



The Business, Management, Accountancy and Finance
Network
Annual Report 2008-09
Appendices

Appendices

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Appendix 1 – Agenda from Key Contacts meeting



BMAF Key Contact Symposium

4th March 2009

Aston Business School

Agenda:

10:00am – 10:30am	Tea/Coffee	
10:30am – 11:15am	Welcome & Introductions Update on BMAF activities	<i>Clive Robertson, Director</i> <i>Stephen Probert, Assistant Director</i> <i>Brenda Eade, Associate Director</i>
11:15am – 12:30pm	The Student Learning Experience: Current Issues in Higher Education Institutions and in Business Schools <i>Small group discussions</i>	
12:30pm – 13:30pm	Lunch	
13:30pm – 14:00pm	Report back from discussion groups	
14:00pm – 15:00pm	BMAF: A critical review of its activities, services and products and their impact on the student learning experience <i>Small group discussions</i>	
15:00pm – 15:30pm	Report back from discussion groups	
15:30pm – 16:00pm	Agreed action: By BMAF and by Key Contacts	

To book contact: bmaf@brookes.ac.uk
tel: 01865 485670 fax: 01865 485829
<http://www.heacademy.ac.uk/business/>

Appendix 2 – List of BMAF events 2008-09

Workshops:

- 1) Business Ethics: Teaching and Learning Workshop
11 Sep 2008
University of Leeds
- 2) BMAF Employability Specialist Interest Group Workshop
03 Oct 2008
University of Lancashire
- 3) Workshop for New and Aspiring Academic Staff: Initial and Continuing Development of Academic Staff in Business Disciplines
05 Nov 2008
University of Oxford
- 4) Multi-Cultural Learning Workshop - Internationalisation SIG
13 Nov 2008
University of the West of Scotland
- 5) Increasing Student Engagement - Blended Learning Workshop
19 Nov 2008
University of Hertfordshire
- 6) Marketing Pedagogy – Directions for Future Practice (Marketing Education SIG)
21 Nov 2008
Manchester Metropolitan University
- 7) BMAF E-Learning Experts Group Workshop
26 Nov 2008
Association of Business Schools
- 8) Right skills? Right contexts? Right Dreams? Catching the wave: key issues (Entrepreneurial Learning SIG)
11 Dec 2008
University of Glamorgan
- 9) Research Informed Teaching: Purpose and Practical Application
19 Jan 2009
University of Ulster
- 10) Sustainable Employability - 3rd Employability SIG Workshop
23 Jan 2009
Queen Margaret University, Edinburgh
- 11) University Challenge! Careers for life have gone ... Delivering Effective Entrepreneurship Education Across the Faculties
29 Jan 2009
Edinburgh Napier University

- 12) Internationalisation of the Curriculum Workshop (Internationalisation SIG)
11 Mar 2009
Regents College London
- 13) Shifts in more Experiential Learning in Business Practice (Entrepreneurial Learning SIG)
20 Mar 2009
University of Surrey
- 14) Assessment, When, Why & How?
02 Apr 2009 Workshop
University of Leeds
- 15) Research-teaching links in Business, Management, Accountancy & Finance : Sharing & enhancing practice
22 Apr 2009
University of Abertay Dundee
- 16) Critical Reflection & Action Learning: possibilities and pitfalls (BMAF HRD SIG)
27 Apr 2009
Liverpool John Moores University
- 17) University Challenge! Careers for life have gone ... Delivering Effective Entrepreneurship Education Across Faculties
07 May 2009
Edinburgh Napier University
- 18) Assessment and Millennial Students
15 May 2009
Anglia Ruskin University
- 19) Internationalisation SIG Conference
04 Jun 2009
Lancaster University
- 20) Simulation Games and Role-Play Workshop
08 Jun 2009
University of Plymouth
- 21) Students in Transition – Issues and Solutions
12 Jun 2009
University of Ulster
- 22) Graduate Employability: The What, The Why and the How?
16th June 2009
Oxford Brookes University

23)4th Employability SIG Workshop on Embedding Employability in the Curriculum
17 Jun 2009
Coventry University

24)Third Workshop – Graduating Professional Project Managers (Project Management SIG)
19 Jun 2009
University of Salford

25)ABS-BMAF-BAM INITIATIVE ON UNPRiME - Responsible Management Education
19 Jun 2009
Aston University

26)BMAF E-Learning Experts SIG Workshop
10 Jul 2009
Northumbria University

Key Contacts Symposium:

BMAF Key Contacts Symposium
03 Mar 2009
University of Aston

Conference:

BMAF Annual Conference 2009
28 Apr 2009 Conference
St David's Hotel and Spa, Cardiff

Think Tank:

Technologically-Enhanced Work-Related Learning Think Tank
15 Jan 2009
The Winchester Hotel/University of Winchester Business School

Appendix 3 – BMAF Annual Conference 2009 overview

Tuesday 28 th April	
09:00 – 10:00	Arrival & Registration (Including Refreshments)
10:00 – 10:15	Welcome, Introductions and Conference Overview: Clive Robertson, BMAF Director (Dylan Thomas Suite)
10:15 – 10:45	Keynote Speaker: Helen Connor, Council for Industry and Higher Education: Employer HE Engagement: Influence Through Collaboration - Why? How? Who? (Dylan Thomas Suite)
10:45 – 11:00	Refreshments
11:00 – 11:30	Josephine Green, Philips Design: Thinking, Being, and Doing Things Differently: Future Skills, Future Employees and Future Employers. (Dylan Thomas Suite)
11:30 – 12:30	Paper Session 1 (Streams 1-6)
12:30 – 13:30	Lunch
13:30 – 15:00	Paper Session 2 (Streams 1-6)
15:00 – 15:30	Refreshments
15:30 – 17:00	Workshop Session 1 (Streams 1-6)
17:00 – 18:30	Poster Sessions (Pre-Function Room 1st Floor)
19:00 – 20:00	Drinks Reception (Pre-Function Room Ground Floor)
20:00 – 23:00	Conference Dinner (Roald Dahl Suite)

Wednesday 29 th April	
08:30 – 09:00	Arrival & Registration
09:00 – 09:15	Welcome to Day 2 (Dylan Thomas Suite)
09:15 – 10:00	Key Note Speaker: Wendy Stubbs, Quality Assurance Agency (Dylan Thomas Suite)
10:00 – 11:00	Paper Session 3
11:00 – 11:30	Refreshments
11:30 – 13:00	Workshop Session 2
13:00 – 14:00	Lunch
14:00 – 15:30	Workshop Session 3
15:30 – 15:45	Refreshments
15:45 – 16:45	Paper Session 4 (Streams 1-6)
16:45 – 17:00	Closing Plenary (Dylan Thomas Suite)

Appendix 4 – BMAF Annual Conference 2009 programme



Business,
Management,
Accountancy and
Finance

BMAF Conference 2009

Engaging Employers

28th – 29th April 2009

St David's Hotel & Spa, Cardiff

Tuesday 28th April

11:30am – 12:30pm: Paper Session 1

Group A			
Paper Title:	Author:	University:	Room:
Role of Business Schools in Global Leadership Education	John Rayment	Anglia Ruskin University	Roald Suite
Providing Choices for Learners and Learning – Alternative Pedagogical Approaches Within Units to Recognise Diversity in Learning Foundations	Judy Nagy	Deakin University, Australia	Roald Suite

Group B			
Paper Title:	Author:	University:	Room:
Crossing the Bridge: Insights into Enabling Strategies for Creative Business Development	Andy Penaluna & Kathryn Penaluna	Swansea Metropolitan University	Dahl Suite
Enterprise Education and its Impact on Career Intentions	Mrs Victoria Harte & Professor Jim Stewart	Leeds Metropolitan University	Dahl Suite

Group C			
Paper Title:	Author:	University:	Room:
Level Three Core Management Accounting Coursework-Video Based Assessment	Richard Tonge & Caroline Willett	University of Portsmouth	Dylan Thomas Suite
Discord Between the Personal Objectives of International Business Students, Government Initiatives, the Needs of Employers and the Supply of Educational Programs: An Australian Perspective	Tony Burch	Deakin University, Australia	Dylan Thomas Suite

Tuesday 28th April

11:30am – 12:30pm: Paper Session 1

Group D			
Paper Title:	Author:	University:	Room:
Engage in Research for Business Students: Developing an Online Tool for Undergraduate Research Projects	Dr Peter Miskell, Ms Isobel McClement, Dr Ismael Al-Amoudi & Dr Simon Burke	University of Reading	Tyddewi Room
On Your Marks, Get Set, Go: The Development of a Blended Learning Strategy	Helena Snee, Dr Paul Jones and Dr Arthur Morgan	University of Glamorgan	Tyddewi Room

Group E			
Paper Title:	Author:	University:	Room:
The Impact of a Work Placement Year on Student Final Year Performance: An Empirical Study	Joseph Peter Green	University of Ulster	Lloyd George Room
Learning to Reflect Through Technology, to Enhance Employability	Nicola Bullivant & Professor Helen Higson	Aston University	Lloyd George Room

Group F			
Paper Title:	Author:	University:	Room:
Contemporary Learning for Contemporary Roles: The Contribution of Themed, Integrated Assessment to Graduate Employability – A Case of Coca-Cola	Elizabeth Lloyd-Parkes, Lesley Long & Dr Arthur Morgan	University of Glamorgan	Penrhyn Marconi Room
What's in it for Us? Mobilising Employer Support in Informal Work Based Learning	Gill Homan & Chris Ogilvie	Manchester Metropolitan University	Penrhyn Marconi Room

Tuesday 28th April

13:30pm – 15:00pm: Paper Session 2

Group A			
Paper Title:	Author:	University:	Room:
Peer Mentoring: A Case Study in Extra-Curricular Skills Development to Enhance Employability	Rob Jones & Mary Brennan	Newcastle University	Dylan Thomas Suite
Real Employers, Real Business Tasks: Do Students Perceive the Employability Benefits?	Elizabeth Parkin, Guy Parrott, John Beaumont-Kerridge & Brian Matthews	University of Bedfordshire	Dylan Thomas Suite
Managing Transformation in Higher Education – The Case Study of Cyprus	Harry Kogetsidis	University of Nicosia. Cyprus	Dylan Thomas Suite

Group B			
Paper Title:	Author:	University:	Room:
The Dissertation Game: Promoting Understanding for International Students	Dr Diane Sloan & Elizabeth Porter	Northumbria University	Roald Suite
Internationalisation an Approach That Addresses Global Employability	Chris Shiel	Bournemouth University	Roald Suite
International Students' Authorship	Helen Singer, Karen Robins & Mary McCauley	University of Hertfordshire	Roald Suite

Group C			
Paper Title:	Author:	University:	Room:
A British Course of a British Educational Experience? Comparisons From a UK University	Heather Skinner & Hadyn Blackey	University of Glamorgan	Dahl Suite
The Development of Teaching And Learning Strategies for International Students Using Electronic Tools That Will Enhance Their Learning Experience	Karin Lind Hughes & Nigel F Coates	Northumbria University	Dahl Suite
Engaging International Students: Perspectives on the Role and Value of Support Mechanisms	Margaret Healy, Maeve McCutcheon & Colman Quain	University College Cork, Ireland	Dahl Suite

Tuesday 28th April

13:30pm – 15:00pm: Paper Session 2

Group D			
Paper Title:	Author:	University:	Room:
E-Pedagogy and 21 st Century Learners – Delivering the Future Curriculum	John Dickinson	Northumbria University	Penrhyn Marconi Room
A New Generation of Students and New Technology: Applying the Student Experience to Employment	Martin Rich	City University London	Penrhyn Marconi Room
Introducing a Community of Pedagogic Practice Within Southampton Solent University Combining Physical and Virtual Learning Environments to Further Staff and Student Learning Experiences – A Case Study	Sara Briscoe & Lesley Macdonald	Southampton Solent University	Penrhyn Marconi Room

Group E			
Paper Title:	Author:	University:	Room:
Match Making and Sense Making: A Potential Role for Business School Academics in Industry University Engagement	Dr Catherine Hodgson & Dr Fiona Whitehurst	Newcastle University	Tyddewi Room
Reflecting on Employability: A Case Study of Postgraduate International Students at Coventry University Business School	Marie Hardie & Steve Jewell	Coventry University	Tyddewi Room

Tuesday 28th April

13:30pm – 15:00pm: Paper Session 2

Group F			
Paper Title:	Author:	University:	Room:
How do Different Learning Activities Contribute to Marketing Students' Perceived Understanding of Marketing?	Lorna Walker & David Chalcraft	Westminster University	Lloyd George Room
Metacognitive Pattern Indicator (MPI) for Improving Metacognition of Students in Higher Education	Dr Nigel Brown & Dr Arthur Morgan	University of Glamorgan	Lloyd George Room
What can we do About Disengagement?: An Attempt on a Large Module	Graham Baker	Bristol Business School	Lloyd George Room

Tuesday 28th April

15:30pm – 17:00pm: Workshop Session 1

Workshop Title:	Author:	University:	Room:
What can MYSAKE do to Support you in Developing Personal Development Planning and Your Employability	Julie Haddock & Philip Frame	Middlesex Business School, Middlesex University	Roald Suite
Navigating Graduate Careers in the 21 st Century: A Decade Of Employer Engagement for Curriculum Development	Aileen Watson & Bill Johnston	University of Strathclyde	Dylan Thomas Suite
“I’ve always wanted to ...” – Benefitting from BMAF Small Grants	Richard Atfield	BMAF Subject Centre	Dahl Suite
Framework and Toolkit to Support Learning Through Employment	Heather Skinner & Peter Green	University of Glamorgan	Tyddewi Room
Entrepreneurship Education: Embedding Entrepreneurial Practice into the Curriculum	Prof Lester Lloyd-Reason, Prof Roger Mumby-Croft & Leigh Sear	Anglia Ruskin University	Penrhyn Marconi Room
BMAF e-Learning Experts Group – Open Meeting	John Dickinson, Nigel Coates & Gelareh Roushan	Northumbria University & Bournemouth University	Lloyd George Room

Tuesday 28th April 2009

17:00pm – 18:30pm: Poster Session Pre-Function Room 1st Floor

Poster Title:	Author:	University:
Using Computer-Assisted Audit Tools (CAATs) as a Teaching Tool for Audit and IT Modules	Marlene Davies & Theo Tryfonas	Glamorgan University & Bristol University
Accounting 1-800: Student Responses to On-Line Versus Face-to-Face Learning Supports	Margaret Healy, Maeve McCutcheon, Michelle Carr & Claire O'Sullivan-Rochford	University College Cork, Ireland
Assessing the Value of Client/Agency 'Real World' Simulation to Foster Student Creativity in Marketing Education	Jacqueline Lynch	University of Westminster
A Cognitive Framework to Support the Management of Workplace Behaviour	Dawn Burns and Dr Arthur Morgan	University of Glamorgan
Evaluating the use of SMS in Student Feedback	Nadia Amin, Jacqueline Lynch Clive Vassell	University of Westminster
Peer Mentoring: Double Gain or Quadruple Whammy?"	Hannelie du Plessis-Walker	Coventry University
Using Competitions and Student Ambassadors to Build Links with FE Colleges. A Case Study	David Chalcraft	University of Westminster
How Economics Students are Prepared for Work – Results of Students and Alumni Surveys	Dr Inna Pomorina	Economics Network



Wednesday 29th April

10:00am – 11:00am: Paper Session 3

Group A			
Paper Title:	Author:	University:	Room:
'Not Worth the Paper They're Written on'	Heather Skinner, Lee Kennedy & Robin Croft	University of Glamorgan	Dylan Thomas Suite
Business Education: The Need for a Paradigm Shift	Dr Andrew Armitage	Anglia Ruskin University	Dylan Thomas Suite

Group B			
Paper Title:	Author:	University:	Room:
Workplace Mentoring for Student Support and Employer Engagement	Margaret Masson	Glasgow Caledonian University	Roald Suite
Demand-Led or Leading Demand; What do Employers Need?	Phil Higson & Anthony Sturgess	University of Chester	Roald Suite

Group C			
Paper Title:	Author:	University:	Room:
The Journey Towards Cultural Competence: First Interventions	Professor Helen Higson	Aston University	Dahl Suite
Are the Skills Needs of International Undergraduate Students Being Met by the Traditional Methods of Assessment and Feedback?	Claire McCann	University of Ulster	Dahl Suite

Group D			
Paper Title:	Author:	University:	Room:
An Investigation Into Student Preferences of Different Blended Learning Modes on a Part-Time MSc	Dr Doris Jepson	University of West of England	Penrhyn Marconi Room
Feedback on Assessment Via Gradebook	Dr Sabina Siebert	Glasgow Caledonian University	Penrhyn Marconi Room

Wednesday 29th April

10:00am – 11:00am: Paper Session 3

Group E			
Paper Title:	Author:	University:	Room:
Accounting Skills for Future Graduates in Australia: More Than Numbers	Professor Phil Hancock	University of Western Australia	Tyddewi Room
An Audit Learning Experience: A 'Pilot' Project Through Joint Venturing With a Third Sector Organisation	Richard Tonge & Caroline Willett	University of Portsmouth	Tyddewi Room

Group F			
Paper Title:	Author:	University:	Room:
Enhancing Employability: Engaging Students and Developing Skills Through Curricular, Co-Curricular and Extra Curricular Activities	Linda Johnson & Helen Pokorny	London Metropolitan University	Lloyd George Room
Supporting Life Long Learning in Marketing Education: Where are we now and what do we need to do for the future?	Monica Gibson-Sweet, Jacqueline Lynch & Peter Rudolph	Higher Education Academy University of Westminster University of Derby	Lloyd George Room

Wednesday 29th April

11:30am – 13:00pm: Workshop Session 2

Workshop Title:	Author:	University:	Room:
Business Research Methods: Using a Structured Model Based Upon Kolb's Experiential Learning Theory to Assist Students in Constructing Research Proposals and Projects	Jon Simon	University of Hull	Dylan Thomas Suite
Practice What we Preach? HRD Learning and Teaching in a Professionally Accredited Curriculum	Sally Rumbles	University of Portsmouth	Dahl Suite
Employing Employability in the Curriculum	Amanda Relph & Mary McCauley	University of Hertfordshire	Penrhyn Marconi Room
From Perceptions to Here and Back Again	Julia Pointon	De Montfort University	Tyddewi Room
The Impact of Diversity and Enrichment of Feedback to Enhance a Key Lifelong Managerial Capability	Ann Brown, Clive Holtham & Martin Rich	Cass Business School, City University	Roald Suite

14:00pm – 15:30pm: Workshop Session 3

Workshop Title:	Author:	University:	Room:
How to Create a Good First Impression and Sustain it!	Clare Callaghan, Caroline Strevens & Louise Allen	University of Portsmouth	Roald Suite
Linking Student Part-Time Work to Academic Study	Elaine Clarke	University of Westminster	Dahl Suite
Between Two Worlds: Unpacking Performance and Learning	Karen Thompson	University of Bournemouth	Penrhyn Marconi Room
New Perspectives on Corporate Education	Martin Reynolds Jon Salkeld	Anglia Ruskin University	Tyddewi Room

Wednesday 29th April

15:45pm – 16:45pm: Paper Session 4

Group A			
Workshop Title:	Author:	University:	Room:
A Critical Knowledge and Analytical Study of the Benefits of Knowledge Transfer Partnerships (Ktps) to the Teaching of Business and Management Students	Professor Hugh Coombs & Brian Telford	University of Glamorgan	Dylan Thomas Suite
Perceptions of Professionalism Among HR Practitioners: A Phenomenographic Inquiry	Julia Pointon	De Montfort University	Dylan Thomas Suite

Group B			
Workshop Title:	Author:	University:	Room:
Precursors to Graduate Employment: in Search Of Effective Retention, Progression and Achievement (RPA) Policies at Post-1992 Institutions	Suzanne Kane & Roger Bennett	London Metropolitan University	Roald Suite
Creative Lives: Developing Enterprise Skills in Creative People in Sub-Saharan Africa	S Hill & M Drowley	University of Glamorgan	Roald Suite

Group C			
Workshop Title:	Author:	University:	Room:
Interactivity and Conversation – Enhancing the Large Group Learning Experience Through Personal Response Systems	Nigel Coates & John Dickinson	Northumbria University	Dahl Suite
Developing a Model of Distributed Blended Learning	David Rush	University of Winchester	Dahl Suite

Wednesday 29th April

15:45pm – 16:45pm: Paper Session 4

Group D			
Workshop Title:	Author:	University:	Room:
APEL: Writing From Experience	Helen Pokorny	London Metropolitan University	Penrhyn Marconi Room
A Decent Proposal: Helping Placement Students Plan Projects Using Interactive Workshops	Matthew Wood & Julie Fowlie	University of Brighton	Penrhyn Marconi Room

Group E			
Workshop Title:	Author:	University:	Room:
Teach Me What I Want, What I Really, Really Want: Gender Perspectives on Taught Entrepreneurship Education	Dr Paul Jones, Mrs Amanda Jones, Dr Christopher Miller & Dr Gary Packham	University of Glamorgan	Tyddewi Room
Evaluating the use of Action Learning Sets To Facilitate Continuing Professional Development: A Pilot Study With Entrepreneurs and SME Owners in North East England	John Fenwick, Paul Leonard & Teresa Waring	Northumbria University	Tyddewi Room

Group F			
Workshop Title:	Author:	University:	Room:
Foundation Degrees: The Tripartite Relationship Between Higher Education, Further Education and Employers	Dr Jenny Gilbert	Anglia Ruskin University	Lloyd George Room
Taking A Personal Development Approach to the Teaching of Research Methods	Elaine Clarke	University of Westminster	Lloyd George Room

Appendix 5 – Evaluation Report



Engagement with BMAF

Evaluation report from visits to Business Schools January to July 2009

**Brenda Eade
Associate Director
BMAF**

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1. Introduction

This report summarises the issues discussed with twenty-one Business Schools and Departments of Management which were visited, during the last six months, as part of a profile raising and evaluation exercise. Meetings were held with Deans, BMAF Key Contacts and other members of Faculty.

The Schools and Departments visited are listed in Appendix A

The purpose of the visits was firstly to raise awareness of BMAF, its current projects and activities, secondly to assess how effectively BMAF is communicating with, and serving its academic community, and thirdly to obtain some intelligence on what Business Schools perceive to be the key issues facing them over the next eighteen months.

A more detailed framework of the discussions is set out in Appendix B.:

Separate reports summarising the discussions, and recommending future courses of action have been written for each of the Departments and Schools visited. Copies of the individual reports are available from the BMAF Administration team. This report draws on those reports, highlighting the key issues and making recommendations based on the feedback received.

2. Engagement with BMAF and its activities

2.1 Awareness of BMAF

Most Business Schools are aware of the Network, but there is some confusion between the role of the HEA, QAA and HEFCE, and how BMAF interacts with each of these organisations. In schools where there is a strong pedagogic research base, involvement in BMAF activities and recognition of its work is stronger.

Some Deans were fairly far removed from the activities of BMAF, having a greater interaction with ABS. Nevertheless they are interested in opportunities to network and become involved in various projects. It was felt that a monthly one page update about the work of the Network would be helpful in highlighting areas of activity with which they might wish to engage. It was also suggested that Deans are regularly contacted – either by a visit, or email to ascertain the key issues facing their Business School.

Several Schools commented on BMAF's lack of visibility. It was thought that this year (2008/9), the Network had not been as active nor had as high a profile as in previous years. Reasons for this were attributed to the departure of the previous BMAF Director, and the absence of one of the Assistant Directors, during April, May and June, due to ill health,

2.2 Key Contacts

Key Contacts are enthusiastic supporters of BMAF and do attempt to disseminate information about forthcoming events to their colleagues. However, in some schools, it was thought that the key contacts represented one discipline within the school, e.g. accounting rather than the whole school. Dissemination of information, therefore, tended to be to that particular subject area, rather than across the School. BMAF

may wish to review the key contacts' list and consider appointing additional subject contacts in larger schools. Key contacts expressed concerns about the amount of material sent to them, its format, and a reluctance by their colleagues to engage with the Network.

Several schools have appointed administrators as key contacts. There is some evidence that they are more effective at circulating BMAF information than their academic counterparts. It may, therefore, be worth considering having both an academic and an administrative contact within each school - the academic to champion BMAF, and an administrator to receive and disseminate information.

The report from the Key Contacts meeting in March provides plenty of scope for improving communication and providing support for the Key Contact role within the Business School. It was suggested that a second meeting later in the year (October/November) would be helpful for those who were unable to attend the March event. This meeting might have a more thematic approach – focussing on current concerns. These suggestions were reinforced at the meetings held with Business Schools.

In many cases the Key Contact is the Learning and Teaching Director/Advisor who has direct responsibility for enhancing the student learning experience. Hence there is an opportunity for BMAF to increase its visibility by being more active in staff development events (e.g. teaching and learning conferences) which are organised by these individuals.

Several schools have their own teaching fellowship schemes (often managed by the Learning and Teaching Advisor). It may be possible for BMAF to champion awards made through these schemes, adding external credibility, and thus raising their profile within the school.

2.3 The Student Voice

Measuring the impact of BMAF activities on the student experience is perceived as difficult, but it was generally felt that some engagement with, and feedback from, students would help to raise the profile of BMAF.

Several of the schools visited had supported the student article competition and believed this was beneficial in terms of publicising BMAF's activities as well as giving them an opportunity to celebrate the successes of their students. The commentary obtained from the student articles provides a useful starting point for student engagement in terms of both focus groups and an area on the Web.

2.4 The Annual Conference

This year's annual conference, held in April, in Cardiff, was perceived to be a success by those who had attended, and many Deans and Key Contacts wanted to encourage greater participation in future events. However some papers appeared to be very much "work in progress" and as such, might have been better presented in poster format. It was felt that this and other successful events should be celebrated more publicly through news letters etc. Papers from the annual conferences need to be made easily accessible on the website for future reference. Business Schools who rated highly in the **Research Assessment Exercise (RAE)** and who are now focussing on the **Research Excellence Framework (REF)** believed the conference did not have sufficient credibility to warrant the submission of papers. (They were more likely to publish via the [Society for Research into Higher Education \(SRHE\)](#).)

2.5 The External Examiners' Database

This was not widely known about, but was thought to be a useful resource which could be further developed and publicised.

2.6 Special Interest Groups (SIGs)

The work of the Special Interest Groups (SIGS) was acknowledged as being useful, and many Key Contacts had attended workshops run by the SIGS. The International SIG received the most favourable comment. Special Interest Groups for assessment, and sustainability and corporate social responsibility were thought to be possible areas for expansion. It was also felt that the North West was under-represented in terms of events and the location of SIGS. BMAF might want to consider locating some of these types of activities at Liverpool Business School, Liverpool John Moores University.

2.7 Teaching Research and Development Grants (TRDG)

These were seen as excellent vehicles for championing internal research activities, and the high number of applications for grants this year is indicative of their popularity. It was suggested that these might be developed further by offering follow-on grants to those who won initial funding. This could encourage more in-depth research in a particular area, leading to more widely recognised publication.

3. Key Issues for Business Schools

3.1 The International Agenda

Most Business Schools are being pressed to increase their international activities to bolster university funding. This encompasses recruitment of overseas students to the UK and the development of new partnerships. Business schools have historically recruited the highest proportion of international students and are familiar with the issues this raises in terms of the student experience and maintaining quality. There will, nevertheless, be more pressure on what are fairly scarce resources, to provide an appropriate student learning experience. The dissemination of models of good practice provided through research, workshops and projects could be of benefit to all providers of international education.

A further concern for Business Schools is the pressure the new border control regulations will put on monitoring the attendance and retention of international students. The more stringent requirements for visas, and the need for large bank account deposits for international students, before they come to the UK, may act as a deterrent for UK recruitment, encouraging prospective students to go to Australia or other European destinations. Several universities have put in place new systems to monitor the attendance and performance of their international students and there may be opportunities to share best practice.

Supporting incoming international students, especially in terms of familiarising them with the learning and teaching styles of the UK education system, and

providing opportunities for them to improve their English Language continues to be a cause of concern for many Business Schools. This is particularly problematic for students joining the final year of a business degree, as they are expected to “hit the ground running” and complete a dissertation within a very short period of time. There are many excellent projects in place for managing the international student experience and their successes should be more widely publicised.

Business schools embarking on new ventures overseas, either in the form of partnerships, franchises or “flying faculty” are looking for models of best practice on which they can base their international development.

Faculty in overseas partnerships may also benefit from engagement with BMAF to enrich the learning experience of their students. This offers a further opportunity for BMAF to extend its network by sharing resources and disseminating good practice.

3.2 Student Experience

The results of the National Students Survey continue to be a concern for the majority of Business Schools, particularly in respect of their poor scores for assessment and feedback. Some have undertaken extensive research into the reasons behind the low scores, and run staff development events to help to improve results. Publication of the 2009 results may provide an opportunity for BMAF to engage with the sector to research the issues behind the ratings, and to offer a network of support to disseminate best practice (e.g. the Student Experience Project at Exeter Business School).

As assessment and feedback have continued to be areas of concern for many Business Schools, it was felt that this could effectively form a future special interest group. CASS Business School would be interested in hosting and leading such a group.

Teaching large numbers of students and the impact this may have on the student experience in terms of learning teaching and assessment, continues to be of concern to many Business Schools. This has been reflected in a number of research proposals for the TRDGs which will attempt to address this issue.

The role of the personal tutor and the resourcing required to maintain student expectations also continues to exercise some Business Schools.

Other suggestions for sharing best practice included templates for student handbooks.

3.3 Technology Enhanced Learning

Many Business Schools are still struggling to establish coherent and professional systems for technology enhanced learning. It is now an expectation that modules are supported with web based materials, but the

resources to support their development are often inadequate. Many staff expressed concerns about both the quality of these materials, the resources available for their development and insufficient staff training.

Coupled with technology enhanced learning is the use of business simulations. There is currently a high level of activity in the accounting area, particularly in the use of SIM Vision. There is an opportunity for BMAF to champion the sharing of resources for such simulations, and also any related case studies. The issues associated with managing group assessments, on-line, which is a requirement of these simulations, was suggested as a further activity which BMAF may wish to champion.

Social networks are being used increasingly by universities. Several Business Schools would be interested in sharing best practice in this area, especially with regard to “managing” the content of such networks. Again this is a potential area of involvement for BMAF.

3.4 Recognition of Pedagogic Research/Continuing Professional Development

Recognition of excellence in teaching and the profile of pedagogic research within the academic community is often a low priority in Business Schools. Many traditional universities have, of necessity, focussed on the RAE and are now responding to the requirements of the REF. Consequently, subject research has been rewarded whilst there has been little room for funding and recognition of pedagogic research.

However, a research group in one of the more traditional University Business Schools has successfully linked pedagogic research to subject research, and consequently gained appropriate recognition for its work. This may be a model for others to follow.

In some Business Schools, teaching-only-staff have been employed to enable those involved in research, in a particular discipline, to focus on that research. The teaching-only-staff would like to see career progression opportunities, and feel there is a need for structured CPD and a clearly defined progression route.

This may, therefore, be an opportune time for BMAF to build on the success of its new lecturers’ and part-time lecturers’ projects and identify areas of good practice which recognise and reward excellence in teaching. Furthermore, by engaging with those involved in pedagogic research, BMAF can give external endorsement to a project, raising its profile and confirming its credibility.

A further means by which BMAF could recognise excellence in teaching is through the teaching awards offered by some Schools. These are sometimes in the form of a grant for pedagogic research (which BMAF could add to, or recognise). Other schemes recognise excellence in teaching, student support, or contributions to the curriculum. BMAF could collect information on

these schemes, work with the individuals concerned, and publicise the awards. (see also 2.2)

3.5 Curriculum Development

All business curricula are expected to be up-to-date and reflect current trends and concerns. Business Schools recognise the need to respond to the lessons which can be drawn from the banking crisis and ensuing negative publicity for many financial institutions. They are attempting to emphasise the need for students to operate ethically, with a clear sense of corporate social responsibility. Whether to embed this into the curriculum, validate stand-alone modules, or include it as part of the “sustainability” agenda is an issue exercising the development teams in many Schools.

Here again, there is an opportunity for BMAF to provide a network of support and to collect and disseminate examples of good practice. Consideration should be given to developing a CSR interest group and running some events on sustainability in conjunction with ABS.

A bank of shared case studies, written by academics, was also suggested as a valuable resource which BMAF might develop and manage.

Several Business Schools indicated that they would like some guidance on how to seek accreditation, by the relevant professional body, for their undergraduate and postgraduate programmes, particularly in the areas of accounting, personnel management and marketing. BMAF may have a role to play in signposting those involved in curriculum development to the relevant training courses and professional body guidelines.

This could link to working with ABS to provide guidance on the most appropriate accreditation body, for either a programme or a School – e.g. AACSB, EQUIS, EFMD, EPAS, AMBA.

3.6 Recognition and Accreditation of Learning in the Workplace

Accreditation of work-based learning has long been part of the portfolio of a typical Business School. However, the recent government directives and reports emphasising that universities and industry should work together in the provision of education and training, have put further emphasis on the need to link learning to the workplace. Business Schools have responded by developing practice based courses at foundation, undergraduate and postgraduate levels, in partnership with corporate organisations. These not only accredit training taking place within the workplace, but recognise learning as part of the job being undertaken, directly linking this to academic credit.

This is an emerging area of education to which BMAF needs to respond by disseminating good practice and providing a vehicle through which the requirements of the QAA can be both understood and influenced by Higher Education Institutions. It can also act as a medium for promoting relevant

research projects which have been undertaken by organisations such as the CIHE.

Linked to this, the London Business Schools have concerns about the lack of large industries in the city with whom they can develop their curricula. They believe there may be benefits in setting up a London Network of Business Schools to discuss this and other common problems – e.g. international recruitment.

3.7 Work-load Planning

As budgets become squeezed, by the decrease in funding, the need for careful work-load planning is a key issue for Business Schools. There are a range of models used in the sector, and an opportunity to discuss and disseminate best practice would be welcomed by many Schools. This is an area where BMAF may be able to co-sponsor an event with ABS.

4. Conclusions and Recommendations

In general BMAF is highly regarded within the business education community. However there is room for the Network to raise its profile and visibility to obtain greater recognition for its work. This could be achieved through celebrating and publicising its successes, providing monthly bulletins to Deans, taking space in in-house journals, and profiling particular Business Schools in the BMAF magazine. (2.1)

The conference could benefit from wider circulation and promotion to Deans, with some inserts being included in Business School magazines/journals. The resources from the conferences need to be more accessible via the web. It should also be noted that the presentation from the guest speaker from Industry was very highly rated. Consequently, BMAF may wish to consider including “industry experts” in more of its work and events. Conference papers may need to be reviewed more extensively in the future to ensure that they represent high quality research and are not simply “work in progress”. (2.4)

Stronger links to the business community would help to raise the profile of BMAF and increase its credibility in terms of employer engagement. This could be achieved through joint research projects, and/or the publication of BMAF articles/research in business journals/magazines (BMAF are already doing this) (3.6)

BMAF needs to demonstrate its ability to respond to current/key issues through the provision of events/workshops on hot topics, in conjunction with HEIs – e.g. sustainability, corporate social responsibility, new directives from the British Border Agency, work load planning. (3.5, 3.1, 3.7)

Better communication both within BMAF and with its network of academics needs to be achieved. The information sent to Business Schools needs to be structured and formatted to enable the audience to engage with it more effectively. Adding an administrator to the list of key contacts may assist in the dissemination of information to the appropriate people within the Schools. The key contact list should be updated, and, where necessary, key contacts from other subject areas, within the Business Schools, added to encourage participation by a wider range of staff. (2.2)

BMAF is an obvious network for championing the enhancement of learning and teaching within Business Schools. To some extent BMAF is already engaging with this, but more emphasis could be put on this activity by the recognition of Teaching Fellowships and Teaching Excellence Awards already in place in some Business Schools. BMAF might also consider participating in staff development activities for learning and teaching. The profile of pedagogic research needs to be raised, and where possible linked to the discipline research being undertaken by business staff. (2.2, 2.7, 3.4)

Recommendations for a system of CPD for teaching staff should be developed. BMAF workshops and events could become part of the CPD portfolio. (3.4)

As assessment and feedback are key areas of concern for many Business Schools, the development of a Special Interest Group on Assessment and Feedback, possibly hosted by CASS, should be considered. (2.6, 3.2)

Similarly establishing a group for Corporate Social Responsibility and Sustainability could support work being undertaken in this area of curriculum development and assist Business Schools in preparing their students for the workplace. (2.6)

Providing information on how to approach professional accreditation of the curriculum and where to obtain information and training on this topic would be welcomed by many of those involved in curriculum development. (3.5)

Although the International SIG is well thought of, there is further scope for developing guidance on best practice for setting up and managing International Partnerships. (3.1)

The student voice of BMAF should be championed and developed, taking the positive outcomes of the student article competition further by setting up focus groups and providing a student space on the web site. (2.3)

Drilling down into the results of the NSS would provide a further link to the student voice, as well as supporting Business Schools in making comparisons across the sector, and putting in place systems for improving their performance. (3.2)

Support for, and development of, technology enhanced learning should embrace business games/simulations, assessing group work on line, as well as how best to provide training and development for academics who are required to produce web-based learning materials, or incorporate such materials into their teaching. (3.3)

BMAF needs to respond to the development of practice based education which involves partnerships between Business Schools and corporate organisations. It has a role as a network for disseminating good practice and providing models for development of a curriculum which recognises learning through work. (3.6)

BMAF may wish to investigate the development of a resource for sharing case studies which have been written by academics in various Business Schools (3.5). It may also wish to update the External Examiner database and publicise its availability more widely. (2.5)

In terms of acting as a conduit for the dissemination of policy and debate, BMAF should ensure that it is recognised as the place to go to find out new

developments in HE as well as a network which understands and responds to the needs of industry.

Finally, BMAF has fairly limited resources, particularly in respect of “human resources”. To raise the profile of the network and address the recommendations made above, these need to be utilised to the full. Although the list of recommendations may seem extensive, many of them build on the work being undertaken by BMAF and its academic community. By encouraging the sharing of resources, the dissemination of good practice and greater participation in the network BMAF can achieve much of what has been recommended with the resources currently available.

Brenda Eade, Associate Director,
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July 2009

APPENDIX A
Schedule of Visits to University Business Schools and Departments of Management

Business School/Department	University	Date
The Ashcroft International Business School	Anglia Ruskin University	28 th October 2008, 15 th May 2009, 11 th June 2009
Caledonian Business School	Glasgow Caledonian University	24 th June 2009
CASS Business School	City University	8 th June 2009
Derby Business School, Derby Corporate, Innovation for Learning	University of Derby	21 st May 2009
Essex Business School	University of Essex	10 th June 2009
Exeter Business School	University of Exeter	9 th June 2009
Glamorgan Business School	University of Glamorgan	12 th December 2008
Hope Business School	Liverpool Hope University	25 th June 2009
Liverpool Business School	Liverpool John Moores University	25 th June 2009
Faculty of Business, Computing and Information Management	London Southbank University	11 th February 2009
Newcastle Business School	University of Northumbria	12 th May 2009, 30 th June 2009
Oxford Brookes University Business School	Oxford Brookes University	5 th January 2009
Regent's College	London	29 th May 2009
Swansea Business School	Swansea University	16 th June 2009
Swansea Met Business School	Swansea Met University	12 th February 2009, 17 th June 2009
The Judge Business School	University of Cambridge	11 th June 2009
Teesside Business School	University of Teesside	9 th December 2008, 6 th March 2009, 8 th April 2009
University of Liverpool Management School	University of Liverpool	25 th June 2009
Department of Management Science and Innovation	University College London	7 th May 2009
Warwick Business School	University of Warwick	8 th July 2009

Westminster Business School	University of Westminster	11 th February 2009

Appendix B

Framework for Discussions

1. A brief overview of BMAF – aims and objectives, current activities/projects benefits of engagement, mode of operation
2. The Business School's engagement with BMAF in terms of conference attendance and contributions; Special Interest Groups, publication of research papers; involvement in projects, attendance at workshops, key contacts, fellows and senior fellows.
3. Some evaluation of these activities, including evidence of the impact engagement with BMAF may have had on the student experience.
4. Establishing the key issues facing the Business School over the next academic year.
5. Suggestions and ideas for the development of BMAF's current work, and identification of possible new areas of activity.

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