

Northumbria University	
Periodic Review Report Template	
Department and Faculty	Corporate and Executive Development Business and Law
Date of Review	23 and 24 April 2018
Review Panel (approved by Academic Registry)	Dr. Kevin Robertson, Faculty Associate Pro Vice-Chancellor (FAPVC) Learning and Teaching, Faculty of Health and Life Sciences (Chair) Professor Danny Morton, University of Bolton (External Panel Member) Julie Clarke, Senior Lecturer, Faculty of Engineering and Environment (Non-Faculty Internal Panel Member) Angela McGrane, Senior Lecturer, Faculty of Business and Law (Faculty Internal Panel Member) Dr. Scott Burgess, Academic Development Officer, Academic Registry Simon Noble, President, Students' Union (SU Sabbatical Panel Member)
Method of Review	This review was conducted using the periodic review procedure defined in Northumbria's Review Framework available from https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/reviewframework/
Notes: - Review reports are expected to be short and succinct, typically 3 to 4 sides of A4 - Sections highlighted in blue below, together with the header above, make up the published summary of this review. This will be published on the University's Teaching Quality Information web pages (https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/PQI/)	

Section 1	Department Context
- Short summary of scope of review – programmes or programme areas included, total student and staff numbers - Short statement of the main aims of the department - Short statement of any necessary contextual information (e.g. physical and organisational location, any recent restructuring etc.) The Department of Corporate and Executive Development (CED) is one of three departments within Newcastle Business School, which resides in the Faculty of Business and Law. The department delivers a range of undergraduate and postgraduate programmes for home and international students with a common feature of experiential and work based learning as a central philosophy. A diverse range of delivery modes is offered to accommodate a variety of students including full time, part time, blended and distance learning, as well as doctoral supervision and CPD. The focus for the Curriculum Review is drawn from both campus-based, and distance learning undergraduate programmes, as well as Master's degree programmes that are indicative of the varied provision offered. One of the characteristic strengths of CED is the integration of professional context into the learning process, where practical knowledge is embedded throughout the curriculum. Programmes also aim to develop professional practice. A further area of innovation is in technology enabled learning which has enabled the growth and development of the quality of both distance learning and blended approaches, where digital materials and on-line collaboration support classroom sessions. Academic Resource and Intellectual Capability In addition to the Head of Department, there are two Directors of Learning and Teaching within CED who are responsible for promoting the quality of programmes. One Director is responsible for campus-based programmes, whilst a second oversees Distance Learning programmes. CED was traditionally staffed with professional staff who had achieved significant leadership practice in the business world. As such, CED is undergoing a significant transition towards AP qualified staff. A number of CED Management team members are also in acting roles and often have to take on more than one formal portfolio. For example, DLTs are also leading significant initiatives relating to enterprise and programme development.	

Discipline development is through a number of departmental and faculty structures including faculty subject groups, faculty research interest groups such as the Strategic Entrepreneurial Leadership group (SEL) and the Diversity, Identity, leadership and Learning Group (DILL). Within the department, itself we have aligned staff to programme clusters and within UG programmes into subject pathways. For example in the UG degrees, all have a leadership and management pathway, a business pathway and a research pathway running across the three stages of the programme. By grouping staff within these pathways they can collaborate together on the research informed teaching approaches at each stage.

The department has been particularly active in supporting doctoral completions in the existing staff base, as indicated above, many came to academia from the business world. CED has 32 staff, of which 59% hold doctorates whilst a further 14 members of staff are currently actively engaged in doctoral study. An essential part of the AACSB accreditation is staff maintenance of academic qualifications, achieved primarily through post-doctoral study and publication. With respect to this, 15 are currently classified as Scholarly Academics, 4 as Practice Academics, 3 as Scholarly Practitioners, 1 as Lecture Practitioner and 3 as Other, as defined by Standard 5: Faculty Sufficiency and Deployment under the 2013 revised AACSB Standards. Six new members of department are awaiting classification.

Physical and Academic Resources

CED is based within the Newcastle Business School located in the Business and Law Building at City Campus East (CCE1). The Department is well-equipped, with access to three 'Harvard' tiered lecture rooms and four 'flat' rooms, teaching accommodation is in close proximity to the 'Hub', where there is sufficient space for break-out activities, welcoming guests and social events. CED students also have access to the wider faculty and university resources such as the University Library. A challenge for the department has been in providing suitable "Executive Facilities" for corporate programmes as competition for space has increased within the building and local professional support colleagues have been relocated to central teams. This resource is currently under review in the Faculty.

All students have their own network drive and access to 'Blackboard', the University's Virtual Learning Environment (VLE). Blackboard is the primary repository for module information, learning materials and information sharing for students. Students have an individual Microsoft Office 365 and email account, as well as the facility to save to the cloud. Students have access to a wide range of academic journals, as well as supporting textbooks, including a number of e-books. Students enrolled onto BSc (Hons) degree in B&M and BSc (Hons) degree in HRML, have access to a selection of e-textbooks ordered specifically to support their learning.

Programme Overview- Student Numbers

Student numbers	FT	FT DL	PT	PT DL
UG	67 BLCM 62 EBM	384 BSc B&M 37 HRM &L	45 BALM	200 BALM
PG			20 MAC 97 Kaplan MBA 25 Closed PG Cert 53 MLM blended 14 APM London	15 MBA
Totals	129	421	254	215
%	12%	41%	25%	22%

Section 2	Judgement Criteria	
Focus of judgements	Judgements	Outcome
The setting and maintenance of threshold academic standards	meets UK and NU expectations,	✓
	requires improvement to meet UK and NU expectations,	
	does not meet UK and NU expectations.	
The quality of students' learning opportunities	commended,	✓
	meets UK and NU expectations,	
	requires improvement to meet UK and NU expectations or,	
	does not meet UK and NU expectations.	
Information about higher education provision	commended,	
	meets UK and NU expectations,	✓
	requires improvement to meet UK and NU expectations or,	
	does not meet UK and NU expectations.	
The enhancement of students' learning opportunities	commended,	✓
	meets UK and NU expectations,	
	requires improvement to meet UK and NU expectations or,	
	does not meet UK and NU expectations.	

Section 3	The setting and maintenance of threshold academic standards
The Panel identified the following strengths: • Clear evidence of programme developments that are tailored to meet industry needs; • Pioneering work with regards to development of degree apprenticeships built upon earlier successes such as the unique BA (Hons) Business Leadership and Corporate Management programme; • Unique and innovative programme designs with a clear history of nurturing and launching pedagogic innovations, within the context of Northumbria; • Exemplary level of engagement with Chartered Management Institute (CMI), including their ongoing involvement in future developments. The Panel made the following recommendations and timescales for further development: • Strengthen the quality assurance and monitoring documentation (external examiner responses, action plans and PEDs), to be reviewed by FAPVC Learning and Teaching during 2018/9; • Create a plan to manage transitional arrangements from current to new structure with due consideration for maintaining and maximising the engagement with external stakeholders, to be reviewed by Faculty Executive for September 2018 implementation; • Re-establish a formal Employer Advisory Board (or Boards, if appropriate) within the new departmental structure during 2018/19.	
The Panel made the following observations: • The panel would have expected to see more evidence of interaction with industry beyond teaching given the nature of the activities the department is engaged in, for example, little evidence of formal research contracts or KTPs.	

Section 4	The quality of students' learning opportunities
The Panel identified the following strengths: • Commendable BA (Hons) Entrepreneurial Business Management programme, in particular the use of student consultation group, the philosophy of co-creation, and innovative assessment methodologies including the Trade Fair and oral assessments; • Commend widespread adoption of EMA across the department; • Responsiveness of academic team in terms of student feedback; • Enquiry-based learning as a solution to issues identified on International distance learning provision. The Panel made the following recommendations and timescales for further development: • Complete the review of executive learning space (including student feedback) in light of the revised departmental structures, to be considered by Faculty Executive for September 2018; • Review the allocation of responsibilities to Associate Lecturers in line with University principles, by September 2018; • Re-establish the EBM Taster Day sessions as a compulsory part of the recruitment process for 2019 entry due to the strong pedagogical requirements of this unique programme.	
The Panel made the following observations: • External examiners and NSS results reflect concerns for assessment and feedback. Department has provided clear evidence of engagement with this issue; • Re-inforce the University policy on email response time to all staff; • Suggest review of personal tutoring arrangements in line with University policy.	

Section 5	Information about higher education provision
The Panel identified the following strengths: • Not applicable.	

The Panel made the following recommendations and timescales for further development: Complete investigation of issues around low retention in specific programmes and create an action plan to address this issue within Programme Enhancement Plans (PEPs) during 2018/19.
The Panel made the following observations: - Acknowledgement of gender imbalance within certain programmes, which is being investigated; - It would be fruitful to discuss with colleagues in HLS a mechanism by which single module registration may be used to address retention issues; - Keep a watching brief over part-time self-funded market.

Section 6	The enhancement of students' learning opportunities
The Panel identified the following strengths: - A blended approach to learning supported by TEL mechanisms is evident, which goes beyond simply moving existing materials online. The use of Blackboard Collaborate across a variety of programmes is a clear example of good practice; - A reflective curriculum that extols impact within the workplace; - Research into distance learning and associated pedagogy resulting in some unique and innovative developments which have potential beyond the current department and faculty; - Students see the benefits of their programme for their future career path, employability is enhanced and they feel prepared for senior management roles; - There is excellent support for staff doctoral completion within the department. The Panel made the following recommendations and timescales for further development: - Not applicable.	
The Panel made the following observations: - Formal mechanisms to gain a greater understanding of the destinations of graduates from corporate/executive CPD programmes would be of great value and we encourage the faculty to investigate them; - Students on EBM would welcome the chance to work more collaboratively with students from other programmes (e.g. for design tasks, website creation). Whilst accepting the limitations of university systems, ways of facilitating this should be explored; - Students are very engaged with the programmes and have a number of constructive suggestions for developments, e.g. utilising part-time students' employers as a resource for visits and fieldtrips.	

Section 7	Further Quality Assurance Monitoring	
	<i>This section is copied from the self-evaluation document to acknowledge actions which the Department/Faculty has already identified and is already actioning.</i>	
Affirmations ¹	Please list any affirmations identified and accompanying actions	
	Issue	Action
	EBM NSS scores of 38% satisfaction from first graduating cohort.	A full review of programme design and approach including involvement with students in a Programme Improvement Team
	BALM Student complaints due to lack of communication from DL module tutor and programme leaders	Growth in BALM numbers and poor resourcing resulted in overwhelm for staff in this area. We have restructured the resourcing of the programme so every set of 20 students are now supported by a guidance tutor in addition to the module and programme teams.
	International DL issues with poor student engagement and plagiarism	Restructuring of DL pedagogy and resourcing through guidance tutors
	Poor recruitment in Advanced Diploma	Validation of MA Coaching reflecting the

¹ examples of developments, planned or in train which seek to address issues previously identified

	Coaching.	aspirations of students to complete a masters award
	Poor recruitment on FT and PT MBA	Validation of new MBA award reflecting the faculty signature research areas
Compliance Checks	Faculty Compliance Checks Report submitted	

Section 8	Department Response to Report
Short summary response by Department on follow up action for inclusion in published report: <i>No details added.</i>	