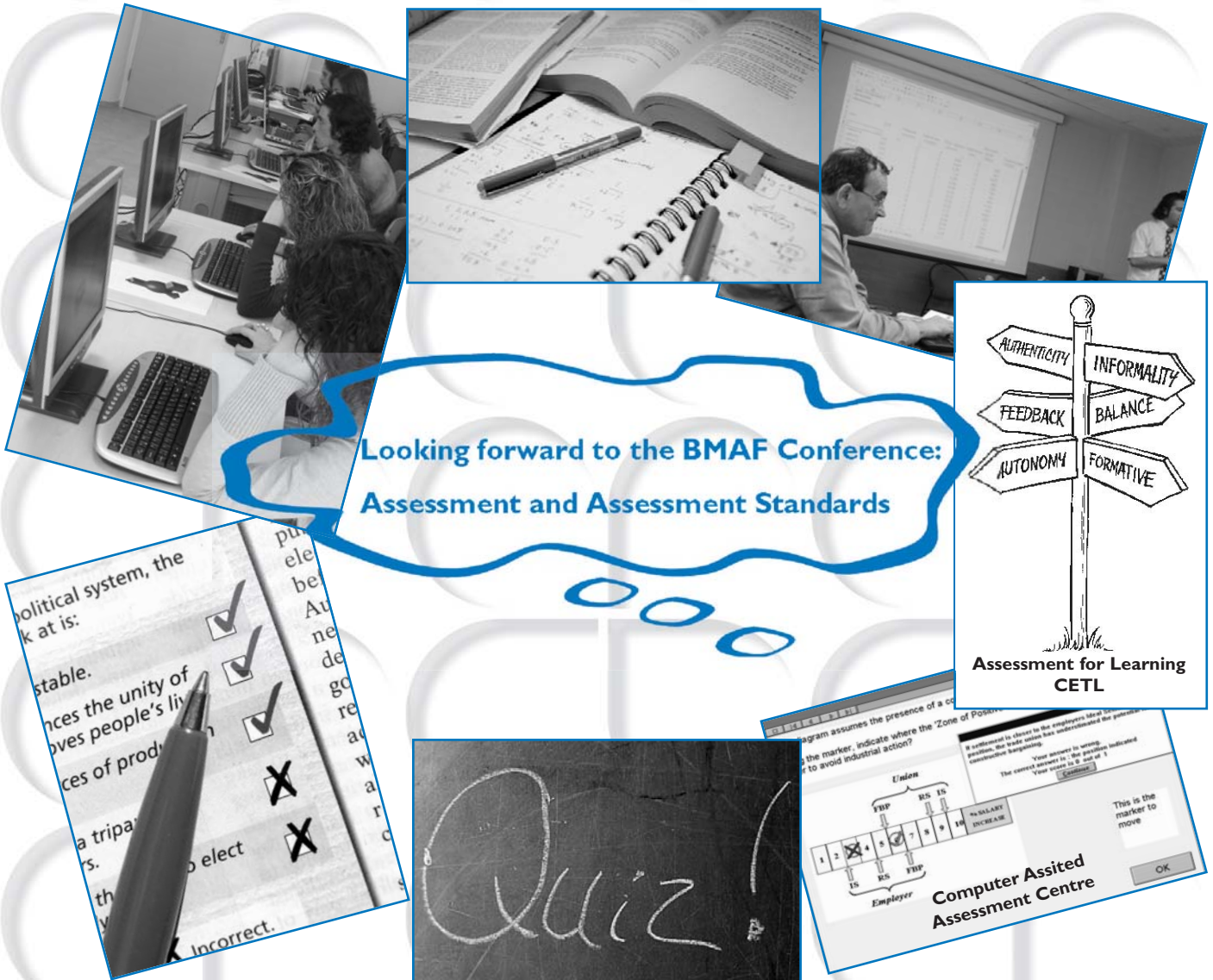




**Business
Management
Accountancy and
Finance Network**

BMAF magazine

Available to download
www.heacademy.ac.uk/business



**Looking forward to the BMAF Conference:
Assessment and Assessment Standards**



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Editorial - Three years of impact

Richard Atfield, Assistant Director BMAF
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With the increasing pressures and reducing resources of higher education in 2010 it is necessary to challenge ourselves to seek greater efficiency, impact and value for money. Had the idea of this Magazine been under consideration today it may not have survived, but the widening impact of this publication is shown through its pages.

The BMAF Magazine came to life in spring 2007 and the first issue was launched at the Annual Conference at Aston Business School. This followed considerable debate about the style and format in discussions with Key Contacts and others in business education. From them there was a clear steer that this magazine should be:

- in print as well as on line
- a mixture of topics to showcase the range and complexity of BMAF activities
- a more relaxed “story” style to share thoughts and ideas
- current, as far as possible within publishing deadlines

As I pass on the role of Editor to Steve Probert, I have been reflecting with some pride on the progress of this publication as part of the BMAF “suite” of resources.

Small Project Grants

Many of the items in Issue 1 were progress reports about BMAF small grant projects, and in Issue 9 we carry that on. The enthusiasm of those of you who apply for and undertake these projects is enormous and has a wide influence, impacting on the Special Interest Groups (SIGs), Annual Conference, BMAF workshop programme and our academic publication, the International Journal of Management Education (IJME). Subject Centre grants have been recognised nationally as a very important part of the Academy’s work and despite our economic pressures we are delighted to include a call to invite applications for the 2010-11 round (page 15).

Special Interest Groups

As part of the BMAF remit to work with subject and interest communities a number of SIGs have been established. The Magazine has benefited from

their contributions with updates about their work and feedback from events, and in this issue Jackie Lynch reports on the Marketing Education SIG event in London last November (page 14). I would also like to thank Julia Pointon and the Internationalisation SIG team for their work in producing the autumn 2009 “special” issue.

Annual Conference

This issue also describes the aims and objectives of our 2010 national Annual Conference and I am grateful to Ian Shell and colleagues at Newcastle Business School for their contribution to this year’s event. We were pleased to have colleagues from Australia attending last year in Cardiff and are delighted to welcome Mark Freeman, a great friend of BMAF, as a Keynote Speaker. Also Aaron Porter to challenge us with the students’ perspective of our topic, “Assessment and Assessment Standards” (profiles on page 10). With 150+ attending this is a prime opportunity for you to network with business education colleagues and I look forward to seeing you in April.

BMAF Network’s Purpose

BMAF’s explicit aims are to enhance the education experience of students by communicating and disseminating ideas and promoting good practice and innovation in higher education teaching and learning. The Network acts as a reference point for information and resources across the related academic communities and the Magazine plays a key role in realising these aims, complementing the website, events, SIGs and IJME.

I welcome Steve Probert as the new Editor of the BMAF Magazine and look forward to watching how the publication develops under his leadership to meet your future needs.

To end, I would like to thank Sam French whose efforts with this Magazine and with other BMAF and HLST publications are often unseen but should not be unrecognised. Also Neil Wheeler and Debbie Witney (Oxford Brookes), Patrick Doherty (Liverpool) and Rachel Wicaksono (York St John), for their support and thoughtful feedback as Editorial Advisers for the Magazine.

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The use of a real-life e-news game to support learning and teaching in finance

Dr Charlie X. Cai & Professor David Hillier, Leeds University Business School, The University of Leeds

E-news game is useful to help us relate the academic theory to the real world.

Since the earliest times, games have been used to support training and learning objectives. With the development of computers, and more recently the Internet Web 2.0 technology, there has been increased interest in how games and simulations can be used to support learning. One of the important aspects of designing e-learning is to ensure these resources are fully integrated into mainstream teaching and students are provided with sufficient support for their learning.

In the Accounting and Finance Division in the Leeds University Business School, we proposed a role play real-life news/event based game to support students' learning of finance subjects. The experiment was carried out in a master's level module in International Investment. In the news game, students were asked to analyse the financial market news story and event using relevant theories which are taught in the lecture. With the use of an interactive web application, they exchanged comments and gained feedback from their peers and the course tutor.

The project married two important components together. It introduced a news/event-based study methodology and demonstrated its implementation in the Web 2.0 environments. Details of the news game and a list of resources are available from the website: www.charlieXcai.info

Outcomes of the project

The project provided evidence-based examples of innovative and effective practice in learning, teaching, assessment and feedback using the e-games. Overall the use of the e-news game achieved its objectives. Students valued this blended element in their learning which is demonstrated in their feedback:

The news games were really useful for us. The games bring us the chance to practice all the knowledge that we had learnt as well as keep us up to date financial market information.

In order to be successful in the game, students were encouraged to critically apply relevant theory learned from the lectures and to explore and discover new information to support their arguments. Such a news/event-based game creates a learning environment which promotes student engagement due to the realistic environments and the web-based technology used as an investigation tool. It also facilitates student evaluation and provides effective feedback. Finally, it enhances the link between research and teaching where a new research idea is generated through the discussion on the news.

Critical factors for success

The experience drawn from this project will be valuable for practice in wider higher education contexts. Other lecturers can use a similar approach to integrate blended learning in their modules. To ensure a successful use of the game in teaching BMAF subjects, the

key factors to be considered are:

- relevance
- motivations
- manageable design
- link to assessment and feedback

The use of the game should be relevant to the subject being taught. Making the links between the use of the game and the learning objectives of the module/programme explicit will increase students' involvement.

Students' active involvement is vital for any teaching activity to be effective. This is especially important to game based teaching. Giving a clear link between the game and the real world practice will motivate students to participate more fully. There are also other factors that had an impact on students' motivation: students' sense of challenge, game realism, opportunities to explore or discover new information, and learner control.

Manageable design is one practical aspect of the implementation of game based learning but it is

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often overlooked. When designing the game, it is important not to build a game that is too complex and difficult to play. For example, if it requires two full sessions of training to let students understand what the game is about and how to play the game, it will discourage participation and affect the main learning objectives of the game. In this regard, games should be designed at the right level of complexity and the method of participating in the game should be simple unless the method of participating itself is a learning objective of the game (e.g. placing a buy/sell order in stock trading simulation game).

Including games in teaching will often enhance students' learning experiences. It is important to leverage the participation of students by giving feedback and summary of their activities. This will create a positive circle especially when the game has many sections.

If the design of the game has taken into consideration the course objectives, it naturally links into the assessment of the study. However, these links need to be made explicit when introducing the game to the students. For example,

the skills students have developed in analysing news events with theories can be directly examinable.

Way forward

Given the success of this experiment, a new module - Understanding Finance - has been developed for undergraduate accounting and finance students in Leeds University Business School. It is expected that the use of the e-news game will provide students with the skills and basic subject knowledge to enable them to access, understand and use the financial pages and to understand and critique finance and business news stories. On successful completion of the module, students will be able to link their studies of relevant theory and practice in the compulsory first year modules such as Economic Theory and Applications, and Introductory Accounting and Financial Management, to current real life topics and issues.

On another level of application, the e-news game will be used as a resource to facilitate students' research projects. It will be used to organise reading groups for students doing summer projects. It aims to stimulate students to discover research questions from real life issues.

A research methods model designed to assist students preparing research projects and proposals


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This project involved developing and evaluating a model to assist students in constructing their own research proposals, summarising and understanding empirical research papers, and structuring their own research projects. The model was primarily aimed at projects involving the collection and analysis of data, but could be adapted to encompass critical thinking and report writing. The approach can be used in all business, management, accounting and finance subjects and at all levels, ranging from undergraduate, through masters and PhD.

The Research Methods Model was based on Kolb's experiential learning cycle, one of the best known learning theories in management education and studied by most business school students in an initial study skills module. Kolb (1984) contended that effective learning often starts with experience

and then involves reflecting, identifying and then applying concepts to make sense of experiences. The Research Methods Model assumes that any research project also involves these stages.

To provide students with guidance as to what aspects needs to be considered in any serious research endeavour, components mainly from Gowin's V Model but also from Paul and Elder's Critical Thinking Model were employed. The Research Methods Model is shown in Figure 1. Students were required to use each component to summarise key features of a research project, whether one they were developing themselves or one developed by another researcher which they were trying to understand. The Model is simply a Word document on one side of A4 that is designed to help students see how knowledge might be or has been constructed. In other words, it is simply a scaffolding or framework upon which to construct knowledge. For knowledge to be effective all components should be logically



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connected and tell a consistent story.

Once drafted, the Research Methods Model can be used to help the student self-review their work, communicate with fellow students and with their lecturer. From a lecturer's perspective the Model can speed up the process of providing constructive feedback to students. Omissions are obvious as components are left blank and misunderstandings potentially easier to identify. Once familiar with the Model, strengths and weaknesses of a research proposal/project can be more easily identified and addressed. The Model can also be used to show the importance of philosophical ideas necessary to the understanding of any research project, such as internal and external validity, induction and deduction, and epistemology and ontology. Therefore, potentially, the Model is extremely useful to both business students and lecturers. While the Model attempts to structure the complexity of empirical research it does not hide from the complexity of seriously undertaking any research project but has no answers to student apathy!

This BMAF funded project involved using and evaluating the Research Methods Model with second year undergraduate students at a UK business school in a research methods module, to assist students in preparing a research proposal. Students involved in the evaluation included 103 studying accounting and finance, 38 studying

business, 13 studying economics, 27 studying marketing, 6 studying logistics and 18 studying management. Over 75% were under 22 years, 63% were male, 59% were from the UK and 29% from China/South East Asia. Evaluation involved collecting both quantitative and qualitative data.

The results from the quantitative evaluation showed that students found the Model useful in terms of:

- preparing their research proposal
- summarising a published research paper
- providing an understanding of the nature of knowledge and how it might be created
- reminding them to undertake effective reflection when preparing their research proposal
- thinking about the purpose of preparing the research proposal
- providing a good way of visualising the research process
- getting their research proposal started by forcing them to identify the key aspects of their topic
- stopping them jumping into the project without sufficient reflection
- planning their research proposal
- providing them with a structure to help construct their research proposal
- knowing where particular research topics/lectures/readings fitted into the research process

continued overleaf

What are the limitations, recommendations and implementation issues arising from the results?	What aspects of the business world does the research study investigate?			What is the purpose of the research?
What are the results of the research?				What are the big questions the research seeks to answer?
How is data analysed?				How might the researchers' background & belief influence/bias the investigation?
How is data collected?				
Upon what assumptions do the theories, concepts rest?	What principles / hypotheses are guiding data collections?	What theories are guiding the investigation?	How do experts link/categories these key concepts?	What are the key concepts experts use when talking about the topic?

Figure 1: Research Methods Model (based on Kolb, 1984, & Gowin, 2005)

- knowing what to include and exclude in their research proposal
- preparing their research proposal in the allotted time
- identifying an appropriate conceptual/theoretical framework for their research proposal
- identifying an appropriate methodology for their research proposal
- identify relevant literature for their research proposal
- summarising and analysing literature for their research proposal
- presenting and communicating their research proposal to others

Qualitative evaluation was undertaken by asking students to note down the one thing they liked most and the one thing they liked least, about the Research Methods Model. This data was used to undertake a content analysis. The main attributes of the Model students liked best were: provides a useful structure (36%), understandable (23%), identifies specific components (9%), helps thinking about the research process (9%), its comprehensive nature (7%), and focused attention on empirical aspects of the research process (7%). The main attributes of the Model students liked least were: specific components, particularly the abstract conceptual components and worldview (31%),

difficult and complex to apply (30%), takes too long to prepare (12%), too restricting (6%), too simplistic (5%), and did not help me make research decisions (4%).

Planned future work will involve:

- testing the model with masters and PhD students
- evaluating the Model with business, management, accounting and finance lecturers
- using the model as a framework for a blended learning computer site for a research methods module
- developing a diagnostic instrument for students starting out on research based on the model
- extending the Model to help students prepare/understand reports and critical thinking projects/essays

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Education for Sustainable Development (ESD)

During 2009-10, ESD is one of the three priority themes for the HE Academy as a whole. BMAF is currently examining ways in which we can better support ESD in our subject disciplines and we hope to develop our work in this area further this year.

To begin with, a brief statement of intent was recently presented at the PRME/CBS International Conference on Responsible Management Education: Sustainable Leadership in the era of Climate Change, held in Copenhagen (23-24 November 2009). One outcome of this Conference was a declaration indicating the nature of the (global) task ahead, and the depth of support needed from central governments. Our abstract indicates how we might work with the IDEA CETL to develop a UK-wide approach - one way in which greater support for ESD might be provided by BMAF. We will report progress on other initiatives in due course.

Copenhagen Conference abstract:
<http://tiny.cc/7E7Bw>

The Copenhagen Declaration:
www.unprme.org/resource-docs/CopenhagenDeclarationFINAL.pdf

The IDEA CETL: www.idea.leeds.ac.uk

Principles for Responsible Management Education (PRME) initiative
www.unprme.org

HE Academy Education for Sustainable Development (ESD) Project
www.heacademy.ac.uk/ourwork/teachingandlearning/sustainability

Formative aspects of summative assessment

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“Setting our own assessment criteria sounds great in theory,” remarked one of the students ruefully, “but there’s a risk we’ll set assessment criteria that don’t challenge us.”

We were discussing summative assessment criteria as a part of the HEA BMAF-funded Teaching Research and Development project that I’m doing at London South Bank University this year. I was surprised and pleased by the comment, which seemed to indicate that the project is already seeing worthwhile results.

The project is focused on formative aspects of summative assessment and is being undertaken with students on the MBA Managing Projects elective unit. The aim is to investigate whether students can, with practice, become more skilled at evaluating their own and others’ points of view, especially when evaluation criteria are emergent rather than given. This is widely regarded as a key 21st century graduate attribute. As Boud and Falchikov (2006) noted, learning outcomes are rarely specified explicitly in the workplace. Moreover:

What is required of the learner is embedded in a professional practice ... Before learning can even commence there is a need for learners to identify for themselves what they need to learn, taking into account a range of contextual factors, and to judge what counts as good work. (p. 404)

It is also a critical aspect of managing innovation or organisational change projects in a context of increasingly diverse, if not incommensurable, stakeholder interests.

The “Managing Projects” unit provides an innovative “authentic assessment” group assignment grounded in a real world project within which students can demonstrate their developing knowledge and skills (Mueller, 2008). It also provides for a form of self and peer assessment naturalised as ongoing project progress reports as well as a post-project “lessons learned” review (Kerth,

2000). Recent cohorts have planned a summer ski jump at Battersea (yes, it actually happened!), an open air food festival on London Bridge and, this academic year, a winter street market.

The research has a longitudinal, repeated measures design with three interventions and simple summative assessments of their own and other groups’ weekly presentations by individual students. These repeated measures are supplemented by a pre- and post-‘transfer of training’ test at the beginning and end of the unit. Class sessions are being audio and video-recorded for quantitative and qualitative analysis.

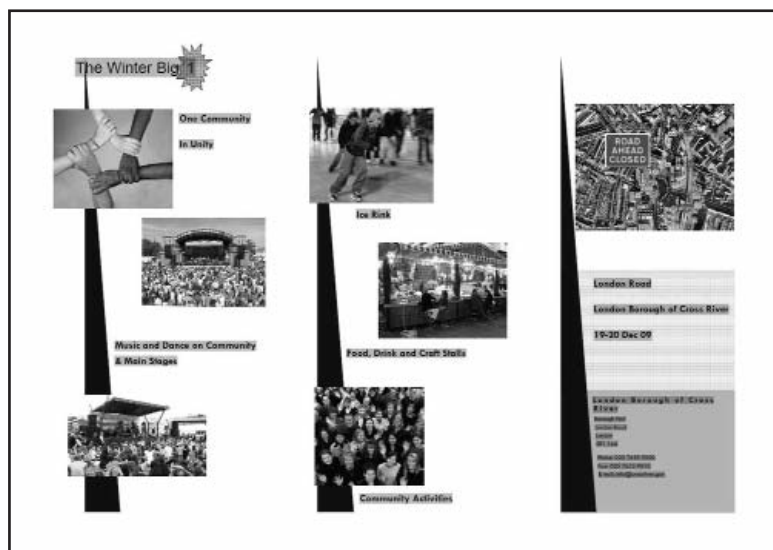
Work to date has demonstrated that the approach is feasible and capable of supporting the research aims. More to the point, however, is the enhanced student engagement that comes with participation in a worthwhile and memorable learning experience that makes visible much of the largely tacit knowledge and skills required for managing projects.

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Project

References

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- Kerth, N. (2000). *Project retrospectives: A handbook for team reviews*. New York: Dorset House.
- Mueller, J. (2008). *Authentic assessment toolbox*. Retrieved May 13, 2009, from <http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>

Student flyer for the “Winter Big 1” street market and festival in the fictional London Borough of Cross River



How can we teach entrepreneurship?

A student perspective

Dr Stephanie Macht, Newcastle Business School,
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Since business start-up (or entrepreneurship) is the lifeblood of the UK economy, many business schools run entrepreneurship-related programmes, courses and/or modules in an attempt to develop new entrepreneurs. However, there is still a lot we do not know about teaching entrepreneurship. In particular there is one group of people who have not been asked how entrepreneurship can or should be taught: the students themselves. This quest for the student perspective on how to teach entrepreneurship forms the basis of ongoing BMAF sponsored research I am carrying out at Newcastle Business School (NBS).

The common consensus from the students is that practical, hands-on experience of real entrepreneurial activity is the only way to learn entrepreneurship. On the other hand, theory and learning from books is considered as a necessary foundation for an entrepreneurial career by only a few students. Therefore, offering a module which requires students to start up and run their own businesses during the academic year seems like a suitable approach to entrepreneurship education. Furthermore, real entrepreneurs – used as guest speakers and mentors – are considered important components of entrepreneurship curricula, whereas the value of lecturers and their more theoretical input was criticised.

With regard to the delivery of entrepreneurship modules, students tend to prefer one-on-one guidance meetings with mentors (and to a lesser extent with lecturing staff) as opposed to formal taught sessions. This suggests that traditional lecture-seminar delivery is not suitable for teaching entrepreneurship. Moreover, entrepreneurship programmes should include teaching of business functions (e.g., marketing or finance), but purely in the context of small business. Regarding personal

development – or the enhancement of soft skills – creativity, as well as presentation and negotiation skills, are considered to be of prime importance for an entrepreneurial career; therefore, entrepreneurship modules should enhance and develop these skills.

It is interesting to see that students' motivations to enrol for entrepreneurship modules/programmes appear to have an effect on their preferences for being taught entrepreneurship: students with an aspiration to start their own business in the near future tend to see relevance in all aspects of entrepreneurship and are keen to learn these, even though not every aspect might be

explicitly covered in their assessment. Such students, on the other hand, who chose entrepreneurial modules/programmes because they thought it was easy or because they did not know what else to choose, tend to be

driven mainly by the assessments of the modules; they cannot see the relevance of content beyond what is directly needed for the assessment and therefore tend to disregard everything that is not specifically required to pass.

In a perfect world, the students' desired entrepreneurship programme would include inputs from high-profile guest speakers, such as Richard Branson, or the opportunity to pitch to the investors from Dragons' Den. Shadowing entrepreneurs in their workplace and the provision of funding through the university were also mentioned, but opinions differed: some students thought shadowing was useful, whereas others believed it to be overly time-consuming and not sufficiently relevant for their own specific business ideas. Along the same lines, some students believed that the university should financially support student businesses, whereas others were adamant that they would only be fully committed to their business if they invested their own money.

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The Teaching International Students Project

Increasing student mobility and successful national policies to recruit international students have led to more culturally diverse higher education landscapes around the world. In the UK, the second phase of the Prime Minister's Initiative (PMI2) was launched in 2006 to encourage managed growth of UK international education and to work towards improving international student experiences. This initiative recognised that teaching and learning experiences are central to any improvement.

The Higher Education Academy has joined with PMI2 and the UK Council for International Student Affairs (UKCISA) to launch a two-year project focused on teaching and learning for international students, titled "Teaching International Students".

The project aims to move beyond the identification of "problems", to instead focus on ways that teaching staff can better meet the diverse learning needs of their international students (and in ways that will benefit all students).

The aims of the Teaching International Students Project are to:

- raise the profile of teaching and learning for international students
- establish a repository of resources and research on teaching and learning for international students
- identify and disseminate information and guidance
- provide guidance on staff development strategies
- establish a network of interested people

The project is hosted by the Academy and is

supported by a team which comprises members of several Subject Centres concerned with internationalisation issues more broadly and includes Richard Atfield from the BMAF Network. A project website run by the Academy will be launched in Spring 2010 which aims to provide a "one stop shop" for staff who teach international students and who are looking for both academic and practical networks, events and resources to support their teaching.

The resources will be organised around the "International Student Lifecycle" and will include suggestions for improving teaching and learning in areas such as postgraduate supervision, group work, academic writing, language issues and developing intercultural communication. It will also include suggestions for further reading, including research that examines the complex issues and challenges and often contested concepts and theories in these areas. Case stories from students as well as teaching staff will also illustrate these challenges as well as the ways that lecturers can respond to these challenges more effectively.

A series of TIS project events are planned throughout 2010 with the TIS/BMAF Internationalisation SIG event at DeMontford University this March as one of the first. The workshops will have a disciplinary perspective to meet the needs of many staff calling for disciplinary-specific guidance in this area.

If you are interested in preparing a case story about your own experiences when supporting international students, please contact Richard Atfield (ratfield@brookes.ac.uk).

NACUE Ventures

Thinking of starting a business? Need funding? Or just want to access our fantastic online video library?

One of the biggest challenges that student start-ups face is access to finance. This week the National Consortium of University Entrepreneurs announced that NACUE Ventures has now topped 500 investors as the UK's intermediary between university start-ups and investors!

NacueVentures.com is the essential resource for enterprising students and student entrepreneurs in the UK to explore funding options, learn from the best and access an interested network of investors.

The site is equipped with cutting edge resources, inspiring and informative videos from leading entrepreneurs and investors, and an easy to use online pitching platform. Visit NacueVentures.com and join one of the fastest growing communities of young entrepreneurs. Contact Owais.Peer@nacue.com for further information.

BMAF Conference 2010

The fifth BMAF Annual Conference is being held at the **Newcastle Marriott Gosforth Park Hotel** from **Tuesday 20th April to Wednesday 21st April 2010** in conjunction with Newcastle Business School, Northumbria University.



This year we have key note speakers Mark Freeman, University of Sydney, Discipline Scholar, ALTC Business Management and Economics Network and Aaron Porter, Vice President (Higher Education), National Union of Students.



Associate Professor Mark Freeman is currently the Discipline Scholar at the Australian Learning and Teaching Council with responsibility for a broad discipline group of business management and economics. In 2010 he is leading the development by academic and professional communities

of national academic standards for the various sub disciplines. While first practising, teaching and researching in finance, Mark has been active in leading, applying, researching and providing professional development in student-centred learning programs of innovation within business higher education and professional practice for 25 years. Mark's research and innovation now primarily relate to learning and assessment and more recently organisational change.

Aaron Porter was re-elected with a landslide majority as the Vice-President (Higher Education) for the National Union of Students to serve a second term which is due to end in June 2010. In this post, Aaron is responsible for leading representation and campaigns for students in UK higher education. Alongside this role, Aaron is also a Non-Executive Board Director for the Office of the Independent Adjudicator (OIA), the European

Students' Union (ESU) and observer to the Board for the United Kingdom Council for International Student Affairs (UKCISA). He is also on the Academic Council of the Higher Education Academy (HEA), the National Student Survey Steering Group, the Burgess Implementation Steering Group and the HEFCE Online Learning Taskforce.



The conference focus will be on **Assessment and Assessment Standards: Challenges for Business Education** and the streams are:

1. Authentic Assessment

Authentic assessment contends that the acquisition of knowledge and skills is not sufficient and that students need to be able to perform meaningful tasks. Authentic learning and assessment expects students to demonstrate the ability to apply the knowledge and skills in real-world or authentic contexts, so do the standards help?

2. Academic Integrity

Approaches to academic integrity should emphasise the positive aspects of "being academic" by encouraging understanding and application of best academic practice, through both learning and assessment. How can clear understanding of academic processes and standards be encouraged and enhance student learning?

3. Assessment of Large Cohorts

"Large student numbers" are identified regularly as a challenge for both business schools and lecturers, with many hundreds of students on a module being common and over a thousand not unusual. Achieving consistent quality in both support and assessment can be problematic, especially where many full and part-time staff may be involved in the process, and perceptions of "standards" can be mixed.

4. Accessibility and Inclusivity

Diversity, accessibility, inclusivity – all very laudable concepts but open to mis-use, misunderstanding and stereotyping. How can assessment be fair and

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equitable for all students, whatever their circumstances, with so many issues to consider – not only in respect of the students but also the HE staff? How can assessment standards help?

5. Innovation and Creativity

Essays, reports and multiple choice papers are often seen as the staple assessment methods for business education, but many different approaches can be and are being used in HE - self assessment, peer-assessment, drama, posters, role-play, wikis and many more. To what extent are they practical and valid in business education? How can these fit with academic standards and benchmarks? How can they be applied fairly?

6. Technology Enhanced Learning

Technology can enhance learning and create new opportunities for sharing and collaboration through the likes of Web 2.0, personal learning environments and virtual worlds. But how can we best harness those to support assessment for learning? How might VLEs and PLEs be used to support authentic

learning, formative and summative assessment, and the achievement and maintenance of assessment standards?

Conference Schedule

The conference offers a varied diet of discussion papers, workshops, posters, key note speakers and the prospect of a memorable conference dinner, as well as many opportunities for informal networking.

Registration

To register for the Conference, please complete and return the registration form which can be downloaded from our website:

www.heacademy.ac.uk/BMAFconference



Tuesday 20th April	
09.00 - 09.45	Arrival, registration and refreshments
09.45 - 10.00	Welcome, introductions and conference overview
10.00 - 10.45	Keynote speaker: Mark Freeman, University of Sydney
10.45 - 11.00	Refreshments
11.00 - 12.30	Academic session A
12.30 - 13.30	Lunch
13.30 - 15.00	Academic session B
15.00 - 15.30	Refreshments
15.30 - 17.00	Academic session C
17.00 - 18.00	Poster session
19.00 - 20.00	Drinks reception
20.00 - 23.00	Conference dinner
Wednesday 21st April	
08.30 - 09.00	Arrival, registration and refreshments
09.00 - 09.15	Welcome to Day 2
09.15 - 10.00	Keynote speaker: Aaron Porter, Vice President (HE), NUS
10.00 - 10.30	Refreshments
10.30 - 12.00	Academic session D
12.00 - 13.00	Lunch
13.00 - 14.30	Academic session E
14.30 - 15.00	Closing plenary and refreshments

The new Virtual Training Suite for Business and Management

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Introduction

The Virtual Training Suite is a set of free online tutorials, funded by JISC, to help students develop their Internet research skills. Recently we released a new Business and Management tutorial, www.vts.intute.ac.uk/tutorial/business written by Angela Joyce (a Business librarian) and edited by Annalaura Marini, Management Lecturer at Bristol University and a BMAF key contact.

Why the new tutorials? Evidence shows that there is still a need for better information literacy amongst students. The JISC report – Higher education in a Web 2.0 world

www.jisc.ac.uk/media/documents/publications/heweb20rptv1.pdf

– stated as one of its key findings that “Information literacies, including searching, retrieving, critically evaluating information from a range of appropriate sources and also attributing it – represent a significant and growing deficit area”.

What our users told us

The Virtual Training Suite has undergone a major review by users and staff over the past year. One of the main findings from our market research was that the Virtual Training Suite is a popular service. How did we find out? The review comprised online user surveys; analysis of Web usage statistics; a survey of 100 Virtual Training Suite authors and other staff; a review of technologies available for creating tutorials; and a literature review. We also looked at how users link to the Virtual Training Suite or how students find it – which was normally via their lecturers or course materials, not through search engines.

What’s in the new tutorial?

So how is the new Business tutorial different? The basic Virtual Training Suite template is the same, with sections called Tour, Discover, Judge and Success, but the new tutorial is shorter, with a cleaner interface, more graphics and aimed specifically at students in higher education. Reports such as Behaviour of the Researcher of the Future www.publishing.ucl.ac.uk/behaviour.html from the

UCL Department of Information Studies found that users prefer quick browsing of online materials, exhibiting so-called “bouncing” and “flicking” behaviour. Today’s users are, for better or worse, impatient, and expect to find short chunks of information quickly. So the new shorter tutorial suits this usage pattern.

In the light of continuing growth in online services, there is more focus in the Business tutorial on the process of rigorous academic research, and on the difference between academic publishing and Web 2.0 user-generated content (e.g. blogs, podcasts, videos, social networks). Emphasis is on the importance of using libraries, talking to the Business subject librarian (if there still is one!) and getting to know their specialist services, e.g., journal databases and market reports, as well as discovering quality free information on the Web. The main aim is to encourage students to critically evaluate what they find online. To recap, the tutorial offers:

Tour. Key websites for Business and Management are featured, divided into types such as bibliographic databases, professional organisations or social media. The popular Links Basket feature for saving sites is still there. The websites are checked regularly, as things change so fast online.

Discover

This area compares key Internet research tools and suggests search strategies. Pros and cons of services like Google and Google Scholar are discussed, with sample searches for students to try.

Judge

Students are encouraged to critically evaluate what they find online. For example, it asks, “For a reference for a university assignment, which would you prefer: ...a personal blog entry or an article by a well-known business journalist? - Material from an online advert for a product, or a market report from a well-known publisher like Mintel?” Students are then given multiple-choice quizzes to test out their critical skills.

Success

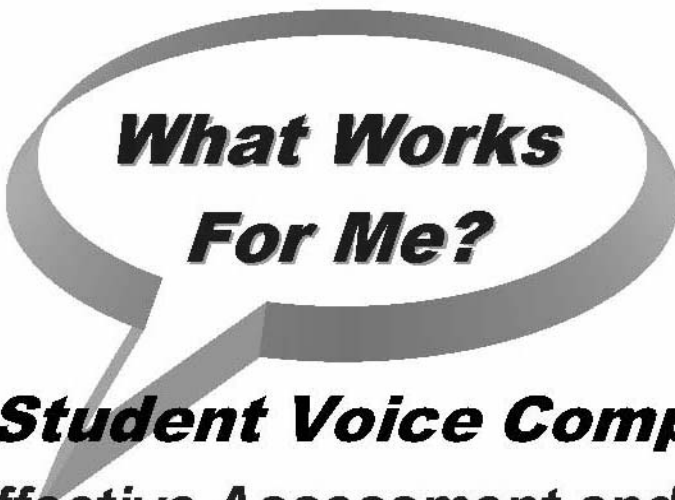
Finally in the Success section, an imaginary scenario is given of three confused students who are faced

with their first assignment, on shopping villages. After a search on Google, they remember that friends had found the library useful and head there. The Business librarian shows them services like Mintel which produces a relevant market report, but suggests they look further too. They learn to use the Emerald journals database and reputable free websites, and end up with a good range of reliable resources.

Send us your comments

We hope BMAF members will try out the tutorial and send us feedback. The tutorial is flexible and can be “dipped into” or used in one go. A few suggestions: Put it in your VLE. Get students to work through it in class and then come up with their 5 top academic websites to bookmark in del.icio.us or

their favourite place. Get them to explain why they chose these. I myself promote the tutorial to students, in my other role as a subject librarian supporting Finance and Management students at Bristol University.



2010 Student Voice Competition

What is Effective Assessment and Feedback in Business Education - and Why?

Your Voice

This competition is open to all students studying UK undergraduate programmes in business, management, finance and allied subject areas and should consider:

Assessment and/or feedback you have experienced; why it was effective for you; and what students and academic staff could learn from your experience.

Must be submitted to bmaf@brookes.ac.uk by 17:00 on Friday 19th March 2010.

Further details available at:

www.heacademy.ac.uk/business/ourwork/student_voice

First Prize:
£250 and
an iPod
£150 for 2
Runners-up

Academy of Marketing/ BMAF Marketing Education SIG

Developing Evidence-informed Practice in Marketing Education: SIG Workshop

13th November 2009, London Southbank University

The findings from the AM/BMAF funded Teaching and Learning Development projects were presented at this successful workshop. An enjoyable and informative day was had, with excellent exchange of ideas and discussions.

The opening morning started with a lively debate for Dr Toni Hilton, Associate Dean Research and Knowledge Transfer, University of Westminster, with her opening keynote on Co-Creating the Educational Experience. This was followed by workshops on creativity and the afternoon was concluded by animated discussion of electronic voting systems.

To generate a sense of fun and energy one of the creative tasks was to “come up with as many alternative uses of a toothpick as possible”. The creative juices flowed and here are few of the printable ones!!

- Defensive weapon
- Light a fire
- Picking locks
- Opening your mobile battery
- Stabbing people
- Clean your teeth
- Medical instrument

The presenters were:

Dr Ross Brennan (photo) and Lyn Voss – Marketing simulation implementation, University of Middlesex



Jacqueline Lynch (photo) – Assessing the value of client/agency ‘Real world’ simulation to foster creativity, University of Westminster

Edel Moore – Creative marketing beyond the boundaries of the Business School, University of Leeds

Carol Cloughton - the LIVE Assessment Project, University of Huddersfield

George Masikunas – Electronic Voting Systems in Marketing Lectures, University of Kingston

AM/BMAF Learning and Teaching Awards 2009/10

We received eight high quality bids for the AM/BMAF funding to support learning and teaching projects on the subject of internationalisation. We are delighted to announce the following winners:

Dr Catherine Demangeot, University of Strathclyde, “International Student Learning and Avatar: Collaboration in an Immersive World”

Dr Paul Harrigan, University of Southampton “Re-shaping International Marketing Education through the New DNA of Marketing”

Dr Miztran Rahman, University of Lincoln, “Incorporating Case Studies in Marketing Education to Prepare the Students for Global Citizenship”

Dr Deborah Anderson, University of Kingston, “Experts and Novices: Applying Theories of Social Learning to the Study of Marketing”

Many congratulations to the winners of these awards. We look forward to hearing the outcomes of these very projects in due course particularly given the widespread interest in attracting more international students to study business.

Monica Gibson Sweet, Chair of AM/BMAF Marketing Education SIG mgibsons@glam.ac.uk and

Jacqueline Lynch, Deputy Chair of the AM/BMAF Marketing Education SIG lynchja@wmin.ac.uk

BMAF Teaching Research and Development Grants 2010 - 2011

Once again we are offering small grants to support and encourage pedagogic research and the development of new practices in the teaching, learning and assessment of the BMAF disciplines. These are available for application by individuals and teams by mid-May 2010.

The maximum amount offered will be £3500 and the grant period will run from September 2010 to May 2011.

Suggested Themes for 2010-11

These are based on the main priorities and enhancement themes for the UK:

- assessment, feedback and academic integrity
- graduates for the 21st Century
- internationalisation and teaching international students
- education for sustainable development
- the first year experience and student recruitment and retention
- HE in FE
- inclusive curriculum
- professional development of staff
- research-teaching linkages
- teaching large groups

This list is not exclusive and we would welcome applications which reflect your areas of interest outside those areas.

Expected Areas of Impact

Potential benefits to the community from these projects include:

- information on new evidence-based examples of innovative and effective practice;
- dissemination of educational methods which others might use;
- access to reviews of current practice and the development of recommendations.

Potential benefits to the individual and programme team include opportunities to:

- initiate or develop an aspect of pedagogic research they feel is important
- make their work visible through presentations at BMAF events and in BMAF publications
- network with others interested in the same area

Potential benefits to students are:

- opportunities to participate in and contribute to experimental programmes
- enhanced learning experience following implementation of new models

The availability of grants will be further advertised in the e-News bulletins and on the BMAF website.

Interested?

Relevant documentation including criteria, guidelines and application forms can be downloaded from the "Funding" page of the BMAF website at www.heacademy.ac.uk/business/funding

Proposals must be submitted to bmaf@brookes.ac.uk (attention Anne Harrap) by **17th May 2010**.

For further information, contact aharrap@brookes.ac.uk

Grant-supported Outcomes

In this and previous issues of the BMAF Magazine you can read about the impact of grant-supported work on practices, and these have been shared further at HEI and BMAF workshops and conferences.

Copies of reports from previous projects are available on the BMAF website.

Launch of Enterprise Alliance UK

The Enterprise Alliance UK was launched at the Houses of Parliament on the morning of the 27th January 2010 by three of the leading independent membership-based organisations instrumental in promoting and supporting enterprise education and entrepreneurship within Higher Education (HE) in the UK. This new initiative aims to actively promote and support enterprise and entrepreneurship education in the UK, thus increasing opportunities for students and graduates to create new ventures.

The event was hosted by Mark Prisk, MP (Conservative Shadow Minister for Business & Enterprise) and more than 70 delegates attended,

bringing together supporters from academic, business, political, educational and student



communities. Attendees included Ken Clarke MP, Shadow Secretary of State for Business, Innovation and Skills; Jenny McDowell of Lloyds Banking Group; Lars Lindstedt of Microsoft UK; and Anwar Hasan, Managing Director of Tata Ltd. The launch of the Enterprise Alliance saw strong foundations being put in place to form an All Party Parliamentary Group on Enterprise & Entrepreneurship Education post-election - an initiative supported by Mark Prisk MP and Lorely Burt MP (Liberal Democrat Shadow Business Minister).

The three founding organisations: Enterprise Educators UK, The Institute for Small Business and Entrepreneurship (ISBE), and National Consortium of University Entrepreneurs (NACUE); are in agreement that by building on their existing individual strengths the Enterprise Alliance will be able to be the voice of enterprise education, research and support in the UK.

Collectively, the Enterprise Alliance will become the voice of a wide range of stakeholders including academic researchers, educators, undergraduate and postgraduate students and those who provide practical support for enterprise development in HE.

The Enterprise Alliance UK has the following goals:

- to provide an informed and independent voice for enterprise and entrepreneurship at a national level in HE across the UK
- to promote enterprise awareness, education and practical support for entrepreneurship within and beyond the educational sector
- to demonstrate and disseminate the highest professional standards of enterprise and entrepreneurship education, practice and support, informed by active research and innovation within the shared membership
- to ensure that all students have the opportunity to experience intra curricula and extra curricula enterprise and entrepreneurship learning as part of their studies
- to gain governmental support throughout the UK for the development of enterprise and entrepreneurship education for all students in HE and Further education

The ongoing activities of the Enterprise Alliance UK will involve the three founding organisations sharing knowledge and research, and speaking with one voice to inform policy, practice and the public about the value and impact of enterprise and entrepreneurship education. This will be achieved through a collaborative communications strategy and National Events Programme which includes each founding organisation's international conference; NACUE's Leaders Training Conference in May, Enterprise Educator UK's International Entrepreneurship Educators Conference in September and ISBE's 33rd Annual Conference in November.

Following on from its launch, the Enterprise Alliance UK is set to become the most powerful voice for the support, promotion and representation of Enterprise and Entrepreneurship Education in the UK.



For further information on the Enterprise Alliance visit www.enterpriseallianceuk.co.uk

The 21st Century Business Academic

Richard Atfield, Assistant Director BMAF
ratfield@brookes.ac.uk

Background

The BMAF “New Lecturers Project” began informally through discussions with colleagues about some outcomes of an earlier project about the support needs part-time teachers. BMAF involvement in an Academy Scotland SHEER2 project with Darren Comber at Aberdeen and Lorraine Walsh at Dundee widened the perspectives about discipline-specific versus generic support needs.

In April 2008 momentum picked up and during that autumn colleagues at Liverpool and Ulster undertook a pilot, visiting each other to review practices and interview a range of senior and new staff.

Main Project

Following a call for expressions of interest 6 more universities were involved in January 2009 and, based on feedback from the pilot, they were paired up:

- Leeds with Surrey
- Aston with Portsmouth
- Southampton Solent with Glamorgan

Following those visits each reviewed the data and drew up an initial report on their partner and then collaboratively prepared a final project report. These reports had two main purposes:

- to provide each institution with an external appreciative review of support arrangements and staff perceptions. These have been used as the basis for presentations to colleagues at school teaching and learning events and to revise policy and practice.
- to contribute to the overall themes and forward plans for BMAF in developing support for new business academics
- an additional benefit was identified by those involved in the project as they gained much from working collaboratively with colleagues

“The 21st Century Business Academic”

From these themes, and linked to the Scottish QAA Enhancement Theme of “Graduates for the 21st Century”, the Project Team identified an initial group of characteristics that will be required for those delivering business education in the future.

- comfortable and appropriate with diversity of students and colleagues
- confident and competent with large student numbers (especially planning and coordination)
- can work solo and also collegially and in partnerships
- balance of research and teaching skills
- flexible and adaptable to change (job and organisation)
- effective with time management
- competent with a range of technologies

While some may not be exclusive to business education, this list has been recognised by colleagues during early presentations of these ideas.

Continuing Professional Development

Although this work began in the context of “new” lecturers, the expectations of students, funders and employers are that HE will develop “Graduates for the 21st Century”. For that, all staff who support student learning will need to make adjustments to their approaches and skills, so BMAF are now working on a tool-box of processes to support such development. This will be in addition to the valuable opportunities already offered through workshops, conferences, small grants, SIGs and other networks.

What do you think?

What are your needs?

contact Richard Atfield if you would like to discuss any aspects of this project

The Interim Project Report is available on the BMAF website, along with details of a number of related papers and presentations.

New Development Project in Islamic Studies

The HE academy have secured funding for a three-year project in Islamic Studies, and BMAF are one of the key members of the consortium which will deliver this project. The funding is being made available via HEFCE for the whole of the UK. BMAF recognise that the recent growth in Islamic Banking and Finance (and Management) is a very exciting development which they wish to strongly support and encourage. It fits well with our own user-community priorities of both developing UK provision for all of our students and (for assisting with the task of) internationalising the Business School curriculum for UK students. Furthermore, a recent article in “The Guardian” indicates strong growth in demand from employers for graduates with appropriate knowledge, and a recent report by the UK Treasury provides strong support for this view. Although the main aim of the BMAF strand of the project is to develop UK-wide capability in developing Islamic Banking/Finance/Management “courses” - be they degree courses, contributing modules (e.g. to MBAs), or short courses - no courses in an area of study as multi-faceted (and holistic) as Islamic Studies can take place in isolation from socio-political considerations. To deliver the full project, BMAF is collaborating with UK Centre for Legal Education; the Subject Centre for Philosophical and Religious Studies; the Subject Centre for Languages, Linguistics and Area Studies; the Subject Network for Sociology, Anthropology

and Politics; and the HE Academy in York. Clearly, the project will benefit from such diverse but complementary inputs. Nevertheless, the BMAF strand of the project will centre on Banking, Finance and Management provision within UK HE institutions. There are already a considerable number of HE institutions contemplating developing such courses at the present time, together with a number of HEIs currently piloting such courses.

BMAF have a strong track record in developing Specialist Interest Groups (SIGs), and they will develop one in this area shortly. The SIG will be required to organise several events per annum, such as focus groups and possibly a small conference in years 2/3. In order to provide UK-wide dissemination of the project outcomes, towards the end of the project, a publication - providing good practice case studies - will be produced, along the lines of the extant BMAF “enhancing” series. To provide for focussed implementation in at least some HEIs, a “Change Academy” style residential event (three-day) will be organised towards the end of the project. We will shortly be advertising for a Consultant to help us to develop the BMAF strand of the project – as well as contributing to the wider (HE Academy) project as a whole. An action plan is set out below. This should be seen in the context of the whole academy project.

Action plan

Activity	Year One	Year Two	Year Three
Think-tanks (one per annum)	Exploratory	Refinement of curricula*	Evaluation
Publications (one major)	Identify contributors	Edit draft case studies	Publish
SIG	Call for interest	Establish and run initial event(s)	Run multiple (UK) workshop events
“Change academy”	Identify likely needs	Identify participants	Run 3-day event*
Interdisciplinary events	Commence	Ongoing	Ongoing
Network meetings	Attend	Attend	Attend
Reporting	As required	As required	As required

*These events, currently listed as only occurring once, may be run on subsequent occasions (possibly in other locations) provided that the costs can be recovered.

The Whole Academy project:

www.heacademy.ac.uk/ourwork/universitiesandcolleges/islamicstudies

The UK Treasury report:

www.hm-treasury.gov.uk/d/islamic_finance101208.pdf

Recent Guardian article:

www.guardian.co.uk/education/2009/jul/28/business-schools-islamic-finance/print

First year experience and retention

Gary Bell, Jon Warwick And Michael Kennedy
bellgaa@lsbu.ac.uk

This research project offers a novel approach to continuously improve Accountancy and Finance (A&F) practices from a student perspective. Our aim is to highlight problems and good practices that are experienced by first year students undertaking the BA (Hons) Accountancy and Finance, and Foundation Accountancy degree courses at London South Bank University. We asserted that student experiences and perceptions impact upon retention rates and are essential components of the student “word-of-mouth” concept: students encourage friends and/or family to attend respective courses provided by our institution.

We combined questionnaires (related to unit quality and student experience) with the Holon Framework. Questionnaires engender agreed achievable expectations (or goals) and facilitate purposeful activity throughout the academic year. Additionally, a longitudinal study was proposed with the first year A&F degree and Foundation Accounting students using the Holon Framework. The participatory approach explored their experiences and perceptions through several interventions conducted during the current academic year.

The Holon Rich Pictures generated from the interventions in October and December highlighted a wide range of findings, which were disseminated to the appropriate staff in order to facilitate awareness of student perceptions. We identified persistent problems (e.g. availability of recommended library books, students working too many part-time hours), transient problems (e.g. Blackboard not kept up to date, lack of WIFI awareness) and emerging problems (e.g. extra tutorials too short). Importantly, identification of some of these problems lead to immediate

improvement actions to course and faculty practices.

These problems were identified as students progressed through their course. However, the October intervention with the Foundation degree students produced an unforeseen result. When enquiring about future careers, it was found that many students did not have clear professional or academic goals. We believe when examining the whole student experience we must address their problems linked to progression, and their professional and academic goals. Critically, we should consider the practices that clarify and reinforce their goals.

The intervention findings assisted in producing an informed and meaningful vision for our practices which includes specific quantitative goals. Moreover, career and academic advice to reinforce the student goals are an integral part of the vision. It is believed that career services should be central to the strategy to achieving our vision.

Furthermore, it is argued that greater participation of stakeholders (e.g. careers services) is required in order to address persistent problems. We conjecture the attainment for the agreed vision of our practices will improve student experience, increase retention rates and ensure the word-of-mouth concept is operating. Moreover, at the end of the academic year a comparison between expectations (estimated by academic staff) and actuals (provided by students) will be compared and discussed with relevant staff.

The performance of the Holon Framework suggests theoretical suitability to continuously improving practices from a student perspective. It is believed that the combination of questionnaires with the Holon Framework has connectivity with methodological pluralism. *For more information about this research project contact Gary.*

**2009 - 10
BMAF Grant
Project**

BMAF Workshop Programme 2010

The Subject Centre Workshop programme is under continuous development and further details will be available via the monthly E-News bulletins and the BMAF Website.

Date	Topic	Location
3 March 2010	Learning Spaces Project Management SIG Workshop	University of Westminster
5 March 2010	Research and Reflection on Teaching International Students: Internationalisation SIG Workshop with the "Teaching International Students" project	De Montfort University
10 March 2010	The 21st Century Business Academic Workshop for New and Aspiring Academic Staff	University of Leeds
17 March 2010	Understanding Cultures Internationalisation SIG Workshop	University of Wales Institute, Cardiff
20 - 21 April 2010	BMAF Annual Conference Assessment and Assessment Standards: Challenges for Business Education	Newcastle Marriott Gosforth Park
5 May	Technology Enabled Innovation in Assessment and Feedback Workshop	Oxford Brookes University
May (TBC)	Personalised Learning	University of Central Lancashire
8 June	Simulation Games and Roleplay Workshop	University of Teeside
17 - 18 June 2010	Internationalisation SIG Conference	Bournemouth University

There is no charge for any BMAF-led workshops. If you would like to reserve a place at any of the above, please email bmaf@brookes.ac.uk and include the venue/date of the workshop you are interested in attending in the subject line.

We are keen to hear from those of you who may wish to host and/or contribute to the workshop programme. All enquires to bmaf@brookes.ac.uk or 01865 485670.



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Extra copies of this magazine can be requested from BMAFMagazine@brookes.ac.uk and the online version can be accessed at www.heacademy.ac.uk/business/bmag

We welcome contributions for future issues.
Guidelines for submissions and copy deadlines will be available on the website.

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The BMAF Network is proud to work closely with the Association of Business Schools as a strategic partner in higher education. Jonathan Slack, ABS Chief Executive, is a member of the BMAF Advisory Board.

Focus activities include surveys of business school deans, round table meetings with professional bodies, joint workshops, conference contributions and support for initiatives and projects.

