**Project methodology**

**Spaces of business education and the reproduction of financial theory in practice (ESRC RES-061-25-0071)**

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A seven stage methodology was adopted:

1. A desk-based review was conducted of specialist and financial press; relevant national and City scale policy documents; and publications and websites from professional bodies, education providers and investment banks. The PDRA prepared a summary report of this desk review that was used to compile a database of potential research participants in investment banks and education providers (n= 261). The review and report was updated every three months throughout the research to ensure that new developments in financial education and practice were included in the research. Literature reviews were completed in the fields of economic geography; the social studies of finance; management studies and education. These have and continue to form the basis for our academic dissemination. An online survey was sent to 148 education providers with a response rate of 15%. This relatively low response rate reflects difficulties experienced in identifying the correct person within the organisation able to provide all the information required. Nevertheless, important information was obtained on: the history of the provider; the size and nature of its current provision; and the demographics of their courses.
2. 27 semi-structured interviews were conducted with managers and educators in 19 education providers (9 business schools; 3 professional associations; 7 education companies). More education providers were included than planned at no extra cost because (i) higher than expected response rates were experienced (ii) a more robust dataset could be obtained by increasing the number of providers studied rather than interviewing two interviews with educators per provider as planned because many providers were very small (< 5 staff).
3. Three observations of teaching sessions were conducted (1 business school; 2 education companies) lasting 2 hours each. Due to confidentiality issues, it was not possible to use a video camera although detailed field notes were taken.
4. 20 semi-structured interviews in investment banks were conducted (4 human resource managers; 16 investment bankers; 2 US and 2 European investment banks). 1 additional banker per bank was interviewed than planned at no extra cost.
5. 6 semi-structured interviews were conducted with professional bodies including: organisations promoting the development of London as an international financial centre; trade associations of investment bankers; and organisations involved in developing financial business education.
6. Written informed consent was obtained from all participants. Interviews were recorded, transcribed and analysed using Nvivo using the literature and desk based reviews to inform coding categories. Field diaries were coded manually using the same themes.
7. Dissemination has run throughout the project, starting with two conceptual papers (*Progress in Human Geography; Geography Compass)* that used the application to set out a research agenda for the study of business education within economic geography and the wider social sciences. It has intensified in later stages of the project resulting in to date: 3 papers published in peer-reviewed international journals; 2 papers submitted and under review in peer-reviewed journals; 8 international conference presentations in the UK, US and Europe; and 9 invited seminars in the UK and Europe.