mentoring experience involved.

Beyond next year, there will be additional numbers of student mentors as the module becomes compulsory for some students and extends to other undergraduate programmes at Cass Business School. At this stage, it is likely that we will introduce new school partners and will need to increase the capacity of our team.

We are also focusing on sharing our knowledge and giving practical advice to other institutions looking to replicate the programme. This toolkit development is crucial to our overall purpose and the principles underpinning the project.

We have made most progress in collaboration with Nottingham Business School at Nottingham Trent University by sharing teaching resources for mentoring and coaching as well as evaluation methods and sharing insights in the academic community through conference presentations and journal articles.

What we teach

This is what we teach. The guiding principle is that there is no one way to mentor or coach and we are fundamentally learning and practicing people skills for business. These skills are the basis for effective mentoring and coaching and applied through numerous frameworks and methodologies. We explore this in the context of how management theory has evolved and include emerging theories relating to mindfulness, wellbeing and the rapid growth of the coaching industry.

We also talk in detail about definitions of what a mentor or coach is and how that will differ from the role of a friend, a tutor or a line manager. Our skills framework is listed below and explored in the next section on pedagogy:

LIST OF WORKSHOP TITLES:	
Week	Title
1	Introduction
2	Building Rapport and Business Context
3	Asking Open Questions and Active Listening
4	Mentoring and Coaching in Education
5	Mentoring and Coaching for Leaders
6	Mentoring and Coaching in Universities
7	The Theoretical Context
8	Inductions and Planning
9	Mentoring and Coaching for Wellbeing
10	Practice Sessions
11	Reflection, Recap and Planning

THE SKILLS WE TEACH

- Active listening
- Asking open questions
- Giving praise and recognition
- Building rapport and trust
- Planning effectively
- Challenging constructively
- Giving good feedback
- Empowering others
- Finding opportunities to develop

Measuring Our Impact

This is a long-term programme with ambitious aims to deliver lasting benefits to disadvantaged schoolchildren, university students and universities themselves. This is a complex challenge when it comes to reporting, yet we are able to call on decades of experience in this field from esteemed academic researchers and the expert practitioners in our Steering Group.

Social value, whether that is a type of value (not public, not economic) or value produced by an organization in a particular social location (not government, not business), is often remarkably hard to measure as it can be very complex and ambiguous (Barman, 2016). Our evaluation framework reflects the difficulty business schools currently face in having to negotiate between having to act in a more socially responsible manner (Ghoshal, 2005) and driving the financialization of the university (Beverungen, Dunne & Hoedemaekers, 2009). Since the introduction of New Public Management (Thomas & Davies, 2005), the associated development of the audit society (Power, 1997), and the rise of “caring capitalism” (Barman, 2016), in which the care work required to deal with social inequities is pushed onto non-governmental organizations and private businesses, evaluation (and especially measurement) has become more important as a means of demonstrating impact.

The evaluation framework we have created incorporates the project team’s social, political and moral values, which in the evaluation literature are most often made

explicit through, and visually reflected in, the (re)construction of a theory of change (see opposite, Anderson, 2005). A theory of change outlines the overall aim and the intermediate targets in generating long, medium and short-term social change. To do so, it highlights the actions taken that we presume to be eventually leading to the long-term goal (interventions). In order to ensure the success of these steps of intervention, we have examined the underlying assumptions and tweaked the interventions accordingly. Finally, we have created measures for evaluating the achievement at each step of the way. We made use of a range of “hard” and “soft” measures divided into three categories according to where the source data come from: school pupils and teachers (mentees), university students (mentors), and project team and university.

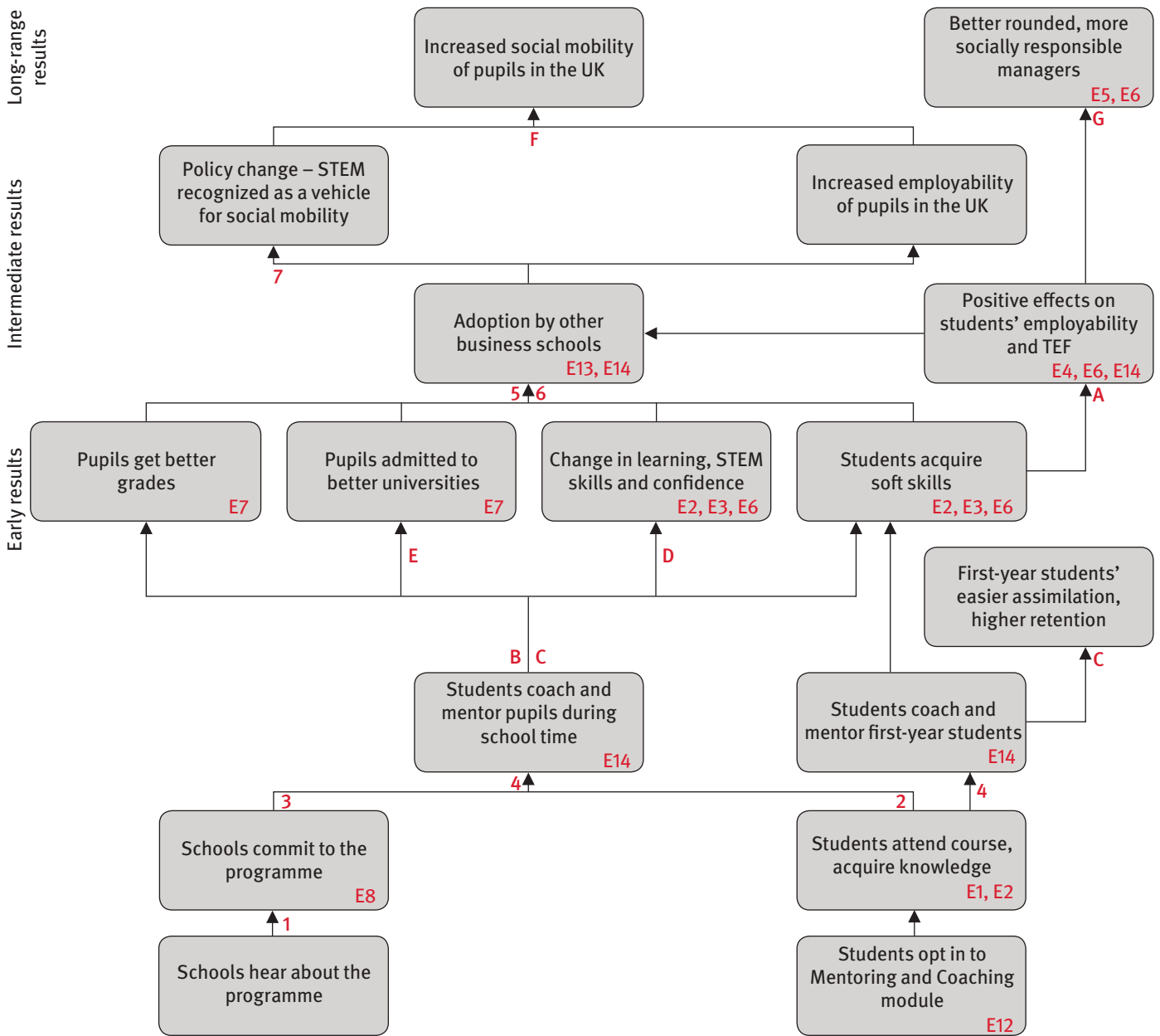
This top-level model is illustrated in the attached diagram and starts with the headline goals of increasing social mobility and producing better managers. While it is important to aspire to these ambitions, we are aware that our programme cannot deliver this on its own and that many other factors will influence the long term outcomes for young people and students who take part in the programme.

As we designed this process and looked in detail at how we can capture true impact over time, it became clear that a blend of quantitative and qualitative information would be required to evaluate our concept. It is relatively simple to count how many mentors and mentees are involved over how many hours, yet we also want to recognise the quality of this intervention and try to understand what difference this makes. Case studies are

also important in this context, provided they are representative and we also need to show learning from when activities do not go well.

There is also an important practical consideration as the evaluation has to be realistic and manageable within our resources. The key to achieving this is building the measurement process into the design of the programme from including tracking questions in the teaching to the assessment method. Our students’ reflective essays are a hugely important resource – as illustrated in the quotes and word cloud graphic (page 18). We have introduced focus groups which are integrated into the mentoring programme as a final session to improve the feedback from mentees.

THE EVALUATION FRAMEWORK



Interventions

- 1 Discuss expectations and finalize details
- 2 Students are evaluated
- 3 Schools select pupils
- 4 Students and pupils are matched
- 5 Evaluate results
- 6 Write reports and academic publications, present at conferences
- 7 Write policy proposals

Assumptions

- A Volunteering is recognized by potential employers as a differentiator.
- B Mentoring built into the curricular activities of pupils leads to better outcomes.

C Mentoring by near peers leads to better outcomes.

- D Pupils can learn STEM skills.
- E Structural constraints related to social background can be overcome.
- F STEM skills have increased value in a knowledge economy.
- G Soft skills are required for social responsibility.

Evaluation

- E1 Student's module grade
- E2 Informal feedback during course
- E3 Reflective essays
- E4 Employment statistics of cohort
- E5 Number of students who are actively involved in volunteering

- E6 Tracker interviews
- E7 Academic progress
- E8 Number of schools, number of pupils supported and hours of support given
- E9 Feedback from teachers and/or supervisors
- E10 Assessment reports from mentees
- E11 Initial and leaving psychometric tests and interviews measuring communication skills, confidence and aspirations
- E12 Participant numbers
- E13 Links to and feedback from other HE institutions and knowledge sharing (e.g. PRME), academic papers
- E14 Project manager reflections

(Based on Anderson, 2005)

What have we achieved so far?

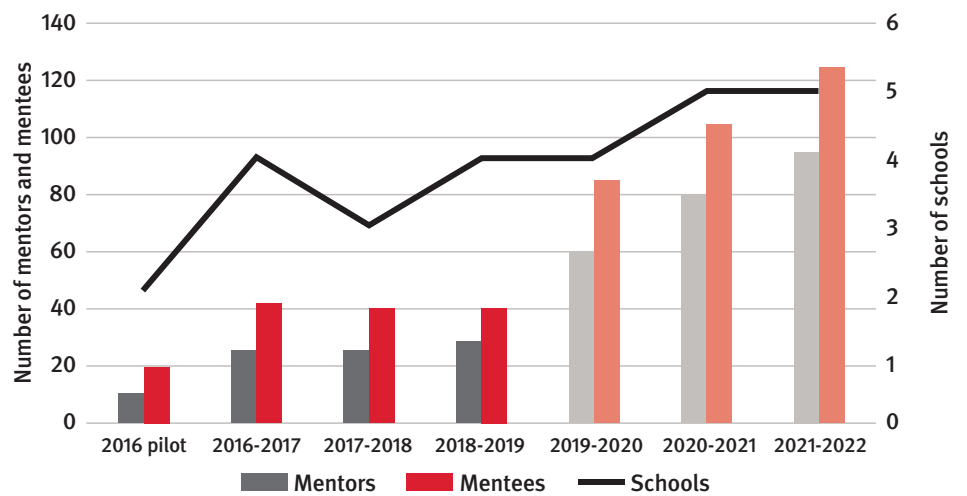
Figure 1 shows in basic numbers the level of activity on the programme to date and projections for the next three academic years.

To date:

- 88 student mentors have worked with 143 pupils from disadvantaged backgrounds in 4 schools.

- 66 student mentors have supported 272 fellow students on the university pathway.
- The breakdown between the school and university pathway is consistent with 56% of students opting to volunteer in schools and 42% in universities. The remaining students follow a research pathway (see below).

Figure 1: PAST AND PROJECTED NUMBERS



OUR CURRENT GROUP

2018/19 marks a significant advance in the story of the programme as we have moved from testing and developing ideas, towards growth. Partnerships have been developed and secured with schools, our teaching content and delivery has transformed, and we are now working with a new group of university students studying a new cluster

of Business Management degrees; first as mentees, then as mentors. Our current group of mentors is shown in the graphic below (Figure 2). We also capture the gender and socio-economic backgrounds of participants in the programme but are not able to share the information in this report at this stage:

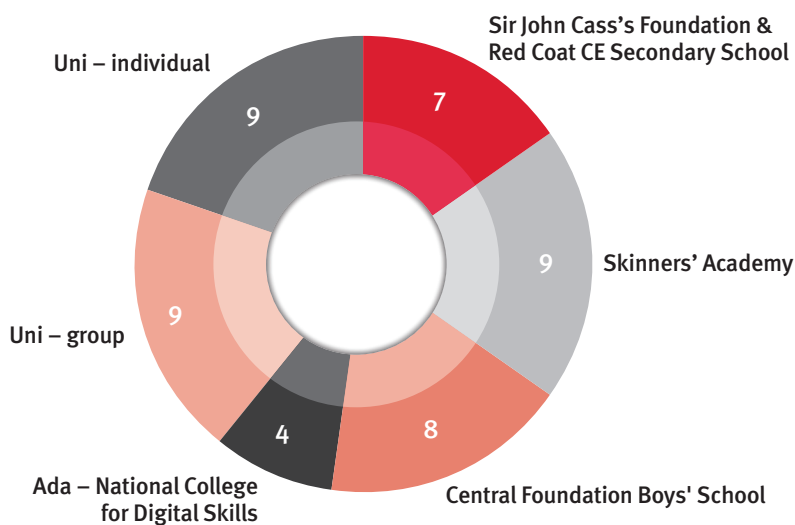
5.2 PROJECTED GROWTH

The key reason for much higher numbers in future years is a larger number of undergraduates taking this elective option. We know from previous cohorts that 20-25% of students chose this elective option. The introduction of new Business Management degrees at Cass in September 2018 with a significantly higher number of students on roll – 390 from 66 countries currently with the possibility of further increases. We also anticipate a slight increase in the take up rate as the module becomes better known and more first year students take part as mentees. Furthermore, the module is likely to be a compulsory element for students who take the Social Business degree currently being planned with a view to launch from 2020 onwards.

We do not see the ratio of school versus university mentoring changing significantly, as the programme develops. The school pathway option is sold strongly to the students during the workshops, yet students who are unwilling to go into schools are always able to mentor in the university. Furthermore, we have developed a third option – the research pathway – for students where an appropriate mentoring match is not possible or breaks down due to unforeseen circumstances. This involves students taking on an activity relating to the programme research such as organising a focus group reviewing the progress of mentoring partnerships.

In both schools and universities, we are increasing the number of one to one matches so the number of mentees has actually reduced on the university pathway in particular. However, the indications

Figure 2: 2018/19 BREAKDOWN BY PATHWAY FOR SCHOOL AND UNIVERSITY



As an elective module, we have to “pitch” to our students and understand their motivation for choosing this option. In an ideal world, they would all be really passionate about mentoring and coaching and highly aware of the value of developing their communication skills.

The reality is that 19 year old students moving from the first to second year of their degree think:

“this seems like something a bit different from finance”

“this will be more fun and doesn’t have an exam”

“I’d like to become more confident and think this will help me”

“I want to work in HR and thought this would help”

We are clearer about asking students why they chose the module, yet it is important to be inclusive and recognise that most will not start out with a clear understanding of why they are there. The curriculum has been designed to reflect this and to explore how it is defined as well as placing Mentoring and Coaching in the context of management literature.

The title of the module has evolved from “Mentoring and Coaching” to “Mentoring and Coaching for Leadership” to better frame the module in the context of the management study programme. We have also delivered the project in the wider context of the transition at Cass from two parallel degree programmes – Business Studies and Management – to an integrated cluster of Business Management degrees. It sets out to provide students with skills they will need in a rapidly changing and uncertain world and to build on research and scholarship that exists within Cass Business School.

KEY LEARNING:

The underlying point here relates to the students’ relative lack of understanding of the value of the module. It needs to be “sold” in the first year and during the early part of the lecture programme.

NEXT STEPS:

Communication about the module will be sold in more effectively to first year students in their professional skills module. Greater awareness of the programme and more time spent with mentors during their first year will raise awareness of the option in their second year of study.

Beyond this, Mentoring and Coaching for Leadership will be a mandatory specialist module for students taking the proposed new Social Business pathway, while remaining an elective option for other undergraduate students on Business Management programmes.

QUALITATIVE FEEDBACK FROM MENTEES IN SCHOOLS

Feedback from our mentees in schools is harder to obtain and often less reliable and informative than our students' essays and later reflections. With 10% of the assessment based on feedback from mentees, this was built into the programme design, although this has now changed after reviewing the content in line with our evaluation strategy.

It is possible to track the academic attainment of our mentees in schools and their progress into higher education is monitored through the Higher Education Access Tracker (HEAT). However, in initially working with either younger students not due to be formally examined and by moving away from directly "tutoring" mentees, these more quantitative tracking measures are less meaningful. We have also worked with many different cohorts of mentees from those who are performing well, to those struggling to make their grades in order to match to our schools' priorities. Now that we are clearer about where interventions are working best following feedback from school partners and students, we will be better placed to monitor our mentees' attainment and progress as well as defining the extent to which this can be attributed to mentoring support from Cass students.

Looking at feedback comments from mentees aged 14-16 and in conversation with their teachers, it was clear that they did not know what to expect from the experience, but enjoyed it, generally gave their mentors very high grades and gave either effusive praise or strong criticism. This feedback did not always correlate with the observer's experience when assessing

the mentoring and it made us re-think this aspect of the evaluation process. We were also always aware that teachers have limited time to give to collating feedback from school pupils.

While we still welcome feedback from pupils and teachers on the experience and capture as much information as possible from each group we work with, much of the qualitative insight from our schools now comes from focus group sessions held towards the end of the mentoring. Pioneered by our partners at Central Foundation Boys' School, we have developed an evaluation workshop, pitched at 16-17 year old mentees to explore their learning from the mentoring and enhancing the quality of their feedback without compromising its authenticity.

This has already been valuable in informing our school partnerships and will extend to the other schools on the programme in 2019. The workshops position the research that underpins this programme, helping us to track the development of the mentees in the coming years. They can, of course, opt out yet we are hopeful that many will stay in touch and report back on progress beyond school.

This direct input from mentees is supplemented by ongoing feedback from our school partners. We report to them annually on activity in the schools and hold review and planning meetings to agree the most suitable mentee groups each year in line with teaching priorities and learning from the previous year.

“Our involvement in the Cass Business School mentoring scheme has had a tremendous impact on many of our students. Working with ambitious and talented undergraduates, often from different cultural backgrounds has helped to transform the lives of many of the participants. Students too shy to look an adult in the eye become more confident and ambitious. In short, the programme helps transform young lives for the better – something we have witnessed first-hand at Sir John Cass’s Foundation & Red Coat CE Secondary School.”

Elliot Green, Assistant Headteacher, Sir John Cass’s Foundation & Red Coat CE Secondary School

“Our mentoring and coaching in schools programme is a wonderful initiative which develops valuable, transferable skills for our student mentors and this clearly improves their employability. It’s great to see our students experiencing what school-life is like for young Londoners and bringing that back into their learning. I’m also delighted to see their critical insights and reflective writing being practised in this way..”

Professor Richard Payne, Associate Dean, Undergraduate Programmes,
Cass Business School

KEY LEARNING:

School pupil mentees are engaged and enjoying the experience, but their evidence is not always reliable and they are not in a position to judge the effectiveness of a mentor. A nice and friendly mentor could get a better grade than one who is more challenging, yet potentially more helpful. Both teachers and pupils are time-poor and are already involved in many other forms of assessment and administration, yet we have found positive feedback and the quality of insight is enhanced by focus group workshops towards the end of the mentoring.

NEXT STEPS:

Roll out of the focus group workshops across all school partners tweaking the format to fit the pupil cohort and time constraints. Clear targeting of follow up one to one and group interventions over time with pupils supported by the programme to develop case study insight and inform the qualitative evaluation of the programme.

Student quotes

“Yes, I would recommend mentoring to a friend as it gives you the opportunity to talk to someone who has experienced it already and can provide you with valuable advice for University and your future career.”

“I am most proud of my updated personal statement thanks to my mentor. He helped me identify all the key features that could be added to a personal statement.”

Conclusion and call to action

In summary, the next phase of the programme will focus on:-

- Significant growth in the number of students and beneficiaries.
- Sustaining and enhancing the quality of our teaching and programme management.
- Securing and reporting evidence of long term benefits for all individuals and institutions supporting the partnership.

Cass Business School and Sir John Cass's Foundation have forged a strong partnership to deliver this programme and this report scratches the surface of what is possible through this new method of connecting universities and schools. The UN PRME Champion programme gives the project an international profile and encourages others to replicate elements of what we do, yet we aspire to integrate and grow this programme in London and beyond and call out to new partners to help create more opportunity for both pupils and students from disadvantaged backgrounds.

Our growing body of evidence is showing that it is possible to improve teaching in a business school to make students more employable while also helping schools in the best way possible to encourage social mobility and give extra support to vulnerable young people starting out on their degree programme. The vision is in place and the methods have been tested, we now look to grow our impact in London and among our colleagues in the UN PRME network.

Please get in touch if you would like to help, advise or support the next phase of this journey or set up a similar programme at your institution.

Professor Paul Palmer

Rob Compton

Dr Marton Racz

OUR TIMELINE: SUMMARY OF KEY MILESTONES

Milestone	Date	Priorities
Project Established, Programme Manager appointed	Sept 2015	School engagement, curriculum development, steering group recruitment.
Steering group meeting, schools recruited	Nov 2015	Defining mentoring scope, safeguarding processes, curriculum development.
Pilot group teaching and mentoring	Jan 2016	Resource planning, learning, getting feedback from students and schools.
Reviewing findings and planning	June 2016	Increasing scale, student engagement
Moving to two terms (revising the content)	Sept 2016	University engagement, updating materials, scheduling.
Recruiting the School Engagement Manager	Mar 2017	Briefing, training, knowledge-sharing, school engagement and recruitment.
Adapting the scope of the mentoring and working with older mentees	May 2017	Understanding vocational contexts, review of evaluation strategy.
Adding two new schools – vocational pathways	Sept 2017	More flexible mentoring, different school dynamic, greater complexity.
1:1 mentoring support for 1st year university students	Jan 2018	Exploring support for student retention, safeguarding for mental health.
Recognition as a UN PRME Champion project	Feb 2018	Sharing the project methods and findings externally, recruiting partner universities.
Planning for growth and restructuring the team.	June 2018	Capacity building, responding to internal changes, recruitment.
Adopting the workshop teaching format	Sept 2018	Pedagogical innovation, resourcing and external stakeholder engagement.
Sharing and partnering with other institutions	Oct 2018	Sharing teaching ideas, Reviewing and writing about the programme. Recruiting new partners.
Celebrating and reporting on success	Mar 2019	Review progress, securing programme sustainability, refining plans, celebrating success!

Appendix 1: Cass Business School and UN PRME

Developing students' knowledge of the link between business and society – responsible management education.

In 2017, Cass Business School became a UN PRME Champion institution, with Professor Paul Palmer elected to the academic advisory board for UN PRME. This is recognition that Cass is one of the 39 out of 4,000 Business Schools globally with an enhanced commitment to developing and sharing best practice in responsible management education (RME).

Being a member of PRME means a pro-active and ongoing commitment to RME, rather than a simple recognition of our achievements. With this project, we are committing to embedding understanding of responsible management through experiential learning. Rather than telling students about the benefits of going out into the community and the importance of social mobility or the STEM agenda, we are using immersive experiential learning techniques to ensure that they truly understand this issue.

Whatever career paths our students take and wherever they work, we aim to leave them with a deeper understanding of close integration between business and society. We firmly believe that this will help them to make better decisions in their own working lives over the long term as more successful and

responsible business leaders. In the shorter term, we also recognise increasing evidence that this experience of giving back into the community will make them more employable through the skills they develop and showing they can stand out from other candidates with similar grades during the selection process.

Enhancing employment prospects – developing skills for business in 5-10-20 years

This project also focuses on enhancing the employability of our students. What are the skills they will need to gain and thrive in great jobs in the next ten years? The marketplace is more fluid, with a less defined pipeline for progression, more jobs replaced by automation or Artificial Intelligence, yet being an effective communicator and influencer is more important than ever. We also have higher numbers of students starting up their own businesses where they may well become leaders and managers more quickly than anticipated.

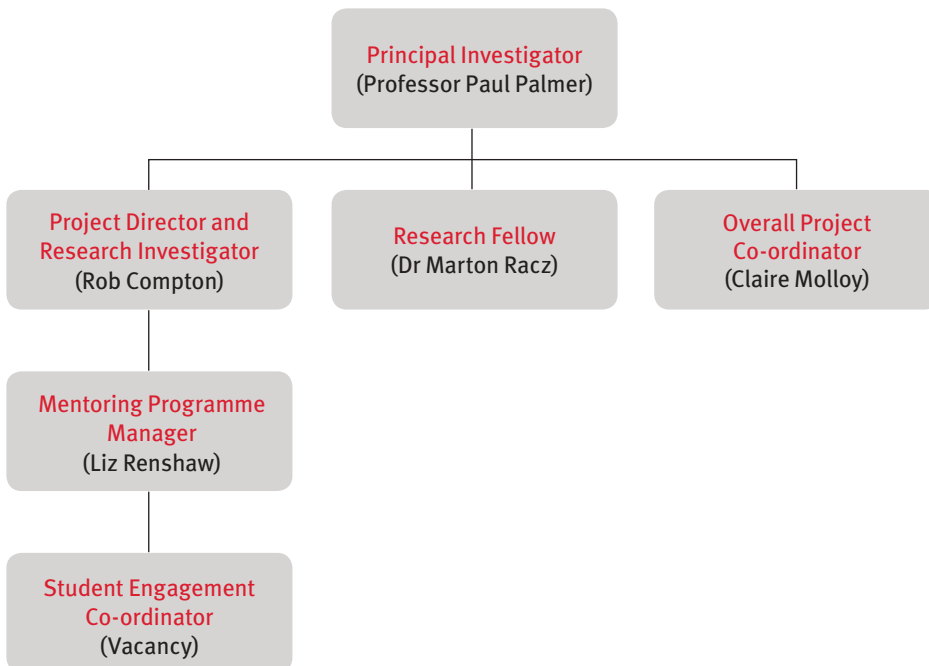
Appendix 2: Pathway choices for students:



Appendix 3: Volume of mentoring activity

Cohort	School Pathway		University Pathway		Research Pathway	Total	
	Mentors	Mentees	Mentors	Mentees		Mentors	Mentees
2016 Pilot	10 (2 Schools)	20	10	50	-	20	70
2016-17	25 (4)	42	20	90	2	47	132
2017-18	25 (3)	40	18 (inc. 3 x 1:1)	78	2	45	118
2018-19	28 (4)	41	18 (inc. 9 x 1:1)	54	-	46	95
Total	88	143	66	272	4	158	415
2019-20*	60 (4)	85	50 (inc. 30 x 1:1)	130	10	120	215
2020-21	80 (5)	105	65 (inc. 45 x 1:1)	145	25	170	250
2021-22	95 (5/6)	125	75 (inc. 55 x 1:1)	155	30	200	280
Total	323	458	256	702	69	648	1160

Appendix 4: Team Structure



Appendix 5: School Partners

Sir John Cass's Foundation & Red Coat CE Secondary School
Stepney Way
London E1 0RH

Skinner's Academy
Woodberry Grove
London N4 1SY

Central Foundation Boys' School
Cowper Street
London EC2A 4SH

Ada – The National College for Digital Skills
Broad Lane
London N15 4AG

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 @SJCfgrants



Cass Business School

In 2002, the School was renamed Sir John Cass Business School following a generous donation towards the development of its new Bunhill Row premises.

Sir John Cass's Foundation

Sir John Cass's Foundation has supported education in London since the 18th century and takes its name from its founder, Sir John Cass, who established a school in Aldgate in 1710. Born in the City of London in 1661, Sir John served as an MP for the City and was knighted in 1713.



City, University of London is an independent member of the University of London which was established by Royal Charter in 1836. It consists of 18 independent member institutions of outstanding global reputation and several prestigious central academic bodies and activities.

Disclaimer: All the information contained within this brochure was correct at the time of going to print. Published March 2019.

