



The Business, Management, Accountancy and Finance
Network
Annual Report 2009-10
Appendices

Appendices

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Appendix 1 – List of BMAF events 2009-10

- 1) Modes of Learning and Teaching (Project Management SIG)
18th September 2009
Bournemouth University
- 2) Developing Evidence Informed Practice (Marketing SIG)
13th November 2009
London South Bank University
- 3) Preparing for Placement (Employability SIG)
20th November 2009
Coventry University
- 4) Challenges for Teaching & Learning (Internationalisation SIG)
27th November 2009
Newcastle Business School
- 5) E-Learning Experts Group workshop
11th December 2009
University of Central Lancashire
- 6) Academic Research: What it really is and why it is like Guinness.....it
is good for you!
21st January 2010
University of Ulster
- 7) BMAF Key Contacts Meeting
16th February 2010
Manchester Metropolitan University
- 8) Shaping Quality and Assessment in Entrepreneurship Education
(Entrepreneurial Learning SIG)
26th February 2010
Leeds Metropolitan University
- 9) Learning Spaces: Building Bridges and Breaking Barriers (Project
Management SIG)
3rd March 2010
Westminster University
- 10) Research and reflection on Teaching International Students
(Internationalisation SIG)
5th March 2010
DeMontfort University
- 11) The 21st Century Business Academic: Workshop for New and Aspiring
Academic Staff
10th March 2010
University of Leeds

- 12) The International Agenda: Where Next? - Understanding Cultures
17th March 2010
University Wales Institute Cardiff

- 13) BMAF Annual Conference – Assessment and Assessment Standards:
the challenges for business education
20th and 21st April 2010
Marriott Hotel Gosforth Park, Newcastle

- 14) Evidence-based Practice Seminar
5th May 2010
Oxford Brookes University

- 15) Developing a Research Active Curriculum in Business and
Management
19th May 2010
University of Sunderland

- 16) Personalised Learning workshop
26th May 2010 (**POSTPONED**)
University of Central Lancashire

- 17) The Role of Simulations in Business Education
8th June 2010 (**POSTPONED**)
Teesside University

- 18) Internationalisation SIG Conference
17th & 18th June 2010
The Village Hotel, Bournemouth, and Bournemouth University

- 19) Project Simulations (Project Management SIG)
30th June 2010
University of Bedfordshire

Appendix 2 – SIGs report



Special Interest Groups 2009/2010 - Activity and Impact

Richard Atfield, Assistant Director, BMAF

September 2010

1. Introduction:

BMAF continued to facilitate a number of special interest groups (SIGs) during 2009-2010 with a mixture of albeit reduced financial assistance, planning and workshop support. In turn, those organising SIGs have broadened the capacity of BMAF by working with their network colleagues - running workshops and conferences, providing small project grants, funding conference places and travel funds, contributing to BMAF and other publications and conferences,

SIG teams have provided relevant input to assist BMAF in responding to requests for information, consultations, e.g. QAA, and changing academic circumstances, and have represented BMAF in some national meetings, e.g. employability and employer engagement, enterprise and entrepreneurship. These are brief descriptions only and much more information is available through the websites indicated and through the SIG Leads.

2. Profession/Subject-based SIGS:

2.1 British Accounting Association Accounting Education SIG

Lead: Prof. Neil Marriott, Winchester

BMAF provided £3,000 sponsorship for a number of activities. These include financial support for new delegates to attend their annual conference, this year held in Dublin, and the funding of additional research bursaries through the Committee of Heads of Accounting. BMAF is identified as a sponsor of both activities and resulting research projects have contributed to both the BAA and BMAF conferences.

<http://www.dcu.ie/conferences/baa>



2.2 University Forum for HRD – HRD SIG

Lead: Claire Valentin, Edinburgh

BMAF provided £3,000 support for the HRD match-funded SIG activities in 2009-2010. These included the award of small project grants, a workshop in Manchester to share project outcomes from 2008-9, development of online



learning resources. Again, some project outcomes were presented at the BMAF/UFHRD workshop in Leeds 2010 as well as at the 2010 BMAF Conference. <http://www.ufhrd.co.uk/wordpress>

2.3 Academy of Marketing – Marketing Education SIG

Prof. Monica Gibson-Sweet, Glamorgan

The Academy of Marketing matched the £3,000 support from BMAF in 2009-2010 to encourage colleagues to share learning from the 2008-9 projects and to apply for funds to investigate relevant issues around internationalisation and global citizenship. Previous grant holders presented findings to colleagues at a dissemination event in London in autumn 2009 and at the BMAF conference 2010. Four more grants were awarded in 2009 to academics based at Strathclyde, Southampton, Lincoln and Kingston and these will be reported in autumn 2010. Among other activities the SIG are discussing the benefits and practicalities of introducing a benchmark statement for marketing.

http://www.academyofmarketing.org/index.php?option=com_content&view=article&id=133&Itemid=95



3. Theme-based SIGS

3.1 Internationalisation SIG

Lead: Dr. Julia Pointon, De Montfort University Leicester

The Internationalisation SIG has achieved a considerable reputation both within and beyond business education as a point of reference for issues throughout the international student lifecycle and as an enjoyable, lively and very useful network. With a grant of £3k the SIG provided workshops in Newcastle and Cardiff and a 2-day conference in Bournemouth during 2009-10. They also produced an Internationalisation issue of the BMAF Magazine, based on their previous activities.

<http://www.heacademy.ac.uk/business/publications/bmag/issue8>

In addition SIG-Lead Julia Pointon organised a student-focused event for the UKCISA/HEA Teaching International Students (TIS) project with Jude Carroll and video snippets now contribute to the TIS resources.

<http://www.heacademy.ac.uk/resources/audioandvideo/internationalisation>

The SIG team have identified a range of resources produced by colleagues through BMAF as well as many from contacts around the UK and worldwide. Together with outcomes from the SIGs events these resources are available through the SIG's own minisite at:

<http://www.heacademy.ac.uk/BMAFInternationalSIG>



3.2 Employability SIG

Lead: Beverly Leeds, University of Central Lancashire

The SIG organised a well-attended workshop and well-evaluated workshop in autumn 2009 at Coventry which focused on 'Preparing for placement'. Beverly represented BMAF at HEA events relating to employability and employer engagement.

<http://www.heacademy.ac.uk/business/ourwork/sigs/employability>

3.3 Project Management SIG

Lead: Steve Barron, Lancaster

PMnetwork.org.uk

The PMNetwork for Excellence in Learning and Teaching organised three events in 2009-10 and these remain popular and well attended with delegates from a wide range of subjects including engineering as well as business education. At Bournemouth in September they discussed Modes of Teaching and Learning, in London in March the focus was Learning Spaces, followed by Simulations and Case Studies at Bedford in June. The SIG contributed to organising the international PM conference in Lille in August and are planning both workshops and a conference during 2010-11.

<http://www.pmnetwork.org.uk>

3.4 Entrepreneurial Learning SIG

Lead: Prof, Andrew Penaluna, Swansea Metropolitan

Through a £3k grant to the SIG BMAF sponsor the national Enterprise Educator Awards and the inaugural award was made at the 2009 IEEC Conference in Edinburgh to a team from Manchester Metropolitan University. We were delighted to be able to do so again at the 2010 conference to Charmaine Myers of Sheffield Hallam University for the Venture Matrix

<http://enterprise-educators-awards.ncqe.com>

During the 2009 IEEC Conference Andy and SIG colleagues organised a workshop to discuss issues relating to quality and assessment of enterprise education. The outcomes led to a workshop in Leeds during February led by Andy for BMAF SIG and Enterprise Educators UK and Laura Bellingham of the Quality Assurance Agency.

Most recently Andy is involved with both the Welsh government and DIUS discussing the enterprise agenda and in particular raising the profile of BMAF in respect of academic quality and standards.

http://www.heacademy.ac.uk/business/ourwork/sigs/entrepreneurial_learning_sig

3.5 E-Learning Experts Group/Technology-Enhanced Learning SIG

Lead: Dr. Geli Roushan, Bournemouth

The group planned to provide some workshops during 2009-10 but the numbers registering were insufficient to allow these to go ahead. Members of

the SIG did contribute to reviewing, chairing and presenting papers in the Technology-enhanced Assessment stream at the 2010 BMAF Conference.

<http://www.heacademy.ac.uk/business/ourwork/sigs/eLearning>

4. Community-developed groups

4.1 Games, Simulations and Role-Play

Two previous events in Plymouth have brought this group together but unfortunately an event planned for Teesside failed to materialise due to difficulties in finalising a programme sufficiently in advance to attract delegates.

4.2 Research-Active Curriculum

Raised as an issue for discussion by Gail Sanders at Sunderland, a workshop was organised there. A key element was the morning session led by Prof. Alan Jenkins and although well attended by local HE and FE staff it did not attract many delegates from any distance outside the city.

4.3 Operations and Supply Chain Management

Ollie Jones of Leeds Metropolitan has led investigation of the need for such a group and a small number of delegates at the 2010 BMAF Conference met to consider what such a group could contribute. With increasing levels of interest Ollie and colleagues are planning an initial workshop in 2010-11 to share practice and identify future issues for discussion.

4.4 Other Suggested SIGs

Over the past year or so, several colleagues have suggested that BMAF establish SIGs for assessment, ethics, sustainability, research methods and a number of other topics. In each case we have invited those individuals or groups to take a lead in identifying the level of interest (as in 4.1-4.3) with the offer to use the BMAF website and Magazine for communications, also up to £500 to organise an initial event. So far none have materialised.

5. Review

It is clear from most Deans, Key Contacts, workshop and conference delegates and from feedback received during institutional visits that the introduction of SIGs by BMAF from 2007-8 has achieved their key aims:

- Links with professional bodies
- Extend capacity and reach beyond the limited staffing of the BMAF Network
- Raise awareness of BMAF and HEA in smaller, often more specialist communities

Initially the budget was sufficient to provide £3-5,000 grants to a number of these to launch the concept, with workshop expenses in addition to that. However, with the significant reduction in recent years and unknown circumstances beyond 2010-11, SIGs previously in receipt of grants have been advised that any offered in the current academic year will be the last. This builds on discussions over the past few years that SIGs should seek to become more self-sustaining through generating funds, e.g. conferences, or obtaining other support, e.g. sponsorship.

Based on the various events, outputs, resources and other contributions achieved, these arrangements seem to offer value for money. In particular they have delivered much more and cost much less than was likely by the alternative directly employing staff within BMAF.

Appendix 3 – Evaluation Report



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1. Introduction

Following on from the evaluation of BMAF activities in 2008/9, a similar exercise was undertaken during the 2009/2010 academic year.

This report summarises discussions with staff in University Business Schools and Departments of Management. In particular, it highlights the current issues facing the Business community and evaluates the role that BMAF is playing, and can play, in supporting and enhancing learning and teaching.

Contact was made with twenty Business Schools and Departments. Visits were made to fourteen of them, a telephone conversation was held with one key contact, and a further two meetings were held with representatives from Business Schools through external examining activities. It was not possible to arrange meetings with three of the Schools initially emailed.

The purpose of the meetings was to raise awareness of BMAF within the Departments and Schools, to obtain feedback on the projects, activities, resources and events currently offered by the Subject Network, and to document the key issues facing Business Education over the next eighteen months. The meetings also provided an opportunity to discuss the “Academic Integrity Project” currently being undertaken by an HEA researcher, Erica Morris, and to discuss the policies and procedures which the institution had put in place in response to growing concerns about plagiarism and collusion.

The majority of meetings took place with Key Contacts, and those responsible for Learning and Teaching within the School or Department. A list of schools and academics visited is set out in Appendix A.

A more detailed framework of the discussions is provided in Appendix B.

Summary reports, with action points, have been written following each meeting. Copies of these reports are available from the BMAF Administration team.

In addition to visits to Schools and Departments, discussions were also held with a selection of delegates at the Annual Conference. The Key Contacts meeting at Manchester Metropolitan University, on 16th February, provided a further opportunity to discuss the role and future of BMAF. Meetings of the Academy of Marketing and Internationalisation Special Interest Groups were also attended to gain further feedback on the work of the Subject Network.

A project analysing the impacts of The Teaching Research and Development Grants, awarded by BMAF, over the past five years, which is currently being undertaken by the author, provided further opportunities to gain “intelligence” about the external perspective of BMAF.

Finally, the author’s external examining duties for two University Business Schools enabled discussions about the role of BMAF to take place with members of the schools and other external examiners.

2. Engagement with BMAF and its activities

As the meetings this year were held with Key Contacts and Departmental Staff, awareness of BMAF and the activities and resources offered by the Network was significantly higher than had been the case in discussions with Deans during the previous evaluation exercise.

There continues to be confusion about the role of the HEA, QAA and HEFCE, and how BMAF interacts with each of these organisations. For example, one academic had received a Teaching, Research and Development Grant but was unaware of where the funding had come from.

Concerns were expressed about the negative publicity following discussions at the HEA about the future of the Subject Groups. Many academics felt that this deterred colleagues from fully engaging with the network, and could devalue its role.

Lack of visibility of the Subject Network continues to be an issue for concern, and in the light of reduced funding, BMAF has not had the opportunity to run as many workshops and events as in previous years.

2.1 Key Contacts

This year's Key Contacts' meeting focussed on responding to the HEA agenda of possibly reducing the number and role of subject groupings, to work within the boundaries of reduced funding for 2010/2011 and beyond. It was agreed that the BMAF Subject Network has a key role to play in supporting those working in the Business, Management, Accountancy and Finance subjects, and thus contributes to enhancing the student experience. The events and activities organised by BMAF were seen to be key to ensuring that this support was both focussed and appropriate. A full report from the Key Contacts Meeting is available at <http://www.heacademy.ac.uk/business/ourwork/keycontacts>.

The issue of representation of all business subjects, by Key Contacts, was again raised during visits to University Business Schools and Departments of Management. Many of the Key Contacts are in the Department of Accounting (and Finance) and believe that there should also be representation from the Departments of Human Resource Management, Marketing, Management and Strategy. Where possible, the names of colleagues from these departments were added to the BMAF publications list.

The quantity and format of material sent to Key Contacts may require further review as academic staff are sometimes reluctant to engage with multiple emails and/or large volumes of paper work. BMAF has already responded to concerns raised at the Key Contacts meeting by creating e-mail links to publications and creating a Key Contacts JISC list. A monthly summary of activities was considered to be a useful reminder to Key Contacts about future events, and could also be sent to Deans to highlight the work of the Network. Several institutions requested further visits from BMAF and suggested presentations be made to their staff. Two schools are now hosting workshops

reflecting their specific needs. These will be open to other practitioners. It was suggested that BMAF might like to have a slot in staff development and learning and teaching events organised by the school or institution. The championing of internal teaching fellowships, by BMAF, was recognised as a means of giving external credibility to the schemes. Both of these activities could help to increase awareness of BMAF and raise its profile.

2.2 The Student Voice

It was felt that having the President of the Students' Union as a keynote speaker at the annual conference reflected BMAF's desire to engage with students, and provided an opportunity for practitioners to hear "the student voice" with regard to the learning experience, and in particular assessment..

The student competition, which provides a further opportunity to "hear the student voice", had fewer entries for 2009/2010 than the previous year. However, recognizing the winning student's department/school helped to raise the profile of the exercise.

Follow-up interviews with competition entrants were considered to be a good way to engage further with the student population.

Several of the Schools visited had initiated their own methods of recognising the Student Voice through blogs and face-book-type activities and joint research projects, as well as through the traditional student/staff liaison committees. It was suggested that BMAF might wish to engage with these activities to further respond to the Student Voice.

2.3 The Annual Conference

Despite the transport problems caused by the "Ash Cloud", this year's Conference, held in Newcastle, was well attended, and feedback from delegates was positive.

The Conference is regarded as an inclusive event which provides an excellent opportunity to network, as well as being a platform for those new to research to disseminate their projects in a non-threatening environment. However, it was suggested that BMAF may wish to review the format of the conference and be more selective in terms of the papers presented. Reducing the number of papers and workshops would increase the number of delegates attending each session which in turn would stimulate discussion and debate.

As mentioned in last year's report, academics wanted papers from the Annual Conferences to be easily accessible on the website, for future reference, and believed the success of the Conferences should be celebrated more widely. It should be noted that BMAF has responded to this request by making both papers and videos of keynote speakers available at http://www.heacademy.ac.uk/BMAFconference/conferences_slides_2010

2.4 Special Interest Groups (SIGs)

The work of the Internationalisation Special Interest Groups (SIG) continued to be acknowledged as making a very useful contribution to enhancing the experience of international students.

Not all academics were aware of the special interest groups which represented their particular area of interest, while others had apparently experienced difficulties making contact with the groups. As new groups are formed, in response to trends in business education, for example the Games and Simulation Group, these may benefit from more prominence on the website.

2.5 Teaching Research and Development Grants (TRDG)

Funding for another round of these grants has been made available, and a high number of applications for funding has been received. A separate project has been undertaken to assess the impacts TRDGs have had on enhancing the student experience and informing practice. Feedback from meetings held with Business Schools indicated these projects are considered a valuable means by which those new to the academic community can become involved in pedagogic research. However, there were concerns about the amount of time involved in undertaking the projects relative to the funding made available. It was suggested that BMAF might want to consider providing support for new researchers on “how to research”.

Pedagogic research is not highly rated in all HE Institutions, as the emphasis is on subject research which will contribute to the REF. This may result in the value of a TRDG project not being recognised within the Business School. However, in other institutions, there is an expectation that pedagogic research underpins teaching and learning, and tutors are encouraged to be involved in “action research” as part of their teaching. Several Business Schools have already established centres for pedagogic research. Others are in the process of setting them up. This may be an opportunity for BMAF to gather intelligence about such units so that it can engage with them and advise others on their constitution and outputs.

2.6 Publications

The International Journal of Management Education (IJME) was considered to be a useful resource and an ideal publication for new researchers. However, several Business Schools expressed concerns at its one star rating, as they believed this was a barrier to encouraging staff to publish in the journal. BMAF may want to consider whether the journal rating could be upgraded, without jeopardising its role as a first publication point for many researchers.

The Enhancing series was acknowledged as a good resource for specific issues, such as assessment. However, its visibility needs to be increased, as not all academics were aware of its existence.

BMAF Magazine was seen as an easily accessible publication which can be read on an ad hoc basis. Most of those who commented on the magazine believed that one of its main strengths was that the articles were short and often a “taster” for more formal reports/papers. Furthermore, the fact that it is produced in hard copy means it can be read whilst one is “on the move”.

Ezine, is recognised as a valuable update on current events but is not widely accessed by the academic community. Its profile may need to be raised to encourage wider engagement with the publication, particularly as it provides a monthly summary of BMAF’s activities..

2.7 BMAF Projects

The Islamic Studies Project received favourable response from most Business Schools who were keen to be involved in contributing to the research and in sharing ideas for the development of courses.

The Academic for the 21st Century was seen as a framework for identifying the CPD needs of Business School academics. Wider dissemination of the project outcomes was required to ensure that Schools and Departments were aware of the research.

3 Key Issues for Business Schools

3.1 The current economic climate has dramatically changed the recruitment agenda for Business Schools, with many now unable to offer places to potential students in the light of reduced funding. Furthermore, there is pressure on existing resources, and this may detrimentally affect the student experience, with larger class sizes and less staff availability.

3.2 A growing international student population is changing the ethos of many business schools which hitherto have not recruited large numbers of international students. There is general recognition that this has an impact on the teaching and learning methods employed and raises issues in terms of assessment. As these students often require a considerable amount of academic support in the early stages of their university life, this is putting a further strain on resources.

3.3 As a consequence of the increase in the number of international students wishing to study in the UK, there has been a huge growth in the number of private colleges starting-up in prestigious locations. In some cases Universities have established their own “International Colleges” in London, or other cities. Whilst the former may be in direct competition with University Business Schools, the latter puts a further strain on the resources for managing standards and the curriculum.

3.4 Academic integrity and managing the assessment process is a key issue for many business schools. Concerns were expressed about the increase in instances of plagiarism, collusion, and the use of ghost writers, together with issues relating to poor academic practice. It was felt that these impacted on the workload of academics and had serious implications for the maintenance of standards. The Academic Integrity Project, currently being undertaken by a

member of the HEA, was welcomed by Schools and seen as a vehicle for sharing new initiatives to combat plagiarism and preserve academic integrity. Several Schools have implemented their own mechanisms to support students in the assessment process, with the aim of helping them to avoid being accused of plagiarism, This has replaced previous strategies which took a more confrontational approach to assessment offences.

3.5 With increased pressure on resources, due to funding cuts and recognition of the need for sustainability, several Business Schools indicated that they would like to see a greater sharing of resources. This included case studies, videos, pod-casts, multiple choice question papers, simulation games, student support initiatives, etc. BMAF was seen as a natural repository for sharing resources, and it was suggested that this might be the next initiative for the Subject Network. The award of the OER funding may go some way towards responding to this.

3.6 In terms of enhancing the Student Experience, the results of the National Students Survey continue to indicate some dissatisfaction. Whilst several Business Schools have dug deeper into the statistics, others would like to make comparisons across the sector to help them to respond to the issues behind the poor results. It was felt that sharing experiences and expertise in addressing student dissatisfaction might help to improve future results for the sector as a whole. BMAF has been working with the ABS and through the HEA to provide further breakdown of the statistics and make comparisons across the sector. There was general consensus that BMAF was a good forum for leading and co-ordinating further analysis of the results.

3.7 Flexible approaches to learning through technology and other support systems is a continued area of development for Business Schools. Several have launched on-line programmes to respond to increased demand from overseas students. Managing the student experience and maintaining standards for these awards is an area of concern. Once again, the need to share best practice is regarded as something which could be further promoted and co-ordinated through the auspices of BMAF and the E-Learning SIG.

3.8 Linked to this is the interpretation of “contact hours”. Students are becoming more demanding in terms of “getting value for money” and expect significant amounts of face-to-face contact time with their tutors. Most validated programmes specify “contact hours”, for a module or programme. However the interpretation of “contact hours” is varied, and there is a view that the quality of a course should not be measured by the number of “contact hours” but should reflect the learning experience, which may be supported by the use of innovative means of delivery. The requirement of UKBA for students to be “in class” for at least 16 hours per week is also influencing how courses are structured.

3.9 Several Business Schools are in the process of pursuing accreditation by external bodies such as EQUIS, AACSB, and are seeking guidance on which agency to go to and how best to achieve accreditation. Although The Association of Business Schools offers guidance on this, BMAF may wish to

consider providing opportunities for Schools to share experiences and best practice to achieve accreditation.

4. Conclusions and Recommendations

4.1 The feedback received through visits to Business Schools and Departments of Management this academic year has been extremely positive, with a clear endorsement that the work of the Subject Network should continue and grow. This can be illustrated by the fact that five Schools asked for further visits and suggested presentations by BMAF at staff development events, while two other Schools requested workshops on specific topics. These are planned for the next academic year.

4.2 The negative publicity resulting from the HEA proposals to change the number and role of subject networks needs to be addressed, and, where possible, reassurance given that BMAF intends to continue to offer support to the subject community, and to work with practitioners to enhance the student experience. As the Network continues to grow and increase its visibility within the subject area, this may provide an opportunity to disseminate its activities to a wider community of practitioners.

4.3 Recognising and responding to the “Student Voice” will ensure that the Network is working to “enhance the student experience” and is demonstrating its awareness of the issues facing the current student population. Continuing to provide support for further analysis of the statistics collected through the National Students’ Survey is one means of addressing this. Follow-up interviews with students who participated in the competition may also provide qualitative data on what students perceive to be “good feedback”.

4.4 Dissemination of BMAF activities through Key Contacts should be reviewed to ensure that the quantity and quality of the material received is appropriate. It may be helpful to send material to more than one representative within the school, to ensure that all subject areas are covered.

4.5 Co-ordinating the sharing of learning and teaching resources and research outputs is seen as a key role for BMAF. This addresses issues of sustainability in education, as well as encouraging the sharing of best practice.

4.6 Flexible approaches to learning and teaching are seen as key to overcoming constraints on resources and addressing the needs of a diverse student population. BMAF can act as a champion for developments in e-learning and other non standard methods of delivery, such as work-based learning.

4.7 Issues associated with Academic Integrity continue to exercise many Business Schools. The outcomes of the Academic Integrity Project need to be shared with the academic community, and their specific application to the subject area can be disseminated by BMAF. Follow-up workshops on this topic may be a way forward.

4.8 Although BMAF publications are generally highly regarded, the Subject Network should ensure that they meet the expectations of the community. The magazine may benefit from a more thematic approach, whilst the rating of the IJME may need to be reviewed. The use and relevance of the Ezine should to be investigated. Greater publicity should be given to the publication of new books in the “enhancing” series.

4.9 Whilst the conference is recognised as an excellent venue for networking and offering a platform for new researchers to disseminate their findings, BMAF may wish to put more emphasis on high quality papers, and adopt a revised format for future conferences. Responding to current issues in Business Education is at the focus of the Network’s activities, and it is essential that the conference continues to reflect this.

4.10 The work of the Special Interest Groups continues to be highly regarded, but there may be scope to raise awareness of new groups, and to ensure that their work and role is more widely publicised. The International SIG should continue to be championed by the Network, as there is a clear need to respond to issues associated with an increasing international student population in many business schools, and with the expansion of overseas partnerships.

4.11 As funding for these groups will be constrained in the next academic year, BMAF may wish to focus on “championing” rather than funding new groups (as is the case with the Operations and Supply Chain Management Group) encouraging their development within host HE institutions. This will enable new trends within business education to be recognised and their associated research and resources shared by the academic community. .

4.12 BMAF needs to be able to respond to “hot issues” (eg contact hours) and “emerging trends” (eg flexible learning) within business education. This may be facilitated through commissioning project work, or the championing and sharing of research expertise which is already available within University Business Schools.

As the resources of the Network will be stretched by the reduction in funding, BMAF will need to carefully plan its areas of engagement for 2010/2011, setting clear targets by which it can measure its impact and build on its success during the past year.

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Higher Education Academy

September 2010

APPENDIX A

Evaluation Exercise – Contacts made with University Business Schools and Departments of Management; Academic Year 2009 - 2010

Business School/Department	University	Contact	Meeting date/comments:
Kingston Business School	Kingston University	Deborah Anderson	Met on 16 th March
Birmingham City Business School	Birmingham City University	Tony Elliot	Met on 13 th April
Norwich Business School	University of East Anglia	Professor Roland Kaye	Met on 28 th April
Nottingham Business School	Nottingham Trent University	Christopher Cramphorn and Virender Slaich	Virender Slaich no longer key contact. Christopher is L&T co-ordinator and is therefore key contact. Unable to make contact with Christopher.
Loughborough University Business School	Loughborough University	Professor Malcolm King	Spoke on the telephone to Keith Pond on 29 th June.
Cardiff Business School	University of Cardiff	Claire Morgan	Met on 17 th March 2010
School of Management	University of Wales In Cardiff (UWIC)	Rod Kelly/Angela Joseph	Met at the International SIG conference in Cardiff, on 17 th March
Essex Business School	University of Essex	Andrew Wood, Director of Learning and Teaching, Patrick Hitchen, Teaching only Contract	Met with Patrick Hitchen and Andrew Wood, on 14 th April.
Judge Business School	University of Cambridge	Shima Barakat	Unable to make contact
Birmingham Business School	University of Birmingham	Dr Glyn Watson	Met Nick Rowbottom, The Departmental Director of Education for Accountancy and Finance, on 23 rd March 2010
School of Management	University of Southampton	Professor Terry Williams + Susan Westcott (PA)	Met with Jean Lear (teaching and learning co-ordinator) and Professor Stephen Ward, Deputy Head of School (Education), on Monday 22 nd March.
Nottingham University Business School	University of Nottingham	Professor Stephen Diacon	Unable to make contact. Stephen on study leave.

Business School/Department	University	Contact	Meeting date/comments:
Ulster Business School	Ulster University	Professor Kate Greenam, Helen Fee, Claire McCann, Stephen McNamee	Met with Professor Kate Greenam, Helen Fee, Claire McCann on 24 th June 2010
CASS	City University	Martin Rich	Met with Martin Rich on 2 nd June 2010
Westminster Business School	University of Westminster	David Chalcraft and Lorna Walker	Met with David Chalcraft and Lorna Walker on 8 th June
Hertfordshire Business School	Hertfordshire University	Sally Bruce	Met with Marija Cubric on 8 th June.
Manchester Met Business School	Manchester Met University	Mike Lowe	Met with David Muskett on 16 th February
Swansea Business School	Swansea Met University	Jenni Woodman	Met with Will Flemming and Business School staff on 18 th June
OU Business School	The Open University	Martin Friel	Met Martin 5 th July
Staffordshire Business School	Staffordshire University	Paul Williams	Met Paul on 6 th July

Appendix B

Framework for Discussions

1. Overview of BMAF:
 - aims and objectives
 - current activities/projects
 - resources and website
 - benefits of engagement
 - mode of operation
2. Engagement of School/Department with BMAF:
 - conference attendance
 - research contributions;
 - membership of special Interest groups
 - involvement in projects
 - attendance at workshops
 - key contacts
 - teaching and learning fellows and senior fellows
3. Academic Integrity Project:
 - main areas of concern within the school
 - strategies for dealing with plagiarism and collusion
4. Evaluation of BMAF:
 - relevance of a subject network
 - evidence of its impact
 - changes in practice
 - enhancement of student experience
5. Key issues facing the School/Department and business education in general.
6. Possible areas for development of BMAF's activities.

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