UNIVERSITY OF BATH | INSTITUTE FOR POLICY RESEARCH

Future skills.
Future workforce.
Future growth.

How the University of Bath is building on six decades of impact to shape the next generation of opportunity

November 2026

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Funding

Economic and Social Research Council

Engineering and Physical Sciences Research Council

We make futures together

Professor Phil Taylor, Vice-Chancellor and President



As the University of Bath marks 60 years since receiving its Royal Charter, it is fitting to reflect on all that we have achieved. And as milestones such as this are as much about the future as the past, it presents a perfect opportunity to consider the next chapter of our journey.

When Bath was founded in 1966, it was established with a clear purpose: to advance learning and knowledge in close partnership with industry and commerce. Sixty years on, that principle remains at the heart of who we are and, as we look ahead, I believe it has never mattered more.

Our new 10-year strategy is built around three simple words: We Make Futures. That means developing talented people, generating new knowledge and translating it into impact. Above all, it means bringing people together to solve problems and shape a better future.

Artificial intelligence is changing how we work. Employers across sectors are struggling to find the skills they need, while too many young people remain disconnected from education and employment. We must accelerate the transition to a more sustainable economy, improve health and wellbeing, and develop the talent, opportunity and innovation capacity that will underpin the future skills, future workforce and good growth that our country needs.

These are significant challenges, but they are also significant opportunities. They demand fresh thinking, new ideas and, crucially, organisations willing to work together in pursuit of shared goals. Having worked in both industry and academia, I have seen first-hand that the best solutions emerge when expertise, ambition and practical experience are brought together with a common purpose.

> **"We shall gradually become known, not only as an attractive University, from a visual point of view, but also, as our students move into employment and into research work, as a University of first-rate quality academically speaking."**
>
> GH Moore, First Vice-Chancellor, University of Bath, 1966[1]

At the University of Bath, one of the most powerful ways we respond to the skills challenge is through our long-established commitment to placements and employability. Around two-thirds of our undergraduates undertake a placement or study abroad year, helping them to build the confidence, adaptability and experience that employers consistently tell us they value.

These opportunities are transformative for our students, equipping the next generation of leaders with the skills, perspectives and experience they need to succeed. They are equally valuable for employers, strengthening the pipeline of talent on which future growth depends and contributing to Bath's outstanding graduate outcomes. I am enormously grateful to the individuals and organisations who make them possible.

The same focus on solving real-world problems drives our approach to research and innovation. Whether tackling challenges in health, sustainability, advanced engineering or emerging technologies, our researchers work alongside partners to generate new knowledge, accelerate innovation and deliver solutions where they matter most.

That spirit shapes our contribution beyond campus too, helping drive good growth locally and regionally. While our ambitions are global, we remain firmly rooted in Bath, the West of England and the communities we serve. From our role on Bath's Future Ambition Board, through to partnerships across the region, including Universities and Colleges West and activity at the Bristol and Bath Science Park, we are helping to bring together the talent, innovation and investment needed to support future growth and opportunity.

Strong regional collaboration is fundamental to our future success. It is through these relationships that we understand local needs and develop the skills, innovation and opportunities that will help Bath and North East Somerset, the West of England and our country thrive.

Bath's success over the past 60 years has been built on bringing people together to solve problems and create opportunity. Our ambition is for Bath to play an even bigger role in shaping the future of our region, our country and the wider world.

Whether you are an employer looking to develop the workforce of tomorrow, a policymaker tackling complex economic and social challenges, or an organisation seeking new ideas, expertise and innovation, we want to work with you.

The next chapter of Bath's story will be defined by the talent we develop, the ideas we generate and the opportunities we create. I look forward to what we can achieve together in the years ahead.

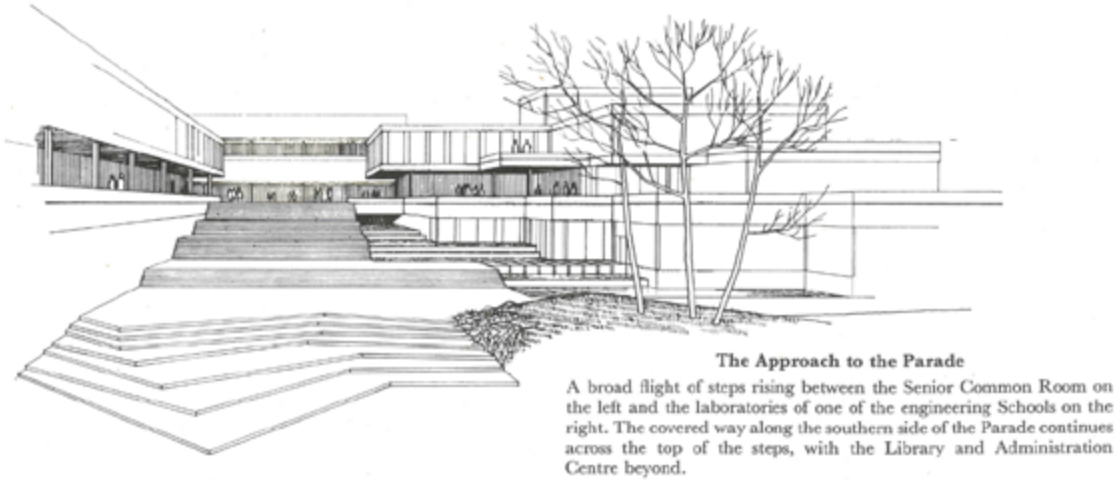


Visit the University of Bath website and read the new strategy.

1 Waters, G (ed.), 1966. *A technological university: An experiment in Bath*. Bath University Press.

Bath as a technological university

Dr Charles Larkin, Director of Research, Institute for Policy Research



The Approach to the Parade
A broad flight of steps rising between the Senior Common Room on the left and the laboratories of one of the engineering Schools on the right. The covered way along the southern side of the Parade continues across the top of the steps, with the Library and Administration Centre beyond.

"Technology is the point at which science intersects society."

Gerald Waters[1]

Technological universities have a wide and varied history but, since the 18th century, they have been at the heart of education in Europe. At their core is the learning and application of engineering and applied sciences to the economic, social and technical questions facing their communities and the wider world.

Ultimately, such institutions were always understood to be accessible, practical and rooted in their communities, as defined by the technological and industrial requirements of the day. Most technological universities, like the University of Bath, have evolved and changed over time, reflecting the needs of their societies and their inherent responsiveness as institutions.

The University of Bath has sought to provide a balance between accessibility, excellence and value for money and focused on delivering success for the South West of England and the UK as a whole. This has been the case throughout its evolution from its Bristol-based origins through the Percy Committee (1945) and the Robbins Committee (1963) to relocation and university status in 1966.

Our academic objective is to acknowledge the pivotal role that technology plays in forging an inclusive and sustainable future. This is as vital as ever, as humanity today faces challenges of unprecedented breadth, including climate change, overused resources, growing inequality, and the social consequences of artificial intelligence.

It is "with a new university of technology that the real opportunity of finding a coherent relationship between the traditional and the contemporary, between the humanistic and the scientific, lies."

Gerald Waters

1 Waters, G (ed.), 1966. A technological university: An experiment in Bath. Bath University Press.
Image from Matthew, R (Johnson-Marshall and Partners). The proposed University of Bath, a technological university: development plan, report number 1. Bath University Press, 1965.

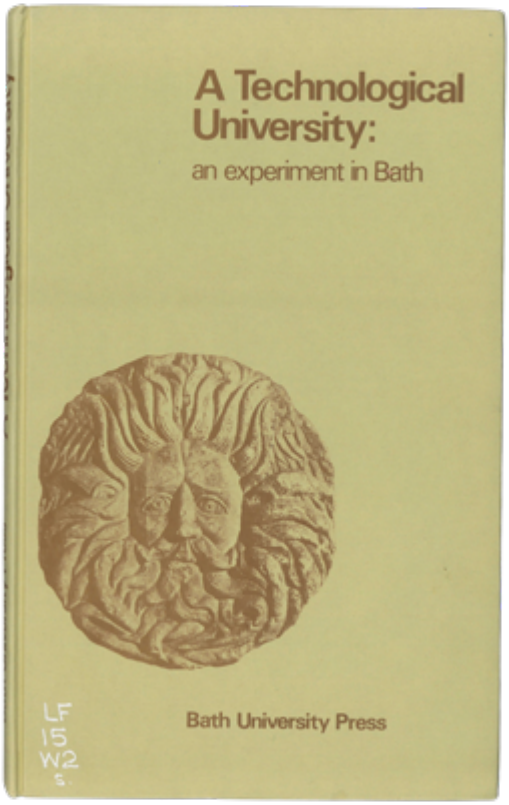


Answers to these challenges need to be multifaceted, reflecting the profile of a technological university. Bath achieves this by empowering technologically-responsible citizens through its graduates and academic researchers who fully comprehend the potential of technology, as well as the risks of neglecting its purpose.

This is possible only via a technological university. At their inception, these institutions required a fundamentally new approach to technology and the education and training of people. This new paradigm of a university – made manifest in 1966 and continuing to be built today – is an example of how to develop a radically human-centred model of technology.

"For such broad education Bath provides an ideal home. The dignity, beauty, and age of the city give a sense of proportion, the pleasant country around gives a sense of true values, and the accessibility of a wide variety of industries will keep the University in touch with modern developments and modern problems."

Gerald Waters



Preparing young people for successful futures

Professor Ceri Brown, Department of Education, and Professor Matt Dickson, Institute for Policy Research

Almost one million 16-24-year-olds in the UK are not in education, employment or training (NEET), according to the first report from the government-commissioned independent review of young people and work (the 'Milburn Review'), published in May 2026. This figure – which has been rising sharply over the past five years – represents one in eight young people nationally.

The costs of this are huge, to the young people themselves, to the economy and to society as a whole. For example, it is estimated that 45% of today's 24-year-old NEETs have never worked. What's more, even if they started in a job today, they would miss out on £300,000 of earnings across their lifetime because of their NEET experience. This is relative to a lifetime earnings return of approximately £100,000 from attaining a degree compared with not having completed university.

Having nearly a million NEETs costs the exchequer £125 million per year – more than is spent on the entire education budget annually. There are also substantial costs to the country when large numbers of young people waver in their confidence and their motivation, suffer in their mental health and lose connection with society.

Interconnected disadvantages and barriers accumulate

The dominant policy assumption is that becoming NEET is primarily a consequence of individual choices, a lack of motivation or insufficient employability skills. But research carried out by the University of Bath's Connected Belonging[1] team challenges this, showing that a young person becoming NEET is often the outcome of multiple, interconnected disadvantages and barriers that accumulate over time.

These can include poverty and financial insecurity, poor mental health, undiagnosed special educational needs and disabilities (SEND), difficult family circumstances, negative experiences of school, disrupted transitions into further education and limited access to appropriate education, training or employment opportunities. Further research into early school leaving and youth disengagement identifies five broad categories of risk, demonstrating how educational, individual, family, social and structural factors interact to shape young people's pathways into disengagement.[2]

Importantly, these difficulties are rarely experienced in isolation. A young person struggling with their mental health may also be facing financial pressures, difficulties accessing support for additional learning needs, or a lack of positive relationships with adults in education.

When these challenges coincide with a fragmented support system, long waiting lists and limited opportunities to re-engage, relatively short periods of difficulty can develop into prolonged disconnection from education and employment. Our research highlights how the erosion of preventative services, including youth provision and specialist support in schools, has reduced the opportunities for young people to access the relationships and support that can help them navigate such challenges.

Cuts to local authority budgets have also meant that once young people are disengaged from learning and post-compulsory schooling, there are limited resources or capacity to re-engage them in positive activity, as highlighted by our Institute for Policy Research (IPR) work on raising the participation age to 18.[3]

The withdrawal of entry level courses and roll-on/roll-off provision further undermines efforts to help young people back into education and training. Moreover, a

1 Brown et al., 2025. Connected Belonging: A relational and identity-based approach to schools' role in promoting child wellbeing. *British Educational Research Journal*, 51(4), 1927-1965.

2 Brown et al., 2021. Introduction to the special issue: A conceptual framework for researching the risks to early leaving. *Journal of Education and Work*, 34(7-8), 723-739.

3 Dickson et al., 2025. Keeping young people in learning until the age of 18. Institute for Policy Research.



lack of accurate and up-to-date tracking data means that even identifying the young people in need of re-engagement is a challenge.

Identity and belonging matter too. Being labelled as NEET defines young people by what they are not, rather than recognising their strengths, aspirations and potential. Our Connected Belonging research demonstrates that young people's developing sense of who they are, where they belong and what futures they can imagine for themselves is central to their engagement with education, training and employment.

When young people experience repeated setbacks, exclusion or a lack of recognition, they can lose confidence in themselves and in their sense of being valued members of a learning or working community. Re-engagement is therefore rarely a straightforward task of simply finding a course or securing a job: it requires a substantial investment in relational and identity-affirming mechanisms, including opportunities to rebuild positive identities, develop meaningful relationships and experience a genuine sense of belonging.

So, what works?

Early, preventative and sustained support is important, and avoids additional challenges once young people have become disconnected for a prolonged period.

Schools, colleges and other organisations need **practical strategies** to prevent disengagement and to support young people back into education, employment and training. Our Tackling NEET Toolkit[4] identifies approaches, including strengthening relationships with trusted adults, improving transitions between educational settings, providing more personalised careers guidance, and creating opportunities for young people to experience success and build positive relationships with their peers.

The value of these strategies is illustrated by our work with Somerset Council, particularly through its pre-supported internship and Supported Employment and Education Training (SEET) programmes.

Young people who are furthest from engagement often need **an advocate who can offer consistent, personalised support over time**, helping them to navigate services, identify opportunities and overcome practical barriers. The quality of this relationship matters: young people need adults who are reliable, persistent, warm and flexible, who recognise their capabilities while providing realistic encouragement and support.

Equally, **vocational and further education pathways need to be sufficiently flexible** to accommodate different starting points and interests. Taster opportunities, stronger transitions into further education and courses that allow young people to change direction without waiting another academic year can all help to prevent a temporary setback from becoming a prolonged period of disengagement.

4 Tackling NEET Toolkit

These challenges are particularly visible in parts of the South West, where rurality, unreliable and expensive transport, and limited access to specialist support can make opportunities difficult to reach. **Accessibility** is crucial: an education or employment opportunity is of little value if a young person cannot afford to travel to it or reach the support they need to participate.

Tackling NEET is not simply about preparing young people to fit into existing education and employment systems. It is also about ensuring that those systems are **adaptable** and capable of recognising, including and supporting young people with different needs, identities and aspirations.

This requires more **joined-up working** across schools, colleges, employers, local authorities and youth services, alongside investment in the preventative and relational support that helps young people to remain connected. Crucially, we need to move from asking why individual young people are disengaged to asking what is happening around them that makes engagement difficult, and what needs to change to make participation possible.

+80% of Bath students from the most deprived areas achieving a First or 2:1 degree

Oxford Economics, 2025

Graduate underemployment

The complex set of issues that underlie the NEET problem are not the only difficulties facing young people as they approach the labour market today. Even those who remain in education post-16 and go on to gain a university degree are not guaranteed to secure graduate-level employment after completing their studies.

Currently, just under 30% of graduates in employment in the UK are not in a job that requires skills commensurate with degree-level education, according to the latest data from the Office for National Statistics.[5] This proportion has been consistent over recent years and is one of the highest in the OECD, notably above those of Germany, Italy and the Scandinavian countries, where only about one-fifth of graduates are underemployed.

Similarly to the experience of 'NEEThood' early in a career, failing to gain a graduate-level job when entering the labour market after university has a 'scarring' effect, meaning that it affects an individual's chances of obtaining a graduate job in the future.

Indeed, recent IPR research shows that for graduates who enter the labour market in a non-graduate job within six months of obtaining their degree, the chance of still being in such a role three years later is around 30%.[6] Comparably, for those who start work in a graduate-level job, this figure is much lower at an

5 Office for National Statistics, 2026. ONS Local: Employment in graduate and non-graduate roles by qualification and sector, numbers and proportions for UK regions, 2024 and 2025.

6 Dickson et al., 2024. The scarring effect of graduate underemployment: Evidence from the UK. IZA Discussion Paper, 17364.



8% chance of not being in a graduate-level job after three years.

This difference is particularly stark as it comes from comparing 'like with like' graduates, who have the same background characteristics, school attainment, degree subject studied, where they studied and the degree classification they obtained. The only difference is their success in gaining a graduate job after graduation.

This research underlines the importance of the transition from higher education to the labour market, something that the University of Bath has always invested in, aiming to equip our graduates with the skills and experiences that will give them the best chance of success in the labour market and in life more broadly.

87% of Bath graduates in high-skill employment within 15 months

Higher Education Statistics Agency, 2026



Bath's placements programme

Our long-running placements programme is one way in which we support our graduates in gaining labour market experience and work-readiness. Around two-thirds of our undergraduates will spend a year on placement as part of their course.

The benefit of work experience gained alongside a high-quality degree is reflected in the proportion of our graduates who gain graduate jobs – 87% of Bath graduates are in high-skill jobs 15-months after graduation, according to the latest figures from the Higher Education Statistics Agency. This compares with an average of 71% among all Universities UK institutions.

What's more, recent IPR research using the University of Bath's own data shows that students who undertake a placement are around eight percentage points more likely to gain a first-class degree than very similar students who do not do a placement. This is a sizeable effect on the chances of gaining a first, which in turn significantly reduces the chances of being underemployed post-graduation.

Importantly, this placement effect is particularly significant for students from lower-income backgrounds. All else equal, students who qualify for a bursary have a lower chance of attaining a first-class degree, but those who undertake a placement see this negative effect completely wiped out, meaning that they have exactly the same likelihood of obtaining a first as a non-bursary placement student.

Given that students from less advantaged backgrounds are more likely to be underemployed – and that the scarring effect of early underemployment is stronger for these graduates – this large positive impact of a placement on degree classification is very important.

The labour market in the UK is likely to undergo significant change as the application of artificial intelligence across sectors of the economy gathers pace in the years to come. And there is no consensus, as yet, on the careers and job roles that will be created and those that will become obsolete.

Yet whatever the future holds, it has arguably never been more important for young people to gain high levels of technical skill and abilities, and for these to be allied with the softer skills of communication, teamwork, adaptability and resilience.

Employability, skills and growth: A Bath perspective

Helen Stringer, Director of Employability and Student Success

The UK's long-term prosperity depends on a workforce that is equipped with the skills, adaptability and experience required to contribute from day one. It also relies on workers continuing to develop throughout their careers. Universities play a critical role in this, helping students to build academic knowledge, to develop curiosity and to gain the experience needed to apply these in professional contexts.

While employability has assumed a more prominent focus across the higher education sector over recent decades, the underlying principle is not new. For many years, the University of Bath has sought to ensure that students can gain meaningful experience alongside their studies. This commitment has helped to shape a distinctive educational approach in which academic excellence is complemented by opportunities for students to develop skills, confidence and professional insight.

£387 million **expected contribution from 2023/24 University of Bath graduates to long-term UK productivity**

Oxford Economics, 2025

A defining feature of the Bath approach is its longstanding commitment to placements. For many prospective students, the chance to undertake a professional placement is an important factor in choosing the University. Placements offer students the chance to explore different sectors, organisations and workplace cultures during their studies, helping them develop confidence, broaden their horizons and make more informed decisions about their future careers. For employers, they provide access to talented individuals who can contribute fresh perspectives and form part of a future talent pipeline.

1st **in the UK for graduate happiness**

The Guardian University Guide, 2027

The value of placements extends well beyond the placement year itself. They help to bridge the gap between higher education and employment, establishing relationships that frequently develop into long-term partnerships. These partnerships have become central to the University's identity and reputation. They have also helped Bath to cultivate and sustain enduring relationships with employers, many of whom maintain a longstanding commitment to recruiting placement students and graduates.





Over time, this creates a virtuous circle, with former students returning as recruiters, placement hosts and mentors, strengthening the connections between the University, its alumni and employers.

Placements remain central to the Bath approach, but they sit within a wider conversation about how universities prepare students for the future. As employer requirements continue to evolve and career pathways become more diverse, there is increasing interest in how the benefits associated with placements can be realised through a broader suite of experiential learning opportunities.

Joint 5th in the UK for career outcomes 15 months after graduation

The Guardian University Guide, 2027

Advances in generative artificial intelligence are changing the nature of graduate work, raising important questions about the knowledge, skills and experiences students will need in the future. As access to information becomes easier and routine tasks become increasingly automated, employers are seeking graduates who can exercise judgement, navigate complexity, work collaboratively and adapt to new challenges.

Attitudes and behaviours, including resilience, initiative and a willingness to learn, will become important differentiators. This strengthens the role of experiential learning in supporting students to develop these capabilities through professional engagement with employers, industry and wider society.

As the University of Bath marks its 60th anniversary, skills, jobs and economic growth remain high on the national agenda. The challenges facing employers, universities and policymakers are evolving, bringing renewed focus to the ways in which education, work and opportunity are connected.

Drawing on six decades of experience in placements, employer engagement and employability, Bath is well placed to help shape the next phase of thinking on employability, experiential learning and how higher education can respond to the changing needs of students, employers and society.

Read more about the University of Bath's national rankings.



Innovation at Bath: Turning challenges into growth and impact

Dr Jon Hunt, Executive Director of Innovation and Enterprise

Innovation is a powerful driver of societal good and economic growth – helping businesses to become more competitive, creating new products and services, developing the skills employers need and generating new jobs. Universities have a vital role to play in making this happen.

At Bath, our approach starts with the challenge. We work with businesses, public services and communities to understand what they are trying to achieve. We then connect them with the education, research, expertise, talent and facilities that can make a difference.

This builds on Bath's defining strengths: our graduates are highly employable, and our research combines excellence with a long tradition of working closely with industry and other organisations. Across advanced engineering, health, digital technologies, energy and sustainability, we are helping organisations to solve problems, adopt new technologies and pursue opportunities for growth.

92% Bath research rated 'world-leading' or 'internationally excellent'

Oxford Economics, 2025

Our partnerships show what this looks like in practice.

Our growing relationship with Buro Happold – the global engineering consultancy headquartered in Bath – is bringing together academic expertise and industry experience to tackle challenges in the sustainable built environment. It is an example of how closer collaboration can accelerate innovation while developing the specialist capabilities and skills that industry needs.

57 start-ups and spinouts launched by Bath students and academics

Oxford Economics, 2025

In health, research by Professor Chris Pudney and his team has produced technology that can rapidly detect dangerous synthetic drugs. Licensed to forensic technology company foster+freeman, this demonstrates how university research can be translated into a practical commercial product with significant public benefit.

Naturbeads, a spin-out founded from Bath research, has developed biodegradable alternatives to harmful microplastics. Having secured £7.8 million in

investment in 2024 to expand manufacturing, this illustrates the potential for research-led businesses to attract capital, develop new technologies and create opportunities in emerging markets.

These are different routes to innovation, but they share a common purpose: applying our knowledge where partners and customers tell us that it can create economic and societal value.

43 high-tech firms supported by SETsquared, generating £15 million in turnover

Oxford Economics, 2025

People are essential to this. Through placements, industry projects, enterprise programmes and opportunities to work alongside businesses, we help to develop the practical skills, confidence and entrepreneurial mindset needed in a changing economy. As a founding partner of SETsquared, we continue to support entrepreneurs and growing businesses to access the expertise, networks and investment they need to succeed.

We are also creating more opportunities for businesses and researchers to work together. Our research and development company, IAAPS Ltd, based at the Bristol and Bath Science Park, provides specialist capabilities for industry-led innovation, while our plans for Futures Innovation Hubs across Bath and the wider region will make it easier for businesses to access University expertise and expand opportunities to collaborate.

As we celebrate Bath's first 60 years, our ambition for the next 60 is clear: to make innovation easier to access, faster to translate into practice and more valuable to the organisations and communities we serve. Because successful innovation is not measured simply by the ideas we generate, but also by the businesses and organisations that we help to be resilient, as well as the skills we develop, the jobs we create and the difference we make.

Visit the University of Bath Innovation Centre website.



Bath in the region: Evidence for growth that works for everyone

Dr Lucy Martin, Director of the Brunel Centre

Universities are often described as anchor institutions. The best among them do more than just contribute to the places where they are based. They help the wider regions around them to understand themselves better, to make more informed decisions and to seize new opportunities.

As the University of Bath marks its 60th anniversary, the Brunel Centre is a good example of what this can look like in practice. Established by the University in partnership with business, the Brunel Centre brings together independent research, regional intelligence and real-world collaboration to help shape the future of the Greater West of England.

Looking beyond administrative boundaries

People do not live their lives according to local authority boundaries. They commute across them, study across them, access services across them and businesses routinely recruit, invest and trade across them.

Yet much of the data and evidence used to inform policy and investment decisions are still organised within administrative geographies that do not reflect how the economy actually functions.

The Brunel Centre was created to address that challenge. Taking a whole-region approach, we work across the West of England Combined Authority, North Somerset, Gloucestershire, Wiltshire and Swindon, recognising that these places are part of a connected economic system. Through our partnership with UWE Bristol, Futures West and with support from Research England, we combine rigorous social science with engagement and insights from businesses and policymakers to ensure that the questions we investigate are grounded in real-world challenges and opportunities.

7,000 local jobs supported in 2023/24 by the University of Bath

Oxford Economics, 2025

A strong economy facing significant pressures

The Brunel Centre's Strategic Economic Audit of the West of England, published earlier this year, paints a picture of a region with considerable strengths. Productivity is high, exports are strong, businesses are innovative and the workforce is highly skilled. Our research on wages also highlights a significant pay premium compared with much of the UK once London is excluded.

At the same time, the evidence points to substantial challenges. Housing is increasingly unaffordable. Transport networks are congested. Digital connectivity remains uneven. Businesses often struggle to scale. Climate risks are becoming more apparent. And the benefits of economic success are not always shared equally between places and communities.

The message is clear. The region has many of the ingredients needed for long-term prosperity, but sustaining and broadening that success will require coordinated action across the public, private and civic sectors.

Building evidence around the challenges that matter

The Brunel Centre's 2026-30 strategy focuses on five major themes that reflect the most pressing opportunities and challenges facing the region.

Business ecosystems: Understanding how businesses start, grow and innovate, and how the benefits of innovation can spread more widely across sectors and places.

Labour markets: Exploring how people move through education and work, how skills can be better aligned with employer demand, and how opportunity can be widened.

Sustainable transition: Examining how businesses, workers and communities can adapt to net zero and climate change while ensuring that the costs and benefits of transition are shared fairly.



Built environment: Understanding how housing, infrastructure and place influence productivity, wellbeing and economic opportunity.

Devolution and governance: Providing evidence on how new powers, institutions and partnerships can support better outcomes across a complex regional economy.

Over £500 million
generated for the local economy by the University of Bath in 2023/24

Oxford Economics, 2025

A new model for regional evidence

What makes the Brunel Centre distinctive is not simply the research we undertake, but the way in which we make evidence available and usable.

In our first year, we published more than 30 policy insights addressing live issues, from understanding the business composition in the West of England and regional carbon accounts to the role of research and development in driving regional productivity. We also launched the Brunel Centre Data Hub, providing open access to key indicators on employment, productivity, growth and environmental performance.

Alongside this, organisations can commission bespoke research and analysis directly from the Centre, drawing on expertise across the University of Bath and our partners. Whether assessing the potential impact of an investment, testing an emerging policy idea or informing a long-term strategy, our role is to provide independent evidence that decision-makers can trust.

In so doing, we are creating something that is still relatively rare in the UK: an open regional evidence infrastructure that combines academic excellence, business engagement and practical application in one place.

Looking ahead

As the University of Bath celebrates its 60th anniversary, we can reflect on not simply what universities have achieved, but how they continue to contribute in a rapidly changing world.

For the Brunel Centre, the answer lies in working alongside businesses, local authorities, policymakers and communities to understand the challenges they face and to generate the evidence needed to address them.

Economic growth matters. But growth that is sustainable, inclusive and rooted in the realities of people's lives matters more.

That is the challenge we have set ourselves at the Brunel Centre. And if you have a question about the future of the Greater West of England, we would like to help answer it.

Explore our Strategic Economic Audit, policy insights and Data Hub, or find out how to work with us, on the Brunel Centre website.



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