

**Periodic Review Report Template**

<b>Department and Faculty</b>	<b>Business and Management (Undergraduate)</b> <b>Business and Law</b>
<b>Date of Review</b>	<b>4 - 5 April 2017</b>
<b>Review Panel</b> (approved by Programme Approvals & Review Sub-committee)	<p><b>Chair</b> Dr Roger Penlington, Associate Professor, Engineering and Environment (Chair)</p> <p><b>Non-Faculty Internal Panel Member</b> Dr Helen Hooper, Teaching Fellow, Health and Life Sciences</p> <p><b>Faculty Internal Panel Member</b> Cath Sylvester, Associate Professor, Northumbria School of Law</p> <p><b>Students' Union</b> Tally Kerr, Vice President Communications, Students' Union (Sabbatical Officer)</p> <p><b>Quality &amp; Teaching Excellence</b> Dr Ann Macfadyen, Academic Development Officer, Academic Registry</p> <p><b>External Subject Specialist</b> Dr Jonathan Owens, Associate Professor, Salford Business School, Salford University</p>
<b>Method of Review</b>	This review was conducted using the periodic review procedure defined in Northumbria's Review Framework available from <a href="https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/reviewframework/">https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/reviewframework/</a>

**Notes:**

- Review reports are expected to be short and succinct, typically 3 to 4 sides of A4
- Sections highlighted in blue below, together with the header above, make up the published summary of this review. This will be published on the University's Teaching Quality Information web pages (<https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/PQI/>)

<b>Section 1</b>	<b>Department Context</b>
<ul style="list-style-type: none"> <li>• Short summary of scope of review – programmes or programme areas included, total student and staff numbers</li> <li>• Short statement of the main aims of the department</li> <li>• Short statement of any necessary contextual information (e.g. physical and organisational location, any recent restructuring etc.)</li> </ul> <p><b>Summary Scope of Review</b></p> <p>The Department of Business and Management in the Faculty of Business and Law comprises four subject groups; Business Analysis, Systems and Supply Chain Management (BASSCM), Marketing and Travel and Tourism Management (MTTM), Organisation and Human Resource Management (OHRM) and Strategic Management and International Business (SMIB). These support a wide range of programmes at Undergraduate, Postgraduate and Doctoral levels.</p> <p>This review focused on Undergraduate Programmes, with a varied offering covering generalist, specialist and major/minor programmes of 4-year, 3-year and 1-year (Level 6) durations. Consideration has been given to a sample of programmes which reflected this extensive provision, namely BA (Honours) awards in Business Studies, Marketing Management, Human Resource Management, Business with Marketing Management, Business with Financial Management and Business (top-up), totalling 1832 enrolment records.</p>	

The Business and Management department has 117 academic staff, including 10 vacancies. Academic staff were returned under Unit of Assessment 19 as part of the Research Excellence Framework (REF) submission. In total, 23.2 FTE staff were submitted, achieving an overall 2.54 GPA, thus representing a significant rise from 1.8 GPA achieved in the 2008 RAE. A notable achievement was the 37% of the Impact submission being rated as 4\* world-leading impact, this being the third highest result across all Units of Assessment submitted by Northumbria University; 60% of Impact was assessed at 3/4\* threshold and 40% of all submitted outputs were assessed at 3/4\* threshold.

### **Main Aims of Department**

The Newcastle Business School mission is to develop individuals to achieve their leadership, management and employability potential through professionally relevant, research-engaged education, enabling a full contribution towards the University Strategic Objectives of building global reputation, high quality research, maximising student and stakeholder satisfaction and fostering a culture of continuous improvement. The success of the School's core mission is confirmed by its top 10 ranking for Graduate Employability, from a total of 93 UK Business Schools in both the 2011 and the 2012 Sunday Times Good University Guide. The Association to Advance Collegiate Schools of Business (AACSB) accredited the Business and Management provision and was subsequently followed up with accreditation for the Accounting provision. This overall outcome made Newcastle Business School the first to achieve double AACSB accreditation in Europe, placing it amongst the top 1% of Business Schools in the world.

### **Contextual Information**

The School is in the process of approving a strategy to pursue AMBA accreditation for its revamped MBA award and will decide over the next period whether or not to pursue whole School EFMD accreditation (EQUIS). In addition to these International accreditations, the programmes considered in this periodic review are governed by the QAA Benchmark Statement (2015), as well as AACSB Standard 9 with regards to curricula.

In developing the programmes for the future, the programmes were revalidated in 2015 (the top-up programmes such as BA (Honours) Business) and in 2016 (the substantive Undergraduate provision and the rest of the programmes being reviewed here) in line with Northumbria's Programme Framework for Northumbria Awards (PFNA). Central to the re-alignment of the programmes under PFNA has been the development of a core content based on Experiential Learning. The continued expansion of student numbers in the Business School presents key challenges which are being planned for, both in terms of human and physical resources.

The Business and Management Department has enhanced its contacts with local employers and practitioners through the development of the Departmental Advisory Board, which offers its valuable insight into the needs of employers across various business sectors, alongside feedback on the current programmes and proposed developments. This board was established in 2013, and comprises 16 individuals covering various sectors

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	• meets UK and NU expectations,	√
	• requires improvement to meet UK and NU expectations,	
	• does not meet UK and NU expectations.	
The quality of students' learning opportunities	• commended,	
	• meets UK and NU expectations,	√
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
Information about higher education provision	• commended,	
	• meets UK and NU expectations,	√
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	
The enhancement of students' learning opportunities	• commended,	√
	• meets UK and NU expectations,	
	• requires improvement to meet UK and NU expectations or,	
	• does not meet UK and NU expectations.	

Section 3	The setting and maintenance of threshold academic standards
<p><b>The Panel identified the following strengths:</b></p> <ul style="list-style-type: none"> <li>- Clarity of Faculty vision, which the department adheres to and is supportive of;</li> <li>- Commitment to external accreditation (s);</li> <li>- Evidence of ongoing and effective collaboration with partner institutions in order to improve consistency of student experience.</li> </ul> <p><b>The Panel made the following recommendations and timescales for further development:</b></p> <ul style="list-style-type: none"> <li>- To consider how benefits of accreditations are articulated to continuing students and employers, as evidenced by minutes of discussions undertaken within programme teams by September 2017;</li> </ul>	
<p><b>The Panel made the following observations:</b> None applicable.</p>	

Section 4	The quality of students' learning opportunities
<p><b>The Panel identified the following strengths:</b></p> <ul style="list-style-type: none"> <li>- Subject Academic Board (SAB) week initiative;</li> <li>- Marking feedback, where linked to clear criteria;</li> <li>- Employability initiatives embedded through undergraduate curriculum;</li> <li>- Strong preparation and placement supervision processes;</li> <li>- Effective management of final year dissertation.</li> </ul> <p><b>The Panel made the following recommendations and timescales for further development:</b></p> <ul style="list-style-type: none"> <li>- To raise student awareness of the University's standard e-mail <u>response</u> time during induction processes by September 2017; as evidenced by induction materials on eLP</li> <li>- To address legibility, quality and consistency of assessment feedback provided and implement lessons learnt from audit by June 2018; as evidenced by a report from student focus groups to take place at beginning of semester 2, 2018</li> </ul>	

- Discussion of Professor Beadle's large lecture project report regarding at June Faculty SLE
- To articulate student academic support and guidance tutoring processes from level 4 – 6 and publish this to students on the eLP during induction 2017/8 and review the experience of current level 4 students during their level 5 induction in September 2018

**The Panel made the following observations:**

Student feedback highlighted an issue with a lack of consistency in engaging lecture delivery and suggested more use of activities, real world examples and use of a range of approaches to accommodate diversity of learning needs

Student comments indicated that the use of online system to change programme, had been less effective than discussion with academic staff would have been.

**Section 5**

**Information about higher education provision**

**The Panel identified the following strengths:**

- Review of quantitative data trends and analysis, supporting evidence-based decision-making and further action planning.

**The Panel made the following recommendations and timescales for further development:**

- To investigate alternative ways of seeking student feedback, particularly where attendance at Student Staff meetings is low by the end of Semester 1 2017;
- To review interim completion of module evaluation processes by the end of January 2018 and ensure feedback loop into semester 2 SSPCs by the end of 2017/8 academic year.

**The Panel made the following observations:**

A range of approaches to completing module review forms was seen, further guidance to staff on good practice, especially where cohorts are mixed by programme and delivery site, should be considered to ensure effective contribution to programme review.

**Section 6**

**The enhancement of students' learning opportunities**

**The Panel identified the following strengths:**

- Clear strategic vision to embedding experiential learning throughout the programmes, through the provision of excellent real-world practical experiences, be it through the undergraduate consultancy project, study abroad or placement opportunities;
- Outstanding flagship provision provided via the Business Clinic;
- Examples of individual staff development of innovative student learning opportunities;
- Demonstrated commitment to increasing availability of group study spaces, moving away from knowledge transmission.

**The Panel made the following recommendations and timescales for further development:**

- To ensure sustainability and consistency of such opportunities through continued human and physical resourcing within the next round of planning processes;
- To continue to disseminate good practice, through SAB week process, by July 2018.

**The Panel made the following observations:**

- To investigate possible factors which contribute to staff turnover and address through resulting action planning;
- To initiate a departmental strategy to maximise employer engagement, through increased participation in programme design and delivery is recommended;
- To review the effectiveness of the Departmental Advisory Board as employers fed back that this was valuable but inconsistent.