

Periodic Review Report Template

School	Newcastle Business School
Discipline Name	Undergraduate Business Programmes (excluding Accounting and Finance)
Date of Review	20-21 October 2010
Review Panel (approved by University Learning and Teaching Committee)	<p>Internal Members: Dr Chris Wigginton (Chair): Associate Dean (Learning & Teaching); School of Arts & Social Sciences Linda Spencer: Principal Lecturer/Head of Software and Data Engineering Subject Area; School of Computing, Engineering & Information Sciences Dr Andrew Robson: Programme Director - Postgraduate General Management Programmes; Newcastle Business School</p> <p>Students' Union Member: Pete Woodward: Students' Union Vice President; Welfare & Equality</p> <p>External Member: Vivien Sheard: Undergraduate Coordinator, International Business and Exchange Head of Quality Enhancement: Manchester Metropolitan University</p>
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Handbook (2009 version), available from http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/review/intrev/

Section 1 Discipline Aims and Context

The scope of this review included all NBS undergraduate programmes (with the exception of Accounting and Finance) including those delivered within the Renewal framework (as outlined below) as well as those delivered by the Corporate and Management Development Centre (CMDC). In March 2010 NBS was successful in gaining EPAS accreditation for its undergraduate provision. With ULT approval (following a rigorous mapping exercise between NU's Periodic Review process and EPAS requirements) the two processes were combined with evidence from the EPAS event informing the Periodic Review event. The event focused on a sample of top up/completion and CMDC programmes as these were excluded from the EPAS event.

Student Numbers

In terms of its undergraduate provision total student numbers were 2498 including 1405 fulltime students, 236 part time students and 857 students on sandwich programmes. In 2009/10 123 students undertook top up/completion programmes whilst there were 346 participants on CMDC programmes

Staff Numbers

Dean/Associate Dean	7
Professor	5
Reader	4
Principal lecturer	22
Senior lecturer	62
Lecturer	9
Teaching and research assistants	12

Programmes in scope from Renewal framework included were BA (Honours):

- Business Studies
- Business Management
- Marketing Management
- Logistics and Supply Chain Management
- Human Resource Management
- Travel and Tourism Management

- Advertising Management
- International Business Management
- International Business Management with Language
- Business with (HRM, Marketing, Finance, Tourism, Economics, International Mgt, Logistics)
- Business Administration
- International Hospitality and Tourism Management
- International Business
- International Business Administration

Programmes in scope from CMDC included were

- BA (Hons) Corporate Management
- BA (Hons) Leadership and Management (Part Time)
- BA (Hons) Leadership and Management (Distance Learning)
- BA (Hons) Leadership and Management (Northumbrian Water Limited)
- BA (Hons) Business and Management (Distance Learning)
- Diploma in Management Development (Part Time)
- Diploma in Management Development (Distance Learning)
- Diploma in Management Development (Zurich Finance, Northern Rock, Newcastle Building Society)
- Advanced Diploma Leadership and Performance Coaching

Programmes sampled were:

Undergraduate completion awards

- BA (Hons) Business Administration
- BA (Hons) International Hospitality and Tourism Management
- The International Business group of short programmes

Corporate and Executive Development Portfolio programmes

- BA (Hons) Corporate Management
- BA (Hons) Leadership and Management
- Diploma in Management Development

Main aims of the discipline

- Deliver relevant and contemporary programmes that employ innovative learning and teaching and develop independent, reflective and critical learning;
- Enhance the employability of individuals through personal and professional development;
- Develop research and scholarship that underpins an excellent student learning experience;
- Create an academic environment that supports research and scholarship;
- Support and develop academics who can contribute to communities of business and management practice;
- Use research and consultancy to further organisation and individual development;
- Develop corporate learning partnerships;
- Establish a global network of communities of business practice;
- Enhance the development of the Region through knowledge, networks and global partnerships.

Over the last three years, Newcastle Business School has:

- Moved into a new facility that has been built for the express purpose of supporting both the creation of an academic environment for research and scholarship, as well as being equipped with the most up-to-date teaching resources
- Continued to achieve high levels of employability for its graduates;
- Become a 'selector' rather than a 'recruiter', so that the School's undergraduate students enter with much higher qualifications than before;
- Raised the qualifications of the faculty, so that the majority of the academic staff will have doctoral qualifications by the end of 2009/10.
- Raised its research profile: the 2008/09 UK Research Assessment Exercise classified the School as 1.8 with 20.8% of its contributions classed as Leading International or World Class; this resulted in the School, for the first time, receiving Government funding to support its research activity;
- Renewed its programmes to make them more relevant and contemporary;
- Reduced dependence on HEFCE funding by diversifying income streams into international and corporate learning partnerships and research funding

In 2007/08 the whole of the Undergraduate provision was re-validated as part of the Renewal Project. On

the basis of Renewal a framework of modules has been created with the content of individual programmes being determined by the route students take through the framework. The framework design is based around the graduates achieving of four goals. On completion of the programme students will be:

1. Knowledgeable about the theory and practice of international business and management
2. Skilful in the use of personal, professional and managerial techniques and processes
3. Employable as graduates
4. Aware of ethical issues impacting on business and professional practice

The Undergraduate Framework represents a move from functional education to business process education. Underpinning the design of the core modules within the framework are five business cycles.

- a) the acquisition of capital resources;
- b) the acquisition of human resources;
- c) the conversion/service process;
- d) the sales/customer service process; and
- e) organisational performance measurement and management.

The Corporate and Management Development Centre within Newcastle Business School specialises in the development and delivery of work based learning awards designed to meet the needs of learners within the workplace and specific management development needs of corporate clients.

The Centre's philosophy is one of making learning relevant, interactive, participative, refreshing, fun and highly applicable to learners' own role or aspirations and the needs of the organisation. Learners are encouraged to challenge existing individual and organisational practices through critical evaluation underpinned by contemporary research and management theory.

The Panel made the following recommendations for further development:

- Need to develop more specific programme aims related to the specific awards and detailed in the programme handbooks.

The Panel made the following observations:

- Recognise NBS's ongoing work to align (where appropriate) the practices of its portfolio areas.
- Recognise the challenges of resourcing and assuring the student experience on very large modules and commend NBS's ambitions to increase its academic staffing levels.

Section 2	Curricula and Standards
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The Panel identified the following strengths:

- Well designed and well considered curriculum overall, which conforms to benchmarks and whose quality and standards we are happy to assure.
- The team are responsive to the concerns raised by students in relation to curriculum content.
- We recognise the work that has gone into the development of the Professional Project as a valid, academically rigorous and considered part of the final year of the undergraduate completion programmes.

The Panel made the following recommendations for further development:

- Broaden the UG curriculum by offering opportunities for students to undertake a more diverse range of activity such as accredited work-based learning, volunteering and languages.

Section 3	Management Information
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The Panel identified the following strengths:

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The Panel made the following recommendations for further development:

- The School has based parts of the SED on local data which does not allow for assured external comparisons with national or university management information. The University to work with the School to resolve issue of missing or conflicting data.

Section 4	Student Experience
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The quality of the teaching on all of the programmes. • The administrative support for students and staff, particularly in the areas of Academic Facilitation and the personalised approach in and by Ask Liz. • The arrangements and clarity of assessment information and organisation within and across the CMD programmes. • The responsiveness of the team to student concerns. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • Very strongly recommend that the UG programmes develop an explicit plan to address issues of assessment feedback quality and usefulness. In particular we strongly recommend that the discipline moves towards the provision of word processed feedback on all assessments, and that minimum standards are set and monitored for the quality and usefulness of feedback. • Work with timetabling and other relevant NBS and University services to ensure that students are placed in mixed groups for relevant seminars and workshops. • Systematise the more ad hoc arrangements for student feedback on programme and module queries and concerns. • Ensure adequate resources (in particular the provision of printers and working computers) are available on floor two. • The University as a matter of urgency to address issues of heating within the building. This should be signed off by the Acting Dean of School to her satisfaction. 	

Section 5	Enhancement Strategies
<p>The Panel identified the following strengths:</p> <ul style="list-style-type: none"> • The commitment of NBS to the research agenda and its support of staff to develop research profiles and outputs. • The emphasis on leadership and personal development within the programmes. • The emphasis on embedding research in the curriculum. • The consistency and depth of the approach of the CMD programmes to flexible learning. <p>The Panel made the following recommendations for further development:</p> <ul style="list-style-type: none"> • Develop and improve the consistency of approach to the use of the ELP across the UG programmes. 	

Section 6	Discipline Response to Report
<p>Discipline Aims and Context</p> <p><i>Need to develop more specific programme aims related to the specific awards and detailed in the programme handbooks.</i></p> <ul style="list-style-type: none"> • Corporate Portfolio: Common sets of undergraduate goals and objectives have been developed. • Undergraduate Portfolio: Goals and objectives have been reviewed and updated in programme specifications and student handbooks. Assessment and Teaching & Learning Plan templates will also reflect the revised goals/objectives from semester 2 2011-12. <p>Curricula and Standards</p> <p><i>Broaden the UG curriculum by offering opportunities for students to undertake a more diverse range of activity such as accredited work-based learning, volunteering and languages.</i></p> <p>The Undergraduate management team have a long term aim that every student has an opportunity to enhance their personal development and employability, through placements, exchanges, voluntary work etc. The following actions have been completed:</p> <ul style="list-style-type: none"> • Placement team are reviewing different placement/internship opportunities to complement the existing 48 week model; • A successful marketing consultancy scheme on the Marketing programme working with charities 	

will be extended to other programmes 2011-12;

- A range of marketing materials have been produced promoting exchanges and study abroad schemes extended to all undergraduate students;
- Credit bearing language options will be extended into Level 5 BA (Hons) International Business Management for next academic year;
- The budget for travel and languages bursaries has been increased;
- Programme Directors' programme budgets have been reinstated to encourage teams to be more proactive in arranging trips/visits.

Management Information

The School has based parts of the SED on local data which does not allow for assured external comparisons with national or university management information. The University to work with the School to resolve issue of missing or conflicting data.

Any issues will be investigated with programme offices, and if not resolved fed to Annual Programme Monitoring Data Champions for consultation with Northumbria World and Quality Support teams.

Student Experience

Very strongly recommend that the UG programmes develop an explicit plan to address issues of assessment feedback quality and usefulness. In particular we strongly recommend that the discipline moves towards the provision of word processed feedback on all assessments, and that minimum standards are set and monitored for the quality and usefulness of feedback.

- Corporate Portfolio: Completed for level 6, all levels to receive typed feedback as of 2011/12. Standardised feedback forms will be available for all levels in September 2011.
- Undergraduate Portfolio: A number of initiatives have been put in place including: appointment of L&T Co-ordinator; module tutor training sessions; changes to internal moderation process to highlight feedback against criteria; exploration of alternative methods of feedback.

Work with timetabling and other relevant NBS and University services to ensure that students are placed in mixed groups for relevant seminars and workshops.

In 2010/11 timetabling has moved to a programme basis to enhance the diversity of the seminar groups within the programme and help promote programme identity. The effectiveness of this process will be reviewed by the team responsible for workload management and feedback provided to timetabling.

Systematise the more ad hoc arrangements for student feedback on programme and module queries and concerns.

Arrangements are currently in place through which student feedback is collected through a system incorporating module review, programme review and programme committee meetings.

Ensure adequate resources (in particular the provision of printers and working computers) are available on floor two.

Additional printers have been installed on the second floor, the total number now available is eight. Students can use PCs on the School of Law floors and a further 38-40 computers have been requested.

The University as a matter of urgency to address issues of heating within the building. This should be signed off by the Acting Dean of School to her satisfaction.

An agreed programme of actions is in place and physical works have been and continue to be progressed to adjust the heating and cooling provision to the respective NBS areas of building occupation and use. Feedback received has identified that significant progress and improvement has been made.

Enhancement Strategies

Develop and improve the consistency of approach to the use of the ELP across the UG programmes.

- Corporate Portfolio: Minimum standards have been adopted for all elp sites.
- Undergraduate Portfolio: Minimum standards for content and a standardised look to elp sites has been adopted.