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Eventful Times . . .

This is likely to be the final issue of the BMAF Magazine and, much as we are sad to record its passing, we are using it to celebrate an important dimension of the work of the BMAF Network – the many events which we have organised, facilitated or supported over the last several years. It is a very positive characteristic of the BMAF community that we enjoy meeting together to discuss areas of interest with regard to learning and teaching, share practice, and encourage and support each other as we work towards enhancing the learning opportunities and experiences of our students.

In the previous 12 issues published over the last five years, BMAF Magazine has reported the innovation and creativity reflected in the wide range of events with which we have been associated with. In this final issue, we concentrate on the outcomes of the workshops we have supported, recognising that it is not sufficient to simply run events but also important that they serve a purpose, that they can change practice, and that we evaluate their impact.

In another issue of BMAF Magazine, Brenda Eade reviewed the success of the projects we have supported through our Teaching Research and Development Grants. In this issue she reviews, through a number of case studies, the impact of our workshops and the developments in learning and teaching that have resulted from them . . . proof indeed of the success of this aspect of our work, of which all those who have organised, contributed to, or taken part in workshops should be proud. Special thanks to our former Events Officer, Karen Pettit, who ensured that our events were always professionally organised and supported.

Our Annual Conferences have been very popular and reported in other issues of BMAF Magazine. We are therefore delighted to report that our colleagues at the Association of Business Schools (ABS) have agreed to support a Learning and Teaching Conference in 2011/2012 and hopefully, with your support, in future years - see page 18 for more details. Our partnership with ABS has been an important and mutually beneficial dimension of our work. May we take this opportunity to wish Jonathan Slack, its chief executive, a long and happy retirement.

We are pleased also to confirm that from the New Year, BMAF Magazine's sister publication, the International Journal of Management Education, will be published by Elsevier. This move reflects the success and high regard which the journal has achieved under the editorial leadership of Prof Neil Marriott and brings to it a secure future. It will also gain the benefits and exciting opportunities which being part of a major and innovative publishing house will bring.

In marking the passing of BMAF Magazine and the exciting future for IJME, I am sure that you will wish to join me in conveying our appreciation to our Publications Officer, Sam French, for her hard work and enthusiasm, attention to detail, and ability to work with contributors, editors and publishers, to ensure that our publications have always been of the highest quality.

Finally, thanks to all of you – for reporting the work which you have undertaken and from which others can learn; sharing your knowledge, experience and expertise through our events and our publications; and making the BMAF Network a genuine learning community. I know that you will support Richard Atfield, the new Discipline Lead for Business and Management at the HE Academy, and his colleagues, as they seek to maintain continuing support for the development of learning and teaching at subject level in the new Academy structure. I wish them every success and wish you all a Merry Christmas and Happy New Year.

Clive Robertson, Director

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Celebrating Success - Workshops and BMAF Events 2005 to 2010

Brenda Eade, Former Associate Director of the BMAF Network

The focus of this edition is on BMAF workshops and seminars, rather than the very successful Annual Conferences, which have themselves been the subject of previous editions of BMAF Magazine.

A full list of events and workshops which took place during 2005 and 2010 is included, and the themes of the workshops are identified. An evaluation of the impact that participation in these events has had on improving professional practice and enhancing the student experience is supported by nine case studies, written by those who have participated in various BMAF events.

Seventy-one events were sponsored or organised by BMAF between 2005 and 2010, and these attracted more than 1,900 delegates from over 90 higher education institutions. The events were hosted by 45 different universities and reflected current issues and themes in the delivery and development of higher education programmes. In

our words, on the BMAF website:

BMAF workshops are led by experts from across the UK. They provide an opportunity to network with colleagues from other institutions. These workshops are normally free to attend and participants need only find their travelling costs. (www.heacademy.ac.uk/business/events/workshops)

Prior to the establishment of the BMAF Network in 2005, the Learning, Teaching Support Network (LTSN), through the auspices of the Business Education Support Team (BEST), ran over 50 events, which provided a forum for discussing current issues in business education.

Despite the uncertainty of the future of the BMAF Network, we have continued to run and sponsor events during 2011 through the Special Interest Groups (SIGs), in conjunction with the Association of Business Schools, and in partnership with a number of universities. To date, thirteen workshops have taken place, and a further four are planned for November and December 2011.

Analysis of the feedback collected from delegates at the BMAF Events identified some of the ways in which attendance at these events has impacted, and will impact, on their delivery of business education. In particular, there is evidence of contributions to enhancing the student experience through innovation and improvements in personal practice. Delegates have been able to disseminate the ideas discussed and developed at the events with colleagues in their university departments and schools. It is evident that participation in BMAF workshops has contributed to personal and professional development.

The list of BMAF events included at the end of this magazine demonstrates the wide range of topics covered by the workshops, reflecting the current issues in higher education at the time they were held.

Attendance at BMAF events

The number of people attending the events ranged from eight (for Enquiry Based Learning workshop hosted by the HEA in February 2008) to 72 (for the Graduate Employability Workshop hosted by Oxford Brookes University in June 2009), and the average attendance was 26.

Representatives from industry and other organisations associated with business education participated in the events, as well as academics, both as delegates and speakers. This is an indication of the close link between the work of BMAF and the needs of employers, and illustrates how BMAF has acted as a means of communicating those needs to the providers of business education. The table below gives an annual breakdown of events, participating universities and delegates.

Delegates included colleagues from overseas partners such as Ecole Supérieure de Commerce de Rennes (De-plagiarising your assessment; BMAF/ASKe workshop, Oxford Brookes University, April 2007), ESC Rouen (Integrating study skills into

Academic Year	Number of events	Number of institutions and organisations represented	Number of delegates
2005/6	14	84	368
2006/7	8	66	293
2007/8	16	92	379
2008/9	19	95	536
2009/10	14	70	329
Total	71		

the first year curriculum – a key item in the students support agenda?, University of Ulster, February 2007), Heidelberg International Business Academy (Enhancing assessment and feedback: An evidence-based approach; ASKe CETL/HLST/BMAF workshop, Birmingham, June 2008), and Gondar University, Ethiopia (Graduate employability: The what, the why and the how?, Oxford Brookes University, June 2009). This further endorses BMAF's role in disseminating good practice, both nationally and internationally.

Organisation of BMAF events and workshops

The majority of events were organised through the BMAF Special Interest Groups (SIGs), some of which have evolved from communities of academics recognising common issues of concern at our workshops (e.g., the Internationalisation SIG). Others were run in conjunction with organisations supporting pedagogy, such as ASKe (De-plagiarising your assessment?, Oxford Brookes University, April 2007); E-evolve (International dimensions of employability, Sheffield Hallam University, March 2007); Centre for Excellence in Enquiry-Based Learning (Engaging our students by linking enquiry-based learning, reflective thinking and learning journals, Manchester University, November 2006).

Forty five different universities hosted the events, which have taken a variety of formats, including presentations from those involved in determining policy in relation to higher education (e.g., UK Centre for International Student Affairs, HEFC Wales, Go Wales, Enterprise Insight), as well as from organisations which produce material to support the delivery of the curriculum (e.g., software suppliers such as SIMVenture and publishers such as BPP).

The Internationalisation SIG has held three Annual Conferences. These took place over two days, giving delegates time for discussion and networking. Other SIGS have also held Annual Conferences.

Several events took the form of interactive workshops (Simulation, games and roleplay, University of Plymouth, June 2007 and 2008), while others have simply provided an opportunity for small groups of academics to discuss common issues relating to their own

practice (e.g., Developing a research active curriculum in business and management, University of Sunderland, May 2010)

Five workshops included contributions from other discipline networks, such as Economics, Hospitality, Leisure, Sport and Tourism, and the Education Network (ESCalate), demonstrating the close collaboration between different subject areas.

Sharing good practice

Sharing good practice has been a key objective of the BMAF events, which have provided a forum for the dissemination of the outcomes from current research projects, often those funded by BMAF's Teaching, Research and Development Grants, as well as an insight into novel and creative ways of enhancing the student experience.

The initial workshops, which took place in 2005 and 2006, focused on the then current themes in business education:

- personal development planning - University of Teesside, December 2005
- enquiry based learning - University of Aberdeen, July 2006; University of Ulster, September 2006; University of Manchester, November 2006 (with a later event in University of Wales, Newport, in March 2008)

Teaching international students has been a recurring theme for BMAF events, as has plagiarism and academic integrity.

Supporting the development of new subject areas

Workshops have also included specific, and developing, subject areas of the business and management curriculum, including:

- entrepreneurship and enterprise
- marketing
- project management
- accountancy and finance
- human resource management

Each of the above has become a SIG within the BMAF Network. These have received funding for further workshops and research, to inform and develop that particular aspect of the curriculum.

A forum for collaboration and dissemination of project outcomes

Workshops which have provided an initial point for discussion of a particular issue, such as assessment and feedback, have later formed the theme of a national conference (BMAF Annual Conference in Newcastle, April 2010). Ideas generated through the BMAF events have also been the subject of research projects and underpinned collaboration between universities, both nationally and internationally. Some examples of these are:

- collaboration with the Australian Learning and Teaching Council (ALTC), the Australian equivalent of the Higher Education Academy
- the Contextualising In-session Language and Study Skills Support for International and EU Students (CEM) Project (Diane Sloan and Elizabeth Porter) for embedding English language and skills into the curriculum, which was initiated at the University of Northumbria, and is now being piloted at two other universities

In addition, BMAF has used the workshops to disseminate outcomes from its own projects, such as *Supporting New Academics*. Two further workshops on this topic were held in Leeds and Aston (The 21st Century business academic, University of Leeds, March 2010; Workshop for new and aspiring business academics, Aston University, April 2011). These received extremely positive feedback from participants, and one of the case studies reflects how attendance at the workshop supported a colleague with several years experience in industry make the transition to the world of academia.

Feedback from delegates

At the end of each workshop, all delegates are invited to complete feedback and evaluation forms. In response to the question - "what were the three best aspects of the event?" - delegates highlighted the following:

- the opportunity to network . . . with colleagues from a variety of universities
- the sharing of experience
- hearing about new ideas
- the expertise and knowledge of presenters
- the knowledge of fellow delegates

On the issue of teaching international students, delegates commented that it was helpful to find that

in many (other) institutions there was also “a divergence of views on many major issues (relating to teaching and supporting international students) and “a reluctance by staff and students to change” (International students: Teaching and learning, London South Bank University, March 2008).

Confirmation of the value placed on these events and the opportunity to share experience is highlighted by the following: “I think this forum should be opened to other disciplines to enable cross fertilisation of ideas etc.” (Project Management SIG: Modes of learning & teaching workshop, Bournemouth University, September 2009).

When asked - “what will you take back to use with your students?” - the standard reply was “everything will be helpful”. However, one new academic commented:

My brain is buzzing - as a new lecturer I’m just starting on “understanding learning”- so am feeling swamped but thrilled by the possibilities. (Engaging our students by linking enquiry-based learning, learning journals and reflective thinking, University of Portsmouth, May 2006)

The “sharing of resources such as case studies” and the “demonstration of specialist software” were identified as particularly useful in supporting professional practice.

Following a Project Management SIG workshop, delegates commented that they had found of particular interest:

- the use of stories and active learning
- good web resources
- the continual use of a variety of non-traditional methods of learning
- different approaches to learning (Knowledge and craft, Aston University, July 2008)

In the case of workshops for personal development planning (PDP), delegates indicated they would:

- be trying a model of 80% integration in modules and use the Pebble Pad approach
- assess PDP more in the early stage and less so in later years

- use role models based on the previous year’s student feedback
- attempt to reduce plagiarism by adding personal reflection to each assessment task (Personal development planning, University of Teesside, December 2005)

In terms of research-informed teaching, delegates intended to:

- encourage more active research reading and reinforce the use of research to develop independence and initial thinking
- use the tips for applying and assessing research and introduce research based portfolios for tutorials and seminars (Research informed teaching: Purpose and practical application, University of Ulster, January 2009)

Feedback from the E-Learning SIG workshops included aspirations to:

- embed learning objects into modules
- encourage the use of PRS (electronic feedback) for formative feedback (Supporting student feedback and engagement, Newcastle Business School, July 2009)

Delegates were also asked – “how could the workshop be improved?” The majority of responses focused on housekeeping issues such as the size of the room in relation to the number of delegates, the lack of availability of refreshments, and car parking and access. Several comments reinforced the benefit of using the workshops for “networking” and requested “more time to network with shorter presentations”. This was taken a stage further with the suggestion to “include time to arrange collaborative work within the schedule”. Other recurring themes stressed the need for:

- more practical examples
- more interaction
- more hands-on experience (particularly where the use of software was included)
- shorter presentations
- better time keeping
- copies of slides and/or recording of the presentations to be made available after the event

- use of podcasts to reinforce workshop content and give access to material to those who did/could not attend the event

The BMAF Network responded to these suggestions by reviewing the content of workshop programmes, and asking presenters to keep to the schedule and ensure they provide time for discussion.

Themes for future events

Those attending workshops and events were asked to make suggestions for themes for future BMAF workshops and activities. These included:

- transfer of skills
- practice based learning
- curriculum development
- addressing soft skills in project management and issues around assessing soft skills
- workload models and their impact on the learning experience
- e-learning and simulation
- departmental visits
- establishing a Research Methods SIG

In conclusion

Evaluation of BMAF events has highlighted the enthusiasm of those who participated in them. It is clear that the events have provided a forum for the dissemination of good practice, and an opportunity for sharing innovation and development of the curriculum. Moreover, they are perceived as a safe

environment in which delegates can explore new ideas and confirm their own approaches to professional practice, through discussion with colleagues from other institutions. Changes in the educational environment and the problems this may present can be addressed, and possible solutions shared.

There have been opportunities for collaborative research following on from workshops, and specialist interest groups have developed to focus on specific issues in business education.

An archive for events and workshops, which contains a repository of resources including copies of slides is also available on the BMAF website: www.heacademy.ac.uk/business/events/archive

Case Studies

The following eight case studies give examples of how participating in one or more BMAF events has impacted on personal practice, contributed to developing the curriculum, enhanced the student experience, enabled new networks to be formed, and been a vehicle for continuing professional development.

The third case study, rather than focussing on the experience of delegates, describes how running a workshop enabled the presenters to use the feedback from participants to make effective changes to a first year undergraduate module which they had developed.

Mike Ashwell - Simulation Games and Role-Play Workshop

Mike Ashwell is a Senior Lecturer in Accounting at Teesside University Business School. He teaches on a range of accounting and business programmes at both undergraduate and postgraduate levels, as well as on short courses for industry.



simulation games and role-play (SGRP) to support student learning.

In a recent review of their undergraduate portfolio, Teesside University Business School were keen to provide a learning and assessment experience for their first year undergraduate students which brought together learning from a range of module units, and linked the theoretical and practical elements of their programme to the real business world. Through contact with BMAF colleagues, and having attended the **Simulation Games and Role-Play Workshop**, at Plymouth University, in June 2009, Mike was able to advise the Teesside curriculum review team how to use the games

One of Mike's areas of research is the use of

simulation software (SimVenture) in summative assessment for the Business Decision Making Module, which forms part of the first year of their business management undergraduate degree programme.

Two years on, the feedback from students has been extremely positive, and Teesside University Business School uses the software at open days and school visits to provide “real-life” simulations of the business world for prospective undergraduate students.

Simulation and role-play software is now incorporated in a range of postgraduate courses, and is also employed with Fellows at Teesside University’s Institute of Digital Innovation. These Fellows are young entrepreneurs who find the simulation activities of great benefit in understanding the links between the key functional areas of a business, and identifying those areas where they need further training and support.

Roger Atkinson - Learning Spaces: Building Bridges and Breaking Barriers Workshop

Dr Roger Atkinson is a Senior Lecturer in Project Management in the Business School at Bournemouth University.



His first involvement with projects was in the early 1970s with a local authority, where he designed and implemented a police crime and criminal project. This was followed by 19 years in the MoD working on many projects, during which time he was awarded an MPhil at Cranfield University for the design and project management of a tri-service world-wide road traffic accident analysis project, and later was awarded his PhD in Project Management.

Roger is an External Examiner at Leeds University and the Open University for their project management courses. He is a Fellow of the Association for Project Management and an active member on a number of their committees related to education and project management.

Since 2003, Roger has run four international conferences on the topic of excellence in teaching and learning for project management and the last event was at SKEMA Business School at Lille. The outputs from the 2007 conference were published in a special issue of the *International Journal of Project*

Management in 2008, for which he was guest editor, and a second special issue is planned for 2013.

Successful bidding for three BMAF grants since 2007 enabled Roger to form a collaborative partnership with three colleagues: Professor Denise Bower from the University of Leeds, Steve Barron from Lancaster University and Miles Shepherd, former Chair of the Association of Project Management. Together this Project Management SIG organised and ran eight workshops at several universities, and set up a website to reflect excellence in learning and teaching in project management (www.PMnetwork.org.uk). The website has been visited by over 2,000 different people, and provides a wealth of resources for learning, teaching and assessing project management.

As a delegate and presenter at BMAF workshops and conferences, Roger has been able to reflect on his own professional practice. One of the changes he has made to his own module delivery is the use of assessment at the beginning of the module, enabling students to use feedback effectively to identify gaps in their knowledge, and highlight what it is they need to know in order to improve their knowledge and skills in project management. This is taken a stage further after the summative assessment by requiring students to complete a personal continual professional development plan to address the areas of weakness which have been identified through the feedback from their assessment.

The **Learning Spaces: Building Bridges and Breaking Barriers Workshop** was held at the

University of Westminster, in March 2010. Examples of this in action are the “learning pods” at Westminster and the new Executive Business Centre at Bournemouth University, where there is now an emphasis on social space rather than teaching space. It was considered that you can learn in a social space but you can’t socialise in a teaching space, and this change appears to be working well.

A number of other themes have been explored at the workshops, and a particularly successful concept has been the introduction of an “Oxford University” style debate which, at the latest workshop at Lancaster University, addressed the

motion - “this house believes that project management education must be research-led rather than practitioner-led” – which prompted many interesting points and ideas.

The Project Management SIG is determined to offer a programme of workshops and conferences, and is planning to hold their ninth workshop before Christmas (see their website for details). They are also having discussions with organisations such as the Association for Project Management to ensure that they can continue to promote excellence in learning and teaching in project management.

Ann Brown - Authentic Assignments Versus Project-Based Activity Assignments: A Comparison

Dr Ann Brown is a Senior Lecturer in Information Management in the Faculty of Management at Cass Business School. She took an MSc (Operational Research) at LSE while working at the British Steel Corporation as an



Operational Researcher. She obtained her doctorate from City University in 2005, based on her work into the problems and potential of information systems applications to create business value for organisations. She is Editor of the *Electronic Journal of Business Research Methods* (EJBRM). Her current research interests include IS implementation, IS exploitation by organisations, research methods for business, and exploitation of electronic tools for teaching. She supports a number of IS academic conferences through her work as a member of conference committees.

In the following case study, Ann reflects on her experience as a presenter at the BMAF Annual Conference. It illustrates how actually delivering a workshop can help inform practice and enhance the student learning experience.

The Annual Conferences organised by BMAF have

been of great value to me and my colleagues in developing new methods of teaching. The case described below is but one experience - we have had several similar experiences.

I and two colleagues - Clive Holtham and Martin Rich - presented a workshop at the BMAF Annual Conference in 2010, entitled **Authentic Assignments Versus Project-Based Activity Assignments: A Comparison**. The workshop focused on the design of students’ assignments, which can come in many forms. We were particularly interested in the views of the attendees on the student team work being set within the context of our undergraduate management degree programme at Cass Business School. We organised participants into groups of 4 to 5, sitting around tables so that each group could work on the questions we asked. The suggestions that we received at this workshop were extremely helpful and have been used to redesign the assignment under discussion.

The choice of type and use of class time, methods of assessment and feedback can present a bewildering array of options (Nicol, 2008; Yorke, 2008). The workshop focused on two types – authentic projects and those internally generated by teaching staff, both of which set out to foster a constructivist approach to learning (Goodyear, 2001). We sought to obtain the attendees views on one exercise, internally generated by us, that we were using for the Practice of Management Module, based on the constructivist approach to teaching.

The module is delivered in the first term of an undergraduate management degree programme. We, the designers, had a number of aims for the module. It is one of the first modules the new intake of students encounters and hence forms an important part of the transition, for most students, from school to university. In this module, students are introduced to the approaches to study required for a university degree within a highly structured and supportive environment. Formal aims included in the module specification are: demonstration of the interdependence of “hard” and “soft” tools for management; knowledge of management theory and its practical application; acquisition of individual business and team working skills; and, the development of self and team reflection. In addition we also wanted to create a student community as fast as practicable. To do this we set out to create a culture of attendance in which students from a variety of backgrounds learnt to work together, and regarded attendance at all classes as an essential part of their studies from the start. With the variety of teaching methods used, we also aimed to offer something for a range of learning strategies favoured by different students.

The module combines lectures with team and individual assignments. Team working, in theory and practice, has become the fundamental theme and learning method of the module. It is the vehicle by which management theory learnt in lectures and individual assignments is applied. The application of management theory to managing the team tasks is as important to student learning as the tasks themselves.

The assignments – two individual and three team – represent a large part of the learning experience. The module is delivered to a cohort of 80 students. They are divided into 15 groups, and each group is assigned to one of three tutors who are responsible for briefing and coaching the groups, and also for marking group assignments. This demands a high level of engagement from students, who are expected to analyse their own and their colleagues’ preferred management styles and methods of communication.

We wanted feedback and help for the third team assignment. This built on an earlier individual exercise on the theme of a management writer or guru, and had been unpopular with students and attracted significant negative feedback through

several years. The learning aims of the assignment, set in 2008 and 2009, included practice in working as a team under time pressure and learning from each other. The driving force behind its design was the view that we should be able to leverage the knowledge acquired by the students through the previous assignment on theories of management by organising a team exercise to share and apply this knowledge.

For the previous assignment, all students had been allocated an individual management writer (guru) to research in depth and write-up. Each student was required to submit a short report on the key aspects of the management writer’s ideas and also design and submit a Pokémon card presenting a distillation of the essence of the writer’s ideas using all types of presentation tools.

The third team assignment was run entirely within one two-hour class session. Students would complete the exercise and be given feedback from the lecturer within this session. There was a briefing in the week prior to exercise in which the student teams were urged to share their knowledge of five management writers in preparation for the exercise of the following week. They were told that they would be asked to develop and present a synthesis of the work and views of their team’s management writers on a poster. They were also told that the specific question to be answered would be published at the beginning of the exercise. The theme set for 2009 was “The Board is the BP global board. Your team is asked to explain/show the board how your group of management thinkers/writers/practitioners would approach analysing BP’s current situation (internal & external)”.

The question we asked the groups at the BMAF workshop was: What would you advise? Do something completely different?/modify?/(how?)

When the problem was presented to the workshop attendees, perhaps their most insightful comment (agreed by all groups) that made us all think again was that the exercise was far too complex for first year students at this stage. It was too open ended. It attempted to combine a large number of aspects in too short a space of time. For example, we could not expect first year student to know much about BP. The various groups at the workshop made a number of extremely valuable suggestions as to

how we might redesign this assignment.

For the module delivered in the Autumn Term 2010, the assignment was simplified. A brief note describing the recent performance and major strategic issues of BP was issued and discussed prior to the exercise. Teams were given two pre-prepared forms with specific questions relating to management theory to complete on the case company. Their answers were to be based on the management writers' theories that the team was familiar with from the second individual exercise and hence would vary from team to team. Finally, each team was asked to defend its answers to the

tutor in a class session. This revised version has been run once and has been much more successful with the students than the previous assignment. The student's defence of their proposals (on the forms) was impressive.

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Rick Holden - Reflective Learning: Facing up to the Challenges Workshop

Dr Rick Holden is a Principal Lecturer in Human Resource Management & Organisational Behaviour at Leeds Metropolitan University. He is a member of the University Forum for Human Resource Development (UFHRD), which works closely with the BMAF Human Resource Development SIG.

In April of this year, Leeds Metropolitan University hosted the HRD SIG's **Reflective Learning: Facing up to the Challenges Workshop**, sponsored by BMAF and UFHRD, which sought to address some of the issues relating to:

- poor levels of student engagement
- strategies and techniques for teaching and learning
- teaching reflective learning cross culturally
- challenges of reflective writing and its assessment
- ethical issues – ownership, privacy, the tutor-student relationship
- transfer – sustainability and benefit beyond the classroom

Over 50 delegates attended the workshop, which included presentations from two of the students who contributed to the BMAF "student voice": student members of the BMAF Advisory Board. Feedback from delegates about the students' contributions was extremely positive as it enabled practitioners to gain some understanding of how students view reflective learning.

During the workshop, delegates were invited to complete a series of "reflective postcards",

prompted by contributions and discussions at the workshop, and highlighting their experiences of teaching reflective learning. These contributed to a paper Rick and his colleague, Vivienne Griggs, presented to the 12th International Conference on HRD Research and Practice across Europe, held at the University of Gloucestershire at the end of May 2011.



A driving force for the workshop was a recent research project completed by Vivienne and Rick, which was also part funded by BMAF. This addressed the challenge of encouraging students to develop a degree of depth in their reflective practice. An article has recently been published on this work: "Not more learning logs! A research based perspective on teaching reflective learning within HR professional education" (Human Resource Development International, 14, 483-491). Rick sums up his experience of the workshop and the related research as follows:

This is all part of an agenda to disseminate research and good practice about reflective learning back into the world of teaching ... BMAF's support has been invaluable!

Aileen Lawless - Critical Reflection & Action Learning: Possibilities and Pitfalls Workshop

Dr Aileen Lawless is Head of the Centre for Public Service Management, and Programme Leader for the MA in Strategic HR and the partnership programmes with MOL



and North West Employers Organisation, at Liverpool Business School, Liverpool John Moore's University. She is also the Module Leader for a range of undergraduate and postgraduate modules focusing on research methods, human resource development and skills development. Aileen is a member of the University Forum for Human Resource Development (UFHRD) which is linked to the BMAF Human Resource Development SIG. She is also Reviews Editor for the Action Learning: Research and Practice Journal. Prior to joining Liverpool Business School Aileen worked as a senior HRD practitioner within an international organisation. Her practitioner background has influenced her approach to teaching, consultancy and research, and this is reflected in her interest in action methodologies.

Aileen was part of the group from UFHRD which organised the **Critical Reflection & Action Learning: Possibilities and Pitfalls Workshop** jointly sponsored by BMAF and the HRD SIG at Liverpool John Moore's University in April 2009. The workshop focused on bringing together academics and practitioners to share their experiences and expertise. The aim was to encourage participants to write up their own experiences of action learning,

and to facilitate formation of networks. As a result of the workshop, several action learning sets were created and many are still continuing. To quote Aileen:

The BMAF funding for the event enabled people to come together creating and extending communities of practice who were inspired by the potential of action learning.

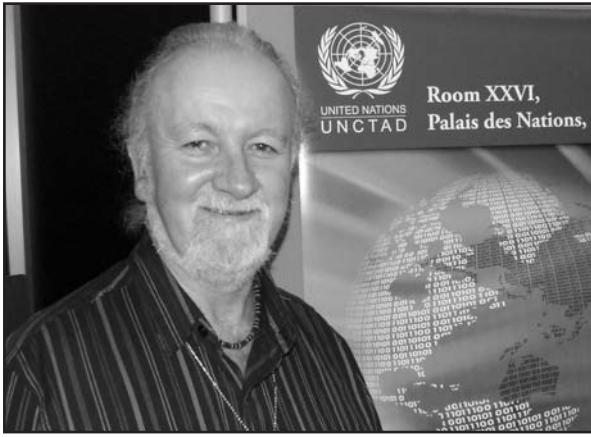
From the exchange of ideas and the sharing of best practice, Aileen has been able to extend the use of action learning within her teaching. This has extended across several key programmes within Liverpool Business School. Her own students have later become Alumni, and gone on to introduce the concept as a means of staff development in their own organisations.

As an outcome of the workshop, the North West Action Learning Forum has been established, bringing together practitioners and academics. The Forum supports practitioners, as well as academics, to publish in the Action Learning Journal, and an employee from Mersey Travel was supported by academics in his network to publish a case study demonstrating how action learning is used in his organisation.

The MA in Strategic HR at Liverpool Business School is now run in conjunction with North West Action Learning Forum employees and focuses on developing the capacity of HR practitioners by introducing them to an action learning way of working.

For Aileen, the BMAF event also provided a springboard for further research, and Aileen was able to win funding for a research project into action learning.

Andy Penaluna - Entrepreneurial Learning SIG Events



Andy Penaluna is the world's first Professor of Creative Entrepreneurship and is based at Swansea Metropolitan University. He chairs the BMAF Entrepreneurial Learning SIG, is Chair of Enterprise Educators UK, works closely with the Welsh Assembly Government, and is now chair of the Quality Assurance Agency for Higher Education (QAA) group aiming to develop guidance for UK universities on the subject of enterprise and entrepreneurship.

Following the presentation of their creativity and business paper at the BMAF Annual Conference in 2007, Andy and his wife were invited to set up the **Entrepreneurial Learning SIG**. It was clear from the outset that over 60% of enterprise and entrepreneurship teaching provision was being delivered by business schools, but that this was subject to significant criticism in national and international discussions.

One of the clear challenges that emerged quite early on in the life of the SIG was the integration of teaching strategies from creativity and innovation specialists, with more established teaching approaches from within the business education community. The pedagogical issues seemed diverse and difficult to navigate. This drew considerable external interest and the SIG soon expanded to encompass colleagues from a diverse range of disciplines. As remarked at the time, even veterinary educators were keen to engage! Other specialists such as careers services and business mentors soon found their way into to the SIG.

Members of the SIG team also found themselves increasingly engaged in discussions with other networks, most notably Enterprise Educators UK and the Institute for Small Business and

Entrepreneurship. This not only brought the BMAF Network to the fore in national discussions, it also enabled the development of a more coherent national community, bringing together strands of expertise, which enabled a previously disparate group to find voices with whom to meaningfully engage.

By 2009, BMAF's Annual Conference included a track related to entrepreneurial learning, and in 2010 an entire stream was dedicated to the kind of innovations and approaches that are required to bring innovation into the classroom. Preparing students for a world of work that is fast paced and ever changing is now a priority goal and developing challenging environments that facilitate such learning is recognised as a key factor in achieving this.

So how was that leap made, what were the key factors and how did they emerge? Andy stated:

Probably the most significant contribution that BMAF has made is developing insights into assessment that meaningfully evaluates student achievement in a constructively aligned way. This work is ongoing. Initiated by a joint presentation at the 2009 International Entrepreneurship Educator's Conference, in partnership with the National Council of Graduate Entrepreneurship and Enterprise Educators UK, we led the examination of the Quality Assurance Agency's Guidance and Benchmark Statements. The aim of the exercise was to see in which areas guidance could be derived. We intended to create some kind of framework or signpost system that assisted educators who had been tasked with bringing enterprise education approaches into the curriculum.

Without assessment strategies it was clear that embedding in this way would be problematic. Whilst extra-curricular initiatives could provide useful and supportive opportunities, we needed "touch points" that raised awareness and helped students to see the potential of this kind of activity, especially in a world where jobs were in decline and self employment a very real possibility.

Although the group failed in this initial aim, by

February 2010, they had engaged with QAA, and with the support of Leeds Metropolitan University's Institute for Enterprise, spent a day examining the potential for a new type of guidance, one that even the QAA had not previously considered.

Friday 11 February 2011 became a landmark day for enterprise and entrepreneurship education, when Birmingham City Business School hosted the QAA's first meeting of the new Enterprise and Entrepreneurship Group. The Group plans to go to consultation towards the end of the year, and to have guidance in place for course developers and educators by early 2012.

With this development, enterprise and entrepreneurship education specialists now have a direct input to UK education standards, as the expert group is tasked with developing guidance for institutions to foster and develop students' skills in enterprise and entrepreneurship. Without the direct intervention and leading initiative of BMAF's Entrepreneurial Learning SIG, this may never have happened.

In January 2011, following a research exercise in the United Nations Conference for Trade and Industry, it was decided to invite representatives from the

UK to an international experts meeting, as it was seen to be leading the development of assessment and associated understandings. So now the story continues in the Palais des Nations in Geneva, with an international policy toolkit in development - one that guides governments! The aim is to have this work complete by January 2012 and two meetings have already taken place. One of the six strands looks at the enterprise education "ecostructure" and high on the agenda is educating the educators, including of course, assessment strategies that are meaningful and reliable.

To end on a personal note, Andy stated:

I am proud of this achievement, one that has evolved through partnerships and workshops that the (BMAF) SIG team has contributed to in a very significant way.

Furthermore, he believes that:

BMAF can claim its rightful place in achieving meaningful international impact when it comes to developing enterprising mindsets and innovative approaches to enhancing the student experience.

Damian Pickard - Workshop for New and Aspiring Business Academics

Damian Pickard is a Senior Lecturer in Accountancy at the University of Northampton. He joined the Business School in September 2010, after a 25 year career as an accountant in the financial services industry. He predominantly teaches international undergraduate and post graduate students in banking, finance and accounting.



The Business School was keen that as part of his transition to being a new teacher he should attend the BMAF **Workshop for New and Aspiring Business Academics** in April 2011.

The personal developmental value of the workshop for Damian was:

the opportunity to meet other new academics and to hear about everyone else's experiences – to compare notes on the nature of our induction (or lack of it!), of how many hours a year other people were expected to teach, as well as the pressure they were under to be research active and produce publications (generally in the higher ranked institutions). Also useful was hearing how they were treated by their colleagues (generally very generously) and what type of teaching or other work they were asked to do. In that respect, the plentiful opportunities to interact with the other participants and hear what it was like where they were, was very interesting and useful.

As well as the informal aspects of the course, Damian found the presentations of latest research and discussions on academic practices, including a section on international students of particular interest, as this covered both the general theories of how academics teach and gave specific examples connected to business education. This allowed him to start to appreciate how teachers teach and, more importantly, how international students learn given their differing cultural experiences.

On returning to Northampton, Damian was also able to implement some of the strategies around student engagement that he had learnt and have a better understanding of the challenges international students face on coming into the UK higher education system. This allowed him to design his teaching and assessment practices so they were not

so UK centric, to help international students learn more easily.

Damian commented on his overall experience of the workshop:

I found the course to be an excellent induction into this new world, providing a mixture of theoretical knowledge and practical experience. It allowed me to place my experience into context compared to other attendee's experience. It also helped me to identify particular areas where I should focus in trying to get the right experience and pointers on how to develop my career so it (hopefully) goes in the direction I want it to take.

Heather Skinner - BMAF Events

Heather Skinner is Subject Group Leader for Marketing & Supply Chain Management in the Faculty of Business and Society at the University of Glamorgan, and recently received one of the first six National Teaching Fellowships to be awarded in Wales. Heather's subject specialism is in the marketing of services, with a focus on the public and non-profit sectors and leisure and tourism issues, particularly the marketing of places.

Throughout her career she has always paid as much attention to her continuing professional development in teaching, learning and assessment as she has to her academic subject area of marketing.

In pursuit of her own continuing professional development, Heather regularly attends academic events and participates in workshops and seminars related to various aspects of marketing education. Engagement with the HEA and its relevant subject centres (BMAF, HLST and ESCalate); and regular attendance at seminars and conferences related to aspects of learning, teaching, assessment and the student experience; allows her time to reflect on her own practice, especially in light of the ideas presented by others at these events.

Heather interprets the findings from such events in order to feedback and negotiate with relevant parties within her School on how best examples of effective practice can be implemented across the School.

Attendance at BMAF (and other Subject Network) events gives Heather a wider (including international) perspective on matters relating to learning, teaching and assessment in general and to marketing education in particular.



Heather states:

I am always enthused when attending conferences and learning and teaching seminars and events. Not only does participating in such events ensure that my enthusiasm to reflect on and improve my practice does not wane, but I also reflect after each event, informally noting how I can use the learning I have gained, and implement an action plan to embed new practices in my teaching.

Philip Warwick - BMAF Events

Philip Warwick is a Senior Teaching Fellow and Head of Taught Masters Programmes in York Management School at the University of York. Over the last 8 years he has attended many BEST and more recently BMAF



events. He has also acted as the Key Contact for most of this time. Working in a research-focused institution, with only a limited number of genuine opportunities to discuss teaching and learning issues, BMAF events and BMAF publications have been extremely useful for Philip over the years, and he has found it particularly useful to be in contact with colleagues in other institutions who share a deep interest in the scholarship of teaching and learning.

Having moved into HE as a second career 11 years ago, Philip did not have the total emersion in HE culture of many of his colleagues. In Philip's own words:

Initially this can be quite a problem. Who do you ask those silly questions about the weight of

academic credit that you need to understand? And will they treat you as an equal once they realise you don't know the difference between APL and APEL? Fortunately, I found the atmosphere at BEST and BMAF events to be much more inclusive and welcoming than any other academic conference or seminar events I attended.

As his own interests and experiences developed, Philip was able to present papers at BMAF Annual Conferences, was published and reviewed for the IJME, became involved in the Internationalisation SIG, and attended many one day events in that area. He is now closely involved in the internationalisation of his own department and the wider institution. Furthermore, he is in the later stages of a part-time PhD centred on the internationalisation of HE. Ideas and contacts have been drawn from colleagues in the Internationalisation SIG and those provided through BMAF. Philip expresses his appreciation of BMAF as follows:

My thanks to all the BMAF colleagues who have contributed to my own development over the last few years. I hope in some small way I have also offered support and encouragement to a few colleagues along the way.

BMAF and e-Learning: Networks Within Networks

Following the BMAF Annual Conference in 2008, it became apparent to a small team of colleagues who presented their experiences of e-facilitated teaching and learning, that there was considerable interest in this area. The **e-Learning SIG** was set up to help respond to this interest.

Although the e-Learning SIG was initiated by myself, the SIG has been co-chaired with John Dickinson from Northumbria University. This was as a result of a joint interest between our two teams of colleagues that included Jenny White from Bournemouth University and Nigel Coates from Northumbria. Our group was further strengthened by the valuable contribution and participation of Beverley Leeds.

The group was very aware of the need for greater

emphasis on quality and timely student feedback, and used the expertise of the colleagues mentioned to develop and run the Education Enhancement for Large Groups Workshop, in November 2008, dedicated to assessment and feedback, held at the ABS offices in London.



Thanks to John Dickinson and Nigel Coats, Newcastle Business School ran an e-Learning SIG Supporting Student Feedback and Engagement Workshop, in July 2009, focusing on examples of developing pedagogical practice. The event employed three workshop sessions to explore and discuss how student feedback and engagement might be supported through technology-enabled learning and teaching.

The success of the workshop in Newcastle resulted in further events, such as the Embedding Technology into Students' Learning Experience Workshop, in November 2010, hosted by Phil Sainter in Westminster Business School. The workshop focused on the use of technology and how it could be used to improve the student learning experience. Three workshop sessions explored and discussed how various technologies had been implemented to support student learning.

The ELSIE Project

Teaching Invisible Students: A Study of Key Success Criteria and Challenges in International E-learning

This project was set up "to undertake a study of current approaches to using e-learning to deliver UK business qualifications to overseas-based international students", with an aim "to highlight examples of effective approaches to successfully running distance e-learning programmes".

The e-Learning SIG was pleased to take an active part in contributing to the project and assisted in preparing the presentation of the final findings.

BMAF Funding Awarded to Run Evidence-Based Practice Seminar Series 2010: Assessment and Feedback

This workshop was run with a colleague from Bournemouth University who has spent her academic career looking at enhancing process and application of technology to enhance student learning. The aim of the workshop was to share some of our online and blended assessment and

feedback practices, with a focus on online assessment and interactive feedback: The response to increasing student comments that suggests they demand more detailed and consistent feedback on their assessment. A recurring concern expressed by students is that there is often little feedback (feed forward) to justify the mark awarded. This is believed to be applicable to marks at both the lower and the higher end of the scale. Also, that the practice of feedback tends to vary amongst tutors and the lack of clear consistency leaves students with the variety of practices that sometimes dissatisfied.

HE Academy BMAF Annual Conference 2011

This event was sponsored by Bournemouth University with support from the e-Learning team in our Business School. The e-Learning SIG contributed to the process of paper reviews and chairing of relevant sessions.

JISC BID for £100,000: Developing Digital Literacies

In June 2011, three eLearning-active universities joined forces to submit a JISC bid on developing digital literacies. The project proposal was set to develop a generic framework to help universities and colleges build academics' confidence in using digital technologies for teaching and learning. Although the bid was not successful, the proposed Digital Literacies Framework is to be developed and tested across a consortium of three UK business schools (Bournemouth University, University of Plymouth and Southampton Solent University), as part of a Digital Literacies Development Programme, and shared with the higher education/further education communities.

Members of the e-Learning SIG community from across UK institutions continue to use opportunities to share practice and collaborate on research and funding projects, and I hope that this will continue in the future.

Dr Gelareh Roushan, Chair

Making the Most of New Opportunities

Richard Atfield, Discipline Lead – Business and Management, The Higher Education Academy
richard.atfield@heacademy.ac.uk

The restructuring of the UK Higher Education Academy has led to many changes, not least for me taking on this new role, but also for you and your colleagues the creation of many opportunities for academics and those who support the learning experience for students in UK universities. I am pleased to say that Lyn Bibbings (Oxford Brookes) has been appointed part-time Discipline Lead - Hospitality, and Lynn Voss (Middlesex) as Discipline Lead - Marketing. Currently the posts for Finance & Accounting and Economics are vacant. As the Discipline Leads are appointed to the remaining posts in the Social Sciences Cluster, I will circulate their contact details and we will all do our best to support your efforts to ensure business education is as effective for students as it possibly can be.

Teaching Development Grants

The BMAF Grants were always a core part of the Network's offering and sought after, with 70 to 80 applications a year. The outcomes contributed significantly to BMAF's wider work through workshops, SIGs, conference and publications. The "Celebrating Success" special edition of the BMAF Magazine, published earlier this year, also indicated how individuals had benefited through their grant work.

With £1.5 million available from the HEA scheme in 2011/12, these opportunities still exist:

- **Individual Grants** – up to £7,000.
£322,000 has already been allocated to 51 projects; next call on 03 January 2012, with a deadline of 19 February 2012
- **Departmental Grants** – up to £30,000
This year's call was 05 September and closed on 23 October 2011
- **Collaborative Grants** – up to £60,000
Call will be made on 27 February 2012, with a deadline of 22 April 2012

Requirements for all bids:

- lead applicants must be from a subscribing institution or having support from one

- departmental and collaborative bids need institutional letters of support
- collaborative bids must include two partners from UK HEIs
- departmental bids must be subject/discipline specific with an indication of how outcomes can benefit other HEIs
- bids may be expected to focus on a specific theme (e.g., employability, internationalisation)
- bids must indicate how student engagement will be achieved
- those awarded grants will participate in an induction and contribute to HEA conference or other activities

More information

All the appropriate forms are available on the website, along with guidance and frequently asked questions:

www.heacademy.ac.uk/teaching-development-grants

UK Travel Fund

This new fund aims is an open call throughout 2011/12, and aims to support staff and students in UK HE to share and spread good practice in learning, teaching and assessment by, for example, attending conferences, network meetings and special interest groups in the UK.

Applicants should demonstrate that the activity:

- relates to one or more of the HEA's current seven priority themes: assessment; education for sustainable development; employability; internationalisation; flexible learning; retention and success; reward and recognition of teaching
- would have a positive impact in the sector, e.g., including the nature of the engagement proposed by the applicant, scope and purpose of the event
- would give opportunities for professional development and/or capacity building for the applicant(s)
- should offer value for money

It is interesting that similar funds previously offered by the BMAF Internationalisation SIG and Academy Scotland were usually under-subscribed!

www.heacademy.ac.uk/travel-fund

Workshop and Seminar Series

The BMAF workshop programme was one of the

most prolific of the Subject Centres, with around 20 events across the UK each year. Within the new structure there will be two groups of events: discipline/subject-related and theme-related. By the date of publication there will have been calls for expressions of interest from HEIs and FE colleges to set up and run such events which share research and practice, and/or facilitate discussion and networking. Details of how to submit a proposal for delivering these events are available on the website: www.heacademy.ac.uk/seminar-series

Discipline/Subject-Related Events

Each of the HEA Discipline Leads will have an allocation to fund up to 10 events with £1,000 towards the expense, with an additional £500 available for speaker's expenses. Across those found in business and management schools, subjects include:

- business and management
- finance and accounting
- marketing
- hospitality
- economics
- legal

This will be an open call so applications can be made at any time in this academic year.

HEA Priority Themes

There will also be calls for events which are specific to one or more of the HEA priorities:

- assessment
- education for sustainable development
- employability
- internationalisation
- flexible learning
- retention and success
- reward and recognition of teaching

Applications for theme events will have to meet a deadline which will be stated in the call.

Thank you for your continuing support for me and my colleagues in these new roles. I look forward to hearing of your successes with applications for grants, travel funds and workshops. I will be making appointments to meet with contacts and grant-holders, and hope to see many of you at events over the coming year. Please contact me if I can be of any further help. Best wishes, Richard

STOP PRESS! Book the date!

Association of Business Schools Teaching and Learning Conference
Tuesday 24th and Wednesday 25th April 2012
Piccadilly Hotel, Manchester

To continue the cross-disciplinary networking and sharing benefits of BMAF conferences, ABS will be organising a teaching and learning conference in 2012 in association with the Higher Education Academy. Details of the conference and call for papers will be on both the ABS and HEA websites shortly. We look forward to seeing you there.

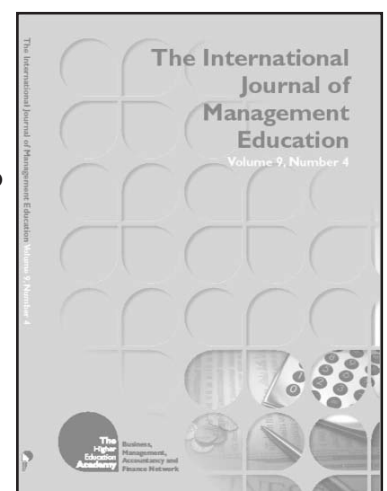
www.associationofbusinessschools.org/event/abs-learning-teaching-conference

International Journal of Management Education

I am pleased to announce that the *International Journal of Management Education* (IJME) will be published by Elsevier, from January 2012, as an E-journal. It will still appear three times per annum and the final edition published by BMAF will be Volume 9 Issue 4 in autumn 2011. The extra issue will enable the timing of future volumes to coincide with the calendar year, rather than the academic year as in the past.

The acceptance of IJME into the academic stable of a renowned international publisher is recognition of the success and standing of the journal. I am

indebted to the efforts of the authors, reviewers, Editorial Advisors, Editorial Board members and to all colleagues at BMAF that worked to enhance the quality of the content and the professionalism of its presentation, both in hard copy and in electronic format.



A very special thank you to Sam French, the Editorial Assistant. Sam's dedication, enthusiasm and professionalism have been the cornerstone on which the journal's enhanced reputation has been built. I really don't know how I am going to manage without her contribution when she moves on to pastures new and I wish her every success in her future career.

I became Editor in 2006 and in my editorial essay in Volume 6 Issue 1, I presented a brief history of the journal. The journal has received nearly 400 submissions in the last nine years, with more than half of these during my editorship. Twelve issues later and the journal continues to prosper, with an ever increasing range of papers from across the globe. It has been this international authorship and readership that has enabled Elsevier to adopt the journal and is the key to its future prosperity.

The move to Elsevier marks a new beginning for IJME and one of my first tasks will be to invite the many international reviewers who have helped develop the academic quality of the journal to consider formalising their relationship by joining the Board.

I am looking forward to continuing to edit IJME and I look back on the early years of the journal in BMAF with great respect, admiration and some sadness that this period has come to an end. However, it is excellent news that the future of IJME is not only secured, but also enriched by becoming another excellent Elsevier academic journal.

Neil Marriott, Editor in Chief

Sustainability in Business Education

Paul Jennings, University of Winchester

Sustainability is a key issue for businesses today and will become increasingly so as natural resources become progressively scarcer and society intensifies its demands on businesses to act in a responsible way. We can see evidence of this already. Firstly, national, regional and international bodies are introducing new regulations, financial incentives and penalties related to the sustainability of business activity. For example, the European Commission's WEEE Directive (2003) throughout the EU, and changes in development policy in the UK (2011). Secondly, absolute limits on pollution are being introduced via legally enforceable restrictions on carbon emissions, and markets are developing in the exchange of rights to emit carbon (IMF, 2008). Thirdly, consumers are increasingly aware of the implications of sustainability, while often having an imperfect understanding of the true impact of their decisions, and are encouraging changes in the way in which products and services are provided. For example, by preferring purchases with low food miles or by choosing to offset carbon emissions when travelling (see, for example, ClimateCare, 2011).

Increasingly, sustainability is being incorporated into the syllabus in business and accounting degrees. A key question is whether such degrees should include a dedicated module in sustainability or

whether the issues of sustainability should be incorporated throughout a programme. An argument in favour of the first approach is that a dedicated module emphasises the importance of the subject and ensures that significant resources are allocated (e.g., subject specialist lecturers), as well as including sustainability within assessments. However, there is a risk that the subject could be seen merely as a self-contained issue, with no relevance to more established subjects such as marketing, finance, financial reporting and the like. Therefore, programmes are increasingly trying to use the strengths of both approaches: establishing standalone modules or part-modules that reference sustainability, often in combination with ethics or responsible management; as well as trying to ensure that a key theme is reflected in the identity of the programme as a whole.

New and revalidated programmes at the University of Winchester reflect the University's engagement with the United Nations Global Compact and the Principles for Responsible Management Education (www.unprme.org): sustainability is included in all business management programmes as a foundation in this important area. However, the University is also launching an innovative new programme, the MSc in Sustainable Business, to allow for further specialisation. This degree, available as a traditional campus-based course as well as by distance-learning, is designed to embed sustainability and

corporate social responsibility further in business and management education, and will prepare professionals to manage sustainability issues in a range of sectors, including public, private and not-for-profit organisations.

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Enhancing the Student Experience Using the NSS outcomes

Dr Aftab Dean's detailed analysis of the National Student Survey (NSS) has generated great interest among higher education institutions that are seeking to prioritise their resources to deliver an enhanced educational experience for their students.

We commissioned Aftab to undertake further analyses of data based on the most recent NSS results for Business and Management Programmes and compare the NSS performance of universities and courses in teaching; assessment and feedback; academic support; organisation and management; learning resources; personal development; and, overall satisfaction. His full report is available at www.heacademy.ac.uk/business/resources/a-z/nss

Aftab has developed some very sophisticated statistical models that can provide course leaders with a very precise profile of the most satisfied and dissatisfied students on their programmes, and specific areas that need attention to improve the student academic experience. The findings challenge many current misconceptions of what students value at university.

The results of his analysis were initially presented at two national conferences: the BMAF Annual Conference in Bournemouth and the HEA Annual Conference in Nottingham. The feedback from

these conferences resulted in two further workshops, hosted at Leeds Metropolitan University and the University of Oxford. Delegates who attended these workshops commented that the analysis was very interesting and informative, and was presented in an understandable and accessible way. Many expressed an interest in receiving a bespoke report and have since contacted Aftab regarding the possibility of individual university analyses, and presentation of the results to their senior management.

The analysis of business education has led to requests from other Subject Centres, including the Hospitality, Leisure, Sports and Tourism Network, to undertake analyses of the programmes in their subject areas. The encouraging feedback and contracts with clients in higher education is very promising, not only in promoting the services provided by Leeds Business School and generating revenue for the faculty, but also for future projects. Aftab has already generated a number of academic outputs from the NSS and expects to produce more in the coming months.

For further details please contact Dr Aftab Dean (a.dean@leedsmet.ac.uk) or Penny Wymer (p.wymer@leedsmet.ac.uk).

State of the art...

We have commissioned a number of reviews of contemporary practice in learning, teaching and assessment. These reports reflect the innovation and creativity in approaches to learning, teaching and assessment which we know characterise the BMAF subjects; changes in practice which have evolved over the last decade; and the accommodation in our subjects as “established practice” of approaches which might earlier have been viewed as experimental but for which convincing evidence of effectiveness has been collected and disseminated.

The reviews are available on the website: www.heacademy.ac.uk/business

A Passion for Enterprise

Sue Poole - Enterprise Educator Award 2011

On Thursday 8th September, in the impressive environment of Coventry Cathedral, Sue Poole was presented with first prize as Enterprise Educator for 2011. The awards are jointly organised by Enterprise Educators UK (EEUK) and the National Centre for Enterprise in Education (NCEE), and have become an important feature of the annual International Entrepreneurship Educators Conference.

From meeting with Sue recently it is clear that her excitement and joy on the night of the award mirrors her enthusiasm and passion for ensuring students have access to effective learning opportunities about enterprise. As Enterprise Education Manager at Gower College Swansea, and one of the Enterprise Champions in Wales, Sue works not only with Gower College but with schools, colleges, universities, government and businesses across Swansea Bay to share practice, and establish and support a range of initiatives. It was this work, The Expansion of Enterprise Education Across Swansea Bay, that led to Sue's award.

Sue's principal role is to act as a champion for enterprise, act as a driver, take a lead and pull a range of ideas and opportunities together. She has the advantage of working full-time on enterprise where she can apply all her passion to identifying a mix of ideas from a range of sources.

Sue was very grateful for this work being recognised nationally through this award and sees it as, "A major boost for Swansea Bay", but in typical style she comments, "but now we have got to do something better!"

With the money from the award, Sue aims to set up an enterprise bursary. The sum will be matched by Gower College and inevitably Sue is now working on the local authority, Chamber of Commerce and local businesses to increase the pot available. Students will be required to make a pitch to a panel which will include a member of the Chamber of Commerce, Mike Day from the Local Authority (who is responsible for Education) and Sue, with the possibility of gaining a grant to take their business idea a step further. The amount of the grant will depend on their pitch, their passion

and the feasibility of their business idea, up to a maximum of £500 per application.

Other current initiatives include working with a large local employer, Admiral, who are providing staff to act as mentors for students and business start-ups. Another is the Welsh Enterprise Academy, to be based on the Swansea University campus, with an initial cohort of 15-20 students drawn from across Wales, which is anticipated to start in 2012 academic year.

In the Enterprise Educators category, the Highly Commended finalists for 2011 were **FRESH** of Belfast Metropolitan College and **Campus Enterprise** of Liverpool John Moores University.

Useful Links

NCEE Enterprise in Education

<http://www.ncee.org.uk/news/44>

Enterprise Educators UK <http://www.enterprise.ac.uk/>

International Entrepreneurship Educators Conference

<http://www.ieec.co.uk/>

Enterprise Champions in Wales

http://www.oecd.org/secure/pdfDocument/0,2834,en_21571361_38013663_39135894_1_1_1_1,00.pdf



From the Chair of the Advisory Board

I became Chair of the Advisory Board for BMAF in 2009, following Dr Petra Wend, Deputy Vice-Chancellor (Academic) and Deputy Chief Executive at Oxford Brookes University, who went on secondment to London Metropolitan University and subsequently became Principal of Queen Margaret University, Edinburgh. I had been a Board member since 2005 and was excited to be presented with the opportunity.

The Advisory Board is a broad mixture of members including a selection of academics from across the UK representing the range of disciplines within the scope of the Network in the form of SIG Chairs as well as other representatives from employer groups, the Association of Business Schools, and the Economics Subject Centre. The Board provided guidance on a range of developments and evaluated the various activities of the Network.

Board meetings were always convivial and constructive and I am proud to say that, even allowing for wide ranging discussion and debate, most meetings finished on time. It was a pleasure to chair an Advisory Board that witnessed so much innovative developments, ensuring that BMAF was a well known and highly regarded centre amongst the important and diverse academic community it served.

BMAF events were always well attended and geographically inclusive, with conferences taking place from Edinburgh to Bournemouth. There always seemed to be a BMAF workshop that you wanted to attend, sometimes on your own doorstep.



BMAF publications were always topical and valuable, ranging from regular informative newsletters, academic papers in the *IJME*, and substantive monographs of edited contributions to synthesise various pedagogic developments, issues or concerns.

BMAF maintained excellent links with a large group of active Key Contacts, which will hopefully be fostered by the new Discipline Leads at the HEA in the future. I am personally delighted that one of these roles has been filled by Richard Atfield, which should enable a degree of continuity in the transition phase.

All good things have to come to an end and so we must say farewell to BMAF. I would like to say a huge thank you to the BMAF team and their excellent leaders, initially Jean Woodall and latterly Clive Robertson. BMAF was an effective and efficient organisation and I sincerely hope that their work can be transferred successfully to the new HEA team in York.

*Professor Neil Marriott
Chair, Advisory Board*

Events in the BMAF Network: 2005 to 2011

This issue of the BMAF Magazine has taken as its primary focus the impact of the events with which the BMAF Network has been associated. The list below demonstrates an impressively wide range and scale of activities which we are pleased to have supported and contributed to, and of which we have disseminated the outcomes - often through this magazine. Everyone in the BMAF community can all be rightly proud of their efforts to develop

effective practice in learning, teaching and assessment, and to share and bring it to wider audiences through workshops, special interest groups, conferences, seminars and the like. Such activities are the life blood of the vibrant, dynamic and continually evolving community of practice which BMAF has become. The list below reflects your enthusiasm, commitment and dedication. Thank you!

Events 2005/06

- Personal Development Planning. *Teesside Centre for Enterprise.*
- Work Based Learning. *Coventry University Business School.*
- Using the Web in Teaching. *Derbyshire Business School, University of Derby.*
- Engaging Our Students by Linking Enquiry-Based Learning, Learning Journals and Reflective Thinking. *University of Portsmouth.*
- Teaching International Students. *York St John University College.*
- Keeping Learning at the Centre of a Virtual Learning Environment: Tools and Techniques to Enhance the Power of a VLE. *Derbyshire Business School, University of Derby.*
- Blended Learning: The Wider Picture. *University of Glamorgan.*
- What do Employers want from Graduates? *University of Central Lancashire.*
- Teaching International Business & Accounting Students Workshop. *De Montfort University.*
- Engaging Our Students by Linking Enquiry-Based Learning, Learning Journals and Reflective Thinking. *Aberdeen University Business School.*

Events 2006/07

- Engaging Our Students by Linking Enquiry-Based Learning, Reflective Thinking and Learning Journals. *University of Ulster.*
- Specialised Diplomas - New Opportunities for Business Schools. *Cass Business School, City University.*
- Engaging Our Students by Linking Enquiry-Based Learning, Reflective Thinking and Learning Journals. *CEEBL, Manchester University.*
- Plagiarism and Academic Integrity - Developing the Right Culture. *University of Glamorgan.*
- Managing the Transition to Higher Education: Avoiding Student Drop-out During the First Year at University. *London Metropolitan University.*
- Enterprise Employability: Careers, Skills and Perspectives - The Role of Enterprise Education in Developing the Workforce of the Future. *University of Glamorgan.*
- International Entrepreneurship - Educator Leadership Programme. *Association of Business Schools.*
- Integrating Study Skills into the First Year Curriculum – A Key Item in the Students Support Agenda. *University of Ulster.*
- International Dimensions of Employability. *Sheffield Hallam University.*
- “De-Plagiarising” Your Assessment? *Oxford Brookes University.*
- Teaching and Supporting International Students: Improving Quality in Business Education. *University of Ulster.*
- The National Agenda for Employability: Implications for HE Policy and Practice. *London South Bank University.*
- Improving Quality in Business Education. *Cass Business School, City University.*

Events 2007/08

- Internationalisation SIG:** International Recruitment, Admissions and Induction. *Oxford Brookes University.*
- Enhancing Graduate Employability via E-Learning and Work-Related Learning. *University of Glasgow.*
- Engaging Our Students by Linking Enquiry-Based Learning, Learning Journals and Reflective Thinking. *Higher Education Academy, York.*
- Internationalisation SIG:** Internationalisation Focus Groups for Teaching Staff and Students. *De Montfort University.*
- Internationalisation SIG:** International Students - Teaching and Learning. *London South Bank University.*
- Engaging Our Students by Linking Enquiry-Based Learning, Learning Journals and Reflective Thinking. *Newport Business School, University of Wales.*
- Enhancing assessment and feedback: an evidence-based approach. *University of Ulster.*
- Project Management SIG:** The Implications of Rethinking Project Management for Learning & Teaching. *Lancaster University Management School.*
- Accounting Education SIG:** Assessment in Accounting Education. *Institute of Chartered Secretaries and Administrators, London.*
- Entrepreneurial Learning SIG:** Entrepreneurial Learning in the Curriculum. *Swansea Metropolitan University.*
- Enhancing Assessment and Feedback: An Evidence-Based Approach. *Oxford Brookes University.*
- Employability SIG:** Exploring Employability Competencies and Sharing Experiences. *Aston Business School.*
- Entrepreneurial Learning SIG:** What should students learn? How should we assess students? How do we evaluate our teaching? *Newcastle University Business School.*
- Simulation Games and Role-Play. *Plymouth University Business School.*
- Internationalisation SIG:** Assessment, Employability and the Cost Benefits of International Students. *York St John University.*
- Enhancing Assessment and Feedback: An Evidence-Based Approach. *Birmingham City University.*
- Project Management SIG:** Knowledge and Craft. *Aston Business School.*

Events 2008/09

- Employability SIG:** Sharing Employability Experiences. *University of Central Lancashire.*
- Human Resource Development SIG:** Funding and Managing HRD Research Projects. *Manchester Metropolitan University.*
- Workshop for New and Aspiring Academic Staff. *University of Oxford.*
- Internationalisation SIG:** Multi-Cultural Learning. *University of West Scotland.*
- Blended Learning Workshop – Increasing Student Engagement. *University of Hertfordshire.*

Marketing Education SIG: Marketing Pedagogy – Directions for Future Practice. Manchester Metropolitan University.

Entrepreneurial Learning SIG: Right skills? Right contexts? Right Dreams? Key Issues for Effective Entrepreneurship Educators. *University of Glamorgan.*

Research Informed Teaching: Purpose and Practical Application. *University of Ulster.*

Employability SIG: Sustainable Employability. *Queen Margaret University, Edinburgh.*

Internationalisation SIG: Internationalisation of the Curriculum. *Regent's College, London.*

Entrepreneurial Learning SIG: Shifts in More Experiential Learning in Business Practice. *University of Surrey.*

Project Management SIG: Assessment - When, Why and How? *University of Leeds.*

Research-Teaching links in Business, Management, Accountancy & Finance: Sharing & Enhancing Practice. *University of Abertay, Dundee.*

Human Resource Development SIG: Critical Reflection and Action Learning - Possibilities and Pitfalls. *Liverpool Business School.*

Assessment and Millennial Students. *Anglia Ruskin University.*

Internationalisation SIG Conference: Aspects of Internationalisation. *Lancaster University Management School.*

Simulation Games and Role-Play. *Plymouth University Business School.*

Students in Transition-Issues and Solutions. *University of Ulster.*

Graduate Employability: The what, the why and the how? *Oxford Brookes University*

Project Management SIG: Graduating Professional Project Managers. *University of Salford.*

E-Learning SIG: Supporting Student Feedback and Development. *Newcastle Business School.*

Events 2009/10

Project Management SIG: Modes of Learning & Teaching. *Bournemouth University.*

Marketing Education SIG: Developing Evidence-Informed Practice. *London South Bank University.*

Employability SIG: Preparing for Placement. *Coventry University.*

Internationalisation SIG: The International Agenda - Where Next? *Northumbria University.*

Academic Research. What it really is and why it is like Guinness... it is good for you! *University of Ulster.*

Entrepreneurial Learning SIG: Shaping Quality and Assessment in Entrepreneurship Education. *Leeds Metropolitan University.*

Project Management SIG: Learning Spaces: Building Bridges and Breaking Barriers. *University of Westminster.*

Internationalisation SIG and the Teaching International Students Project: Research and reflection on Teaching International Students. *De Montfort University.*

The 21st Century Business Academic: Workshop for New and Aspiring Academic Staff. *University of Leeds.*

Internationalisation SIG: The International Agenda - Where Next? Understanding Cultures. *University Wales Institute Cardiff (UWIC).*

Technology-Enabled Innovation in Assessment in Feedback. *Oxford Brookes University.*

Developing a Research Active Curriculum in Business and Management. *University of Sunderland.*

Internationalisation SIG Conference: International Agenda: Where Next? *Bournemouth University.*

Project Management SIG: Project Simulations. *University of Bedfordshire.*

Events 2010/11

Changing Universities through Internationalisation: From Strategy to Pedagogy. *University of East Anglia.*

Developing an Employer Responsive Learning Provision. *University of Wales, Newport.*

Internationalisation SIG: Internationalisation: Same, Same or Different? *Manchester Metropolitan University.*

E-Learning SIG: Embedding Technology into Students' Learning Experience. *Westminster Business School.*

Marketing Education SIG: Internationalisation in Marketing Education. *University of Central Lancashire.*

Games and Simulations Workshop. *Oxford Brookes University.*

Entrepreneurial Learning SIG: Curiosity, Imagination, Creativity, and Flexible Thinking: The Challenges and Opportunities for Entrepreneurial Teaching and Learning. *University of Westminster.*

Islamic Studies: Business, Management, Accountancy and Finance Think-tank. *University of Northampton.*

Entrepreneurial Learning SIG: Entrepreneurship Teaching and Learning - the Student Experience. *Northumbria University.*

Human Resource Development SIG: Reflective Learning. *Leeds Metropolitan University.*

Internationalisation SIG: Internationalisation: Same, Same or Different? *University of Glamorgan.*

Workshop for New and Aspiring Business Academics. *Aston University.*

Project Management SIG: The Future of Project Management Education? *University of Lancaster.*

Accounting Education SIG: BAA Accounting Education SIG Conference. *University of Winchester.*

Enhancing the Student Experience: Lessons from the NSS. *Leeds Metropolitan University.*

Internationalisation SIG Conference: Internationalisation – A Strategy for the Future. *Nottingham Trent University.*

Teaching Agile in Business Schools. *University of Hertfordshire.*

Enhancing the Student Experience: Lessons from the NSS. *Oxford Brookes University.*

“They Just Don’t Get It”: How do we Support Student Understanding Within and Across the Disciplines? *University of the West of England.*