

Periodic Review Report Template

Department and Faculty	<p>Business Postgraduate Programmes</p> <p>Department of Accounting and Financial Management</p> <p>Department of Entrepreneurship, Innovation and Strategy</p> <p>Department of Leadership and Human Resource Management</p> <p>Department of Marketing Operations and Systems</p> <p>Faculty of Business and Law</p>
Date of Review	30 and 31 May 2019
Review Panel (approved by Academic Registry)	<p>Dr Ann Macfadyen, Faculty Associate Pro-Vice Chancellor (Learning and Teaching), Engineering and Environment (Chair)</p> <p>Dr Lee Barron, Acting Faculty Head of International, Arts, Design and Social Sciences (Non-Faculty Internal Panel Member)</p> <p>Dr Nicola Wake, Associate Professor, Business and Law (Faculty Internal Panel Member)</p> <p>Prof Claire Sutherland, Head of Teaching Excellence, Quality and Teaching Excellence, Academic Registry</p> <p>Matthew Johnston, Vice President Postgraduate, Students' Union</p> <p>Dr Charles Knight, Associate Director (Learning, Teaching & Student Experience) at Edge Hill University</p>
Method of Review	This review was conducted using the periodic review procedure defined by Northumbria University Review Framework
<p>Notes:</p> <ul style="list-style-type: none"> • <i>Review reports are expected to be short and succinct, typically 3 to 4 sides of A4</i> • <i>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 Quality and Teaching Excellence web pages (Periodic Review Reports)</i> 	

Section 1	Department Context
	<p>The Newcastle Business School in the Faculty of Business and Law comprises four departments; Accounting and Financial Management (AFM), Enterprise, Innovation and Strategy (EIS), Leadership and Human Resource Management (LHRM) and Marketing, Operations and Systems (MOS). These support a wide range of programmes at Undergraduate, Postgraduate and Doctoral levels. The focus of this review, the Postgraduate Programmes, offer a varied portfolio covering generalist, specialist and major/minor programmes of 1-year full-time and 2-year with Study Abroad and with Advanced Practice variations, alongside the 2-year part-time HRM and Development programmes. A sample of programmes reflect the provision for this review. These programmes are MSc Business with Marketing Management, MSc Business with Financial Management, MSc Business with International Management (September and January start for these pathways), MSc International Business Management, MSc Global Logistics, Operations and Supply chain Management, MSc Digital Marketing and PG Dip/MA Human Resource Management and Development (part-time).</p> <p>As indicated above, there are several 1-year and 2-year Masters' programmes supported by Newcastle Business School and its four constituent departments. This review considers an extensive and representative subset of these awards, with the selected programmes capturing 278 students. This does not include students on certain of these named programmes studying at Kaplan, Singapore, London Campus and Amsterdam Campus.</p>

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 Association to Advance Collegiate Schools of Business (AACSB) accredited the Business and Management provision within Newcastle Business School, alongside accreditation for the Accounting provision. This 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. There was a successful double reaccreditation in 2019. In addition to this, the Undergraduate Framework for Business and Management successfully retained its EPAS (part of the European Foundation for Management Development – EFMD) accreditation in 2016 having gained this initially in 2013. In 2015, Newcastle Business School was the Times Higher Education (*THE*) Business School of the Year. The School's strategy is to leverage these prestigious accreditations to attract internationally renowned global education partners for student and staff exchange, collaborative educational provision and research collaboration. The accreditations additionally enable the School to recruit high calibre international academics to teach and research in the School. The Faculty, as part of its Strategy for 2023 is pursuing the "Triple Crown" accreditation (AACSB, EQUIS and AMBA), as presented in the NBA Plan Summary 2018/19 and Learning and Teaching Annual Plan Summary 2018/19. In addition to these International accreditations, the Masters' programmes forming this periodic review adhere to the QAA Benchmark for General Masters' Degrees (2015) and AACSB Standard 9 regarding curricula. Mapping of programme content to both benchmarks forms part of the programme specification documentation. Several the specialist Masters' programmes have accreditation through specific PSRBs.

Newcastle Business School (NBS) shares facilities within City Campus East (CCE1) with the Law School. The Department has access to five lecture rooms (a combination of tiered and Harvard Style), 44 classrooms, 10 specialist rooms and 5 IT workshops. All these rooms are equipped with AV and IT facilities. There is additional space dedicated to NBS provided through the Business Clinic, which has a hub, two seminar rooms and a lecture theatre. There is also the Bloomberg Financial Trading Room, used by students on the MSc Business with Financial Management programme. The School has also redesigned its IT workshops with five new, more flexible classrooms equipped with pop-up desks. Refurbishment of the hub area on the first floor of CCE1 provides working areas for students engaged in collaborative and group working that lends itself to experiential learning activities that are central to the Developing Global Management Competencies modules and dedicated Masters' activities such as the Business Simulation. During the summer of 2017, refurbishment of the second-floor hub took place along similar lines and the Faculty has reviewed its entire physical space to meet academic staff, PGR students and undergraduate and postgraduate taught students' needs over the next corporate strategy period.

CCE1 has 444 computers available for use by students in open access areas, as well as 23 computers in the Business Clinic. There are a further 634 computers in City Campus West, including 544 in the City Campus library which is open 24 hours. In short, there are 1142 open access computers on the main Newcastle campus. The University operates a three-year replacement cycle for student computers through a single tier-one manufacturer, currently HP. Students all have a personal network drive (U: drive) and access to the e-Learning portal (eLP) based on Blackboard. This is used as a material repository and for online and offline discussion, formative assessment, online lectures and other electronic learning aids. Students also have a Microsoft Office 365 account for cloud-based email. The University also offers a remote student desktop for both general and specialist software applications. Northumbria University Library is one of the best University Libraries in the UK. It achieves some of the highest levels of satisfaction and holds the Government Customer Service Excellence (CSE) standard (since 2010). Its provision for Business and Management is substantial, including hard copy books, alongside significant coverage of business and management materials in the form of journals, research and business reports, ebooks and news items. Core online resources include Business Source Premier, Emerald (covering a wealth of business and management topics), FAME, Mintel Reports, Passport (Euromonitor), Sage Research Methods Videos, Scopus and Taylor and Francis Library Journals Collections. Additional resources include Books at JSTOR, company, industry and market reports via EBSCO, Economist, Edward Elgar ebooks, FT.com, Regional Business News and Web of Science. Students on programmes from the Department also engage in Library inductions, classroom style skills session and drop-ins as part of the Northumbria Skills Programme that also includes the Library's collection of online learning materials, Skills Plus. City Campus Library is open 24/7 during term time and has over 2,000 places available across a range of learning spaces, half of which are equipped with PCs or Macs.

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

Section 3	The setting and maintenance of threshold academic standards
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Richness of accreditations and the added value it brings to students in terms of professional recognition; • The provision of real-world experiential learning through the Business Clinic. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • To recommend that departmental management scrutiny and discussion of Programme Enhancement Plans be fully implemented across all departments through inclusion onto DMG agendas by September 2019 and evidence of discussions and resulting actions. <p>The Panel made the following observations:</p> <ul style="list-style-type: none"> • The panel would have welcomed the opportunity to meet with employers although written feedback was provided when late cancellations occurred; • To review the level of contact with external examiners and encourage further initiatives to engage on a more regular basis. 	

Section 4	The quality of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Personal investment and flexibility of programme teams in providing a student-centred approach to learning experiences; • Personal engagement of programme leaders in providing student support and informal feedback opportunities; • Integrated working with Student and Library Services, particularly within induction module(s); • Recognition of the diverse nature of student groups and tailoring of student learning experiences, particularly through the year-long induction, residential and Business game simulation; • Scaffolded academic support for development of academic writing; • Overall student and Alumni enthusiasm as to their learning experiences. 	

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

- To meet with the Students' Union to discuss ways of strengthening the representation system and report on agreed strategies through the development of departmental action plans before September 2019;
- To reconsider approach to personal tutoring and clarify process of allocation and communication to students through a report to the first Faculty Education Committee meeting in 2019/20;
- To implement a consistent approach to closing the feedback loop to all students (in addition to SSPC minutes), e.g. "you said, we did", ELP programme sites, teaching and learning plans to current and incoming students through a report to the first Faculty Education Committee meeting in 2019/20;
- To develop an action plan and manage expectations of Advanced Practice students in relation to internships and experiential learning through a report to the first Faculty Education Committee meeting in 2019/20 and subsequent International Committee in 2019/20;
- To explore a third option of a desk-based simulated consultancy project alongside dissertation or consultancy by December 2019 and reporting findings into employability action planning as part of the enhanced APM process;
- To consider the purpose, structure and assessment of research methods module across the postgraduate portfolio by December 2019 and report outcomes to Faculty Education Committee meeting in 2019/20.

The Panel made the following observations:

- Student feedback questioned the value, purpose and timing of the 3,000-word dissertation proposal, highlighting the lack of clarity as to whether formative or summative assessment applied at point of submission;
- To reframe master-level study culture towards a more holistic approach to self-directed study, away from scheduled contact hours and encourage productive use of gaps in timetabled teaching;
- The panel noted that, on occasion, impact on assessed work was evident through lack of appropriate software (Wix) or software authorisation (e.g. NodeXL);
- Student feedback questioned the appropriateness of some group work assessment methods in gauging team-working abilities (e.g. building and presenting a website), when the focus should be on the process rather than the product.

Section 5	Information about higher education provision
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Addressing issues in differential attainment through TQEF funded project on employability mentoring scheme for international female students. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • To encourage an enhanced departmental culture around equality and diversity through individual conversations, staff development activities in addition to mandatory online training as evidenced by agreed intervention plans by December 2019, supporting Athena Swan activity planning. <p>The Panel made the following observations:</p> <ul style="list-style-type: none"> • Not applicable 	

Section 6	The enhancement of students' learning opportunities
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • Outstanding passion and commitment of academic teams in providing an excellent student experience; • Creation of opportunities for students to use real-world data in student project (Digital Marketing); • Embedding of Employability skills using a range of curricula; • Promotion of criticality through learning and teaching strategies; • Use of immersive learning experiences which enhance student confidence (residential, Business Clinic, game simulation); • Evidence of students being inspired to consider research careers. <p>The Panel made the following recommendations and timescales for further development:</p> <ul style="list-style-type: none"> • To evaluate the impact of different TEL initiatives on learning opportunities and report to the 	

Technology Enhancement and Student Outcomes board by December 2019.

The Panel made the following observations:

- Whilst students appreciated the open door policy, the impact on staff wellbeing should be considered;
- The value of collaborative working hubs was highlighted. As such, additional collaborative stations and investment in creating smaller meeting rooms for student and tutor interaction could be explored;
- Students and alumni feedback confirmed they would value an alumni e-mail address and account.

Section 7	Further Quality Assurance Monitoring	
	<i>This section is copied from the self-evaluation document to acknowledge actions which the Department/Faculty has already identified and is already actioning.</i>	
Affirmations ¹	Issue	Action
	The differing perceptions of the relevance of the core NX0472/3	Revisit the subject content of the two modules, with the potential to de-couple the two developmental area of “soft” and “hard” competencies into separate modules, with particular interventions that are discipline specific
	The syllabus of NX0475 – perceptions of level/relevance for a diverse range of full-time learners (previous areas of study, domicile) and scheduling of NX0422 – proximity to the start-up of the Dissertation	Subject content, scheduling, but recognition of benefits seen by International students and growing levels of “good” Masters degrees awarded.
	Take-up and format of year 2 of full-time programmes around Advanced Practice	Recognition of growth, but consideration of alternatives and management of student expectations, ongoing
	Decline in numbers of part-time HRM&D students in face of local competition	Explore possibilities of a Degree-Apprenticeship version of the programme to exploit alternative funding opportunities
	Postgraduate identity within the Faculty and CCE1	Parity of timetabling priority, visibility of PGT area, i.e. floor 4 in terms of class and out-off class activity
Audit Trails	Department proposed audit trails: <ol style="list-style-type: none"> 1. The outcomes of the PGT Review and portfolio composition and positioning. 2. The development of the MSc Marketing and MSc Finance programmes for 2019/20 rollout. 3. Student feedback at module review for the core module provision. 	
Compliance Checks	Compliance checklist to be received.	

Section 8	Department Response to Report
Short summary response by Department on follow up action for inclusion in published report:	

¹ examples of developments, planned or in train which seek to address issues previously identified