The University of Edinburgh

Internal Periodic Review 2019/20

Internal Periodic Review of the Business School (Undergraduate provision)

Final report

Section A- Introduction

Scope of the review

Range of provision considered by the review:

Current Programme	Programme Code	Type
Accounting and Business MA (Hons)	UTMAHACCBU1F	UG
Accounting and Finance (MA Hons)	UTACCFIMAH	UG
Business and Accounting MA (Hons)	UTMAHBUSAC1F	UG
Business and Economics MA (Hons)	UTMAHBUSEC1F	UG
Business and Finance MA (Hons)	UTMAHBUSFI1F	UG
Business and Geography MA (Hons)	UTMAHBUSGE1F	UG
Business and Law MA (Hons)	UTMAHBUSLA1F	UG
Business Management MA (Hons)	UTMAHBUSMN1F	UG
Business with Decision Analytics MA (Hons)	UTMAHBUSDA1F	UG
Business with Decision Sciences MA (Hons)	UTMAHBUSDS1F	UG
Business with Enterprise and Innovation MA (Hons)	UTMAHBUSEI1F	UG
Business with Human Resource Management MA (Hons)	UTMAHBUSHR1F	UG
Business with Marketing MA (Hons)	UTMAHBUSMK1F	UG
Business with Strategic Economics MA (Hons)	UTMAHBUSSE1F	UG
Finance and Business MA (Hons)	UTMAHFINBU1F	UG
International Business (MA Hons)	UTIBUSN	UG
International Business with Arabic MA (Hons)	UTMAHIBUAR1F	UG
International Business with Chinese MA (Hons)	UTMAHIBUCH1F	UG
International Business with French MA (Hons)	UTMAHIBUFR1F	UG
International Business with German MA (Hons)	UTMAHIBUGE1F	UG
International Business with Italian MA (Hons)	UTMAHIBUIT1F	UG
International Business with Japanese MA (Hons)	UTMAHIBUJA1F	UG
International Business with Russian MA (Hons)	UTMAHIBURU1F	UG
International Business with Spanish MA (Hons)	UTMAHIBUSP1F	UG

The Internal Periodic Review of the Business School consisted of:

The University's remit for internal review (listed in Appendix 1)

The subject specific remit for the review, consisting of the following items**:**

- Curricula Design and Enhancement - Processes and practices for designing, delivering and reviewing curricula, assessment and feedback and professional development to support students to flourish, reach their academic potential and leave as articulate, work ready, responsible and globally minded graduates.

- Accountability, Resourcing and Staff Development (teaching and learning) of Subject Groups - Impact on the design, delivery and review of subject group undergraduate (UG) course portfolios, cross school courses, courses delivered to non-business school

students (including online courses), UG programmes and other related student support and student experience activity.

The reflective report and additional material provided in advance of the review and the student survey that was completed by current students in advance of the review

The visit by the review team

The final report produced by the review team

Action by the School and others to whom recommendations were remitted following the review

Membership of review team

Convener	Dr Chris Perkins, School of Literatures, Languages and Cultures
External member	Dr Toby Watson, Durham University Business School
External member	Professor David Boughey, University of Exeter Business School
Internal member	Dr Gurå Bergkvist, The Royal (Dick) School of Veterinary Studies
Student member	Muz Ahmad, Deanery of Biomedical Sciences
Review team administrator	Ailsa Taylor, Academic Services

Situate subject area/School within its College

The Business School is situated within the College of Arts, Humanities and Social Sciences.

Physical location and summary of facilities

The Business School is located at 29 Buccleuch Place based in the central campus area; a building refurbished for the purpose, which the School moved into in 2010. Due to considerable growth in Faculty and postgraduate taught (PGT) students, the building is now running well beyond the capacity initially planned with approximately 45% of Faculty in shared offices including four members of Faculty who are temporarily located in adjacent buildings on Buccleuch Place. No undergraduate teaching (except for some computer lab sessions) takes place in the School due to space constraints and a 2010 strategic decision to prioritise School lecture theatres for PGT teaching only.

The space constraints and in particular an urgent need for more Faculty offices became so acute in Summer 2019 that the School executive took the very difficult decision to relocate their postgraduate research (PGR) students into facilities in the adjacent David Hume Tower; a space previously reserved as UG Honours workspace. As a result, from September 2019, undergraduate students have no dedicated study and/or social space within the School, but have to rely on open communal spaces.

In response to the serious space constraints, the School is in advanced discussions with the College and University to develop a new enlarged School building/complex near the Edinburgh Futures Institute (old Royal Infirmary Building). Unfortunately, in November 2019 the School were formally briefed that the planned timetable (due to open by 2023) had been delayed by at least 4 years (2027) due to ongoing discussions about, and reworking of, the University's capital prioritization exercise.

Date of previous review

25-26 March 2014

Reflective report

Name and roles of those who prepared the report including a summary of the dissemination/consultation phase and student input:

Mary Brennan, Director of UG Programmes
Claire Bannister, Acting Head of College Admissions
Andrew Bell, Alumni Relations Manager
Rachel Blythe, Quality and Accreditations Manager
Alan Brown, Exchange Coordinator and Senior PhD TA Coordinator
Yew Ming Chia, Accounting Accreditation Officer
Will Chicken, School Operations Manager
Rona Doig, Head of Student Development Team
Susan Dunnett, Senior UG Tutor
Lorraine Edgar, UG Programmes Manager
Karolina Galera, Quality and Accreditation Officer
Elisa Henderson, BizPALS Academic Coordinator
Llinos Jones, International Manager
Rupert Lezemore, Head of Visiting Student Office, Edinburgh Global
Wendy Loretto, Dean of the Business School
Hedwig Ponjee, UG Exam and Assessment Officer
Helen Ryall, Head of Student Experience
Inger Seiferheld, Director of Quality and Accreditations

The consultation and review preceding this Internal Periodic Review was carried out at a special UG Learning and Teaching Committee meeting in the autumn of 2019. The UG member of the Student Council and the Senior BizPALS Leaders were members of this committee. Prior to this meeting the Director of UG Programmes, the Director of Quality and Accreditations and the Quality and Accreditations Manager met to consider the key issues arising from the 2014 Teaching Programme Review. Consultation and discussion was also undertaken during School Executive meetings. The special meeting centred on the Director of UG Programmes draft report and reflections, with input from staff mentioned above and the UG Learning and Teaching Committee, and key conclusions were recorded for further analysis in the reflective report.

Section B - main report

1   Strategic overview

The Business School offers 33 undergraduate programmes, with 21 administered by the Business School and 12 by other Schools in the College of Arts, Humanities and Social Sciences (CAHSS) and the College of Science and Engineering (CSE). This is in addition to 15 Masters level programmes and PhD provision. Approximately 150 visiting UG students are hosted per academic year on semester or yearlong exchanges. In 2018/19 the undergraduate programmes, through fee income only, contributed 39% (£13,850,695) of the School's total income (£33,850,695) with an annual budget of £125,000 for delivering UG programme support, student development and student experience activities (not including administrative support or staffing costs).

2.1   The approach to enhancing learning and teaching

2.1.1   The review team heard that until recently there was no formal system and/or roles to review subject group teaching portfolios at undergraduate level. This task, for all programmes and all subject groups, fell to the Director of Undergraduate Programmes. The recent revision of the School's organisational structure to drive strategy, with heads of the six subject groups now on the School Executive Board and an associated change to the dynamic and greater focus on more thematic and cross-area teaching, is to be **commended**. These revisions have led to an increased sense of responsibility for programmes by groups, reinforced by the appointment of six new academic subject group undergraduate Teaching Champions in November 2019. The review team believe the Champions will facilitate the sharing of pedagogic innovations and good practice. It is suggested that the School review the Teaching Champion pilot after one year, in November 2020.

2.1.2   In collaboration with their Heads of Subject Group, the new Senior Teaching Fellow in Business Education and the Director of Undergraduate Programmes, the Subject Group undergraduate Teaching Champions are currently undertaking a full review of their Subject Group undergraduate teaching portfolios in terms of courses offered, course enrolments, assessment mix and type and skills developed. It is **recommended** that the School consider whether the apparently wide number of Honours option courses available meet the School's educational goals, and also meet with student demand and expectation.

2.1.3   The review team heard that ongoing and worsening space constraints within the Business School are having a direct impact on their ability to deliver a world-class learning and teaching experience, and to foster a strong and positive undergraduate community. The lack of undergraduate dedicated spaces for teaching, learning and socialising, and the percentage of staff in shared offices is negatively impacting upon undergraduate student interaction. The undergraduate experience is affected by the allocation of sub-optimal teaching rooms. Staff and students reported to the review team that there is a lack of teaching and learning facilities in some rooms, and issues in relation to turnaround time between lectures/tutorials, given how lectures and tutorials are spread across the central campus in multiple locations. The review team **recommends** that the Business School is supported by the College to engage proactively with the central timetabling unit to ensure that room scheduling and timetabling is efficient and effective. Currently, the scheduling of concurrent classes which are not proximate is highly detrimental to students and staff, and also raises serious concerns about accessibility.

2.1.4   Students who met with the review team commented that the lack of dedicated space impacted negatively on their experience and their sense of belonging. It is strongly **recommended** that the identification of appropriate, high quality space for the Business School is prioritised by the College. The lack of capacity to have any undergraduate

teaching in the building is likely to continue to be a very significant negative factor in terms of student experience, and act against efforts to build a community of practice.

2.1.5   The review team noted that there are challenging issues for the School with space, but the Business School are making creative solutions in order to bring the undergraduates together within significant constraints and this is to be **commended**. 'Make Your Mark' is an excellent example of this. 'Make Your Mark' is a high profile, interdisciplinary cross-school competition which challenges students to turn their ideas for global change into a social enterprise business where profit is matched with purpose. The School opened up the School building to undergraduates at the weekend for the purposes of 'Make Your Mark', and this was a good use of the space and valued by undergraduate students.

2.1.6   The School is supported by an International Advisory Board with a membership of practitioners including alumni who they meet with and consult regularly on School strategy and resource allocation, new initiatives, their existing and new programmes, student experience and graduate outcomes. The review team met with alumni and practitioners in an evening reception over the course of the review, which was helpful and interesting. The School is **commended** by the review team for ensuring that their programmes are well connected to the world of practice.

2.1.7   The review team heard from professional services and support staff over the course of the review; staff stated that the recent growth in academic staff numbers, and growth in the number of courses, with new courses expected next year, has not translated into additional professional services and support staff resource. The Teaching Office handles much of the essential core business and would benefit from additional resource for undergraduate support. It has been very difficult for the School to map the workload associated with new developments, such as student engagement and attendance monitoring, and in addition there is an increased workload due to the complexity and number of assessments, the size of the courses, online submissions and online feedback. The review team **recommends** that the School works with the College to ensure that the professional services undergraduate support resourcing model is adequate for current and future needs.

2.1.8   Though it is a University-wide initiative, the teaching related presentation at interview for potential new staff is being addressed conscientiously and successfully in faculty recruitment, with firm commitment from heads of group, the Dean and the senior leadership team. Since bringing in the requirement for a teaching related presentation, a number of shortlisted candidates have been deemed un-appointable due to failing to convince the school about their ability to, and competency in, providing a good teaching and learning experience. The School's approach to the teaching presentation at interview is **commended** by the review team.

2.2 Assessment and Feedback

2.2.1   There is an ongoing curriculum review of undergraduate courses in the School and assessment methods are currently being audited. As part of this audit, the School has identified that approximately 60% of all courses had some form of group work (report or presentation, or both) as an assessment method. Non-honours courses account for 15% of all undergraduate courses with a group work component while Honours courses account for 45%. The review team suggests that the School review the appropriateness of the large amount of group assessment, especially for those students returning from a year abroad whose marks may be disproportionately affected by poor group performance.

2.2.2   In relation to feedback turnaround time, the marking, moderation and feedback process was completed within the 15 working days for between 93-97% of all undergraduate courses (2015/16-2019/20). The vast majority of undergraduate courses have at least one formative feedback or feed forward event.

2.2.3   Current students studying Business School courses were asked in a survey prior to the review visit whether they were given clear guidance about assessment methods of the course, and 82.7% indicated "Yes" and 17.3% indicated "No". To the question "Do you know what is required of you to progress to the next level of study?" 80% indicated "Yes" and 20% indicated "No". When asked "Have you received ongoing transition support?" 50% of students surveyed indicated "No".

2.2.4   Students who met with the review team noted that sometimes the feedback they received was really good, but sometimes for exam feedback there was a mark on the front page with no comments and they had found this to be unhelpful. Generic feedback is provided after examinations to students studying Business School courses. They are also offered the opportunity to gain one to one feedback direct from their course organisers. The Business School is keen that written feedback should be provided on all examination scripts, including for courses with large numbers of students.

2.3   Supporting students in their learning

2.3.1   The Personal Tutor system is currently under University wide review and a new model of student support is currently under development. It is envisaged that significant changes to how, and by whom, student support is provided will be approved for implementation by 2021/22. Currently in the Business School approximately 50 Faculty staff are currently Personal Tutors to undergraduate students. Personal Tutors have a minimum of five to a maximum of 35 student tutees. Personal Tutors who met with the review team were positive in general about the planned new structure, and felt that it could ensure consistency of approach. There were some concerns raised that Personal Tutors would lose the individual connection with students in the planned new structure, as this could be an enriching experience. In addition, there were concerns that the new model would mean that specialist advisory teams would hold the knowledge rather than Personal Tutors, which would mean that a smaller number of people would hold the expertise. The main concern that Personal Tutors voiced about the new structure related to the planned number of students per adviser. Personal Tutors felt that they had been proactive in engaging with the review and had had an opportunity to feed their thoughts in through various Town Hall meetings and workshops, and via the Senior Tutor.

2.3.2   In 2017/18 the School replaced the 40 credit 1st year 'Foundations of Business' core course with 'Global Challenges for Business' in Semester 1 and 'The Business of Edinburgh' in Semester 2 (each worth 20 credits). Global Challenges for Business has transformed how the students are introduced to business and critical thinking and the Aspen Institute awarded this course a global "Ideas worth Teaching". The Global Challenges for Business course (including the Learning to Fail aspect) is seen to be highly important for student transition and is **commended** by the review team, and rated highly by students.

2.3.3   Two new in-house Edinburgh Awards were co-created, piloted and delivered by the in house Student Development team, BizPALS and the Careers Service representative. Students are well supported by their peers in the diverse and growing BizPALS scheme. The review team **commends** the Business School's initiative to put in place a holistic approach to student development through pathways to the Edinburgh Awards, and the innovative BizPALS scheme.

2.3.4   The India Trek is a very exciting Business School led initiative, which has been a great success and resulted in the development by participating students in 2017/18 and 2018/19 of the inspiring Focus India initiative. The undergraduate student trek to India was seen to be innovative and a good example of cross-disciplinary work, and is to be **commended**. One of the students who had been on this trip met with the review team and was very positive about its disciplinary nature, and said her experience was "awesome". The School

is actively working to increase student engagement with, and applications for, such opportunities and reduce any perceived and real barriers to participation due to financial and other commitments. The review team suggests that in addition to seeking opportunities to roll out such initiatives to more students, the School may wish to reflect on the environmental impact.

2.3.5 The Postgraduate Tutors who met with the review team were really focused and engaged with the teaching in the School and are to be **commended**.

2.4. Listening to and responding to the student voice

2.4.1 The School has a well-functioning collaboration with the Student Council and BizPALS. Annually the School recruits around 32 programme reps and each programme rep is responsible for approximately 50 students. The reps sit on the Student-Staff Liaison Committee, and regular meetings are held each semester. However, when questioned, students who met with the review team over the course of the review reported that although Year 1 and Year 2 students knew who their programme representatives were, Year 3 and Year 4 students did not know who their programme representatives were.

2.4.2 There was to be no lunchtime meeting with students on Day 2 of the review visit (due to lack of student numbers - the review was being undertaken in what used to be the Festival of Creative Learning curated week, therefore teaching of Business School undergraduate courses did not take place during this week). A student survey was conducted in advance of the review visit. There were 84 responses to this survey.

2.4.3 When the student survey asked "Are you able to give feedback on your experience?" (e.g. via course questionnaires, mid-course feedback, student surveys, student representatives or Student-Staff Liaison Committees) 82.5% of students indicated "Yes" and 17.5% indicated "No".

2.4.4 Students who met with the review team noted that they had completed Course Enhancement Questionnaires and had also submitted mid-course feedback, but they were not sure whether comments they had made had been actioned. This was also reflected in the student survey which asked "If you have given feedback, do you know what has been done with your feedback?" Out of 45 respondents who answered this question, 30 students reported "No". However, the review team is aware that Course Organisers have made attempts to close the feedback loop with "You said, We did" for courses, to feedback raised through SSLCs, and this was to be **commended**.

2.5 Accessibility, inclusivity and widening participation

2.5.1 Comparative data for 2018/19 shows that for UK domiciled entrants the Business School is outperforming the University on a number of key widening participation (WP) measures. However, the School is underperforming against the University on the state/independent school split and on the number of entrants declaring a disability on application.

2.5.2 As noted in 2.1.3 and 2.8.1 the scheduling of concurrent classes which are not proximate is highly detrimental to students and staff, and also raises concerns about accessibility.

2.6 Development of employability and graduate attributes

2.6.1 Graduate outcomes for UK domiciled graduates were tracked by the Destination of Leavers in Higher Education (DLHE) Survey up to 2017. Associated scores for the Business School showed that between 2012/13 to 2016/17 75% of graduates were in highly skilled employment or further study six months post-graduation. The review team took the view that these scores were lower than desired. The School has not been able to update the data for around two years due to the end of the DLHE survey. But the School remains hopeful that the first round of its replacement – Graduate Outcomes – would be

more positive, particularly given that the new survey would report on outcomes 18 months post-graduation.

2.6.2 Since the last review, and through the development of a very close working relationship between the Careers Service and the Student Development team, the School is transforming how they deliver careers and employability related support to their students. The students who met with the review team noted that they were well supported by the Student Development Team. In response to the lower than desired DLHE scores for highly skilled employment and further study, the School is **commended** for building a close and productive relationship with the relevant services including the Careers Service. The Careers Service representative comes to events to talk about study abroad, comes to induction and there is a My Career hub which is on the Business School intranet.

2.7 Supporting and developing staff

2.7.1 Training for Personal Tutors is provided in the form of briefing sessions at the beginning of each academic year, and new personal tutors attend a two-hour training session which explores the role of the Personal Tutor, common concerns, the Personal Tutor meeting and the student record system, and returning Personal Tutors also attend a briefing session. Reference materials are provided for each Personal Tutor, which is helpful. Personal Tutors who met with the review team felt they were well supported by the Senior Tutor.

2.7.2 The review team **recommends** that the School invests in providing teaching staff with increased opportunities for teaching practice training and reflection, and signposting to the relevant courses by the Institute of Academic Development (IAD) and programmes and fellowship by Advance HE. This is particularly important for new members of faculty staff.

2.7.3 Staff are actively encouraged to apply for internally and externally funded pedagogic projects. The School is showcasing the work of such projects and highlighting the high quality outputs through their regular All School Forums. Building on the School Forum, the review team **recommends** that the School investigate ways of providing more and better advertised opportunities to share good practice in relation to teaching. It is also suggested that the School consider whether the School Forum could meet more frequently.

2.7.4 The review team **recommends** that there is School-level teaching practice training provision for Postgraduate Tutors, and that this is compulsory and paid for. Furthermore, Postgraduate Tutors should be mentored and signposted to courses by IAD and programmes and fellowship routes by Advance HE. We also **recommend** strongly that Postgraduate Tutors be given the opportunity for meaningful annual review of their teaching in line with University policy.

2.8 Learning environment (physical and virtual)

2.8.1 As noted in 2.1.3 the undergraduate experience is affected by the allocation of sub-optimal teaching rooms. Staff and students reported to the review team that there was a lack of teaching and learning facilities in some rooms, and issues in relation to turnaround time between lectures/tutorials given how lectures and tutorials were spread across the central campus in multiple locations. The review team **recommends** that the Business School is supported by the College to engage proactively with the central timetabling unit to ensure that room scheduling and timetabling is efficient and effective. Currently, the scheduling of concurrent classes which are not proximate is highly detrimental to students and staff, and also raises concerns about accessibility.

2.8.2 The programme handbooks, and general programme information available online is to be **commended**. The review team found this information easy to navigate, and very logically

laid out. No students contacted to comment upon the review suggested any problems with the information or the way in which it was presented.

3.   Assurance and enhancement of provision

3.1   Setting and maintaining academic standards

3.1.1   The School have recently reviewed their quality framework (September 2019) which now more clearly identifies the people and committees involved, actions and outcomes, and links to key PSRB related activity.

3.1.2   The School has well-developed processes in place to ensure the quality of their programmes.

3.2   Key themes and actions taken

3.2.1   External Examiners have on occasion commented on inconsistencies in moderation practices, where more guidance is now provided internally. External Examiners also noted cases of inconsistency in the feedback offered to students and the School is implementing clearer marking grids/rubrics to deal with this.

Section C – Review conclusions

Confidence statement

The review team found that the Business School has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice

Key strengths and areas of positive practice for sharing more widely across the institution

No	Commendation	Section in report
1.	The programme handbooks, and general programme information available online is to be **commended**. The review team found this information easy to navigate, and very logically laid out. No students contacted to comment upon the review suggested any problems with the information and the way in which it was presented.	2.8.2
2.	The recent revision of the School's organisational structure to drive strategy, so that the heads of the six subject groups are now on the School Executive Board, with an associated change to the dynamic and greater focus on more thematic and cross-area teaching, is to be **commended**. This has led to an increased sense of responsibility for programmes by groups, which was reinforced by the appointment of six new academic subject group UG Teaching Champions from November 2019. The review team believe that this will facilitate the sharing of pedagogic innovations and good practice.	2.1.1
3.	The review team **commends** efforts by Course Organisers to close the feedback loop with "You said, We did" to feedback raised through SSLCs etc.	2.4.4
4.	The review team **commends** the Business School's initiative to put in place a holistic approach to student development through pathways to the Edinburgh Awards, and the innovative BizPALS scheme.	2.3.3

5.	The undergraduate student trek to India was seen to be innovative and a good example of cross-disciplinary work, and is to be **commended**. One of students who had been on this trip met with the review team was very positive about its disciplinary nature, and said her experience was "awesome".	2.3.4
6.	The Global Challenges for Business course (including the Learning to Fail aspect) is seen to be highly important for student transition and is **commended** by the review team, and rated highly by students.	2.3.2
7.	The review team noted that there are challenging issues for the School with space, but the Business School are making creative solutions in order to bring the undergraduates together within significant constraints and this is to be **commended**. 'Make Your Mark' is an excellent example of this.	2.1.5
8.	Though it is a University-wide initiative, the teaching related presentation at interview for potential new staff is being addressed conscientiously and successfully in faculty recruitment, with firm commitment from heads of group, the Dean and the senior leadership team. Since bringing in the requirement for a teaching related presentation, a number of shortlisted candidates have been deemed un-appointable due to failing to convince the school about their ability to, and competency in, providing a good teaching and learning experience. The School's approach to the teaching presentation at interview is **commended** by the review team.	2.1.8
9.	The Postgraduate Tutors who met with the review team were really focused and engaged with the teaching in the School and are to be **commended**.	2.3.5
10.	The School is **commended** by the review team for ensuring that programmes are well connected to the world of practice.	2.1.6
11.	In response to the lower than desired DLHE scores for highly skilled employment and further study, the School was **commended** for building a close and productive relationship with the relevant services including the Careers Service.	2.6.2

Recommendations for enhancement/areas for further development

Priority	Recommendation	Section in report	Responsibility of
1.	It is strongly **recommended** that the identification of appropriate, high quality space for the Business School is prioritised by the College. The lack of capacity to have any undergraduate teaching in the building is likely to continue to be a very significant negative factor in terms of student experience, and act against efforts to build a community of practice.	2.1.4	College Estates Officer
2.	The review team **recommends** that the Business School is supported by the College to engage proactively with the central timetabling unit to ensure that room scheduling and timetabling is efficient and effective. Currently, the scheduling	2.1.3	School and College Estates Officer

	of concurrent classes which are not proximate is highly detrimental to students and staff, and also raises concerns about accessibility.		
3.	The review team **recommends** that there is School-level teaching practice training provision for Postgraduate Tutors, and that this is compulsory and paid for. Furthermore, Postgraduate Tutors should be mentored and signposted to courses by IAD and programmes and fellowship routes by Advance HE. We also **recommend** strongly that Postgraduate Tutors be given the opportunity for meaningful annual review of their teaching in line with University policy.	2.7.4	School
4.	The review team **recommends** that the School invests in providing teaching staff with increased opportunities for teaching practice training and reflection, and signposting to the relevant courses by IAD and programmes and fellowship by Advance HE. This is particularly important for new members of faculty staff.	2.7.2	School
5.	Building on the School Forum, the review team **recommends** that the School investigate ways of providing more and better advertised opportunities to share good practice in relation to teaching.	2.7.3	School
6.	It is **recommended** that the School consider whether the apparently wide number of Honours option courses available meet the School's educational goals, and also meet with student demand and expectation.	2.1.2	School
7.	The review team **recommends** that the School works with the College to ensure that the professional services UG support resourcing model is adequate for current and future needs.	2.1.7	School

Suggestions for noting
If an issue is minor but the review team nevertheless wants to flag it as a potentially useful action, it will be couched as a suggestion rather than a formal recommendation. Suggestions are not tracked in onward reporting.

No	Suggestion	Section in report
1.	It is suggested that the School review the Teaching Champion pilot after one year, in November 2020.	2.1.1
2.	The review team suggests that in addition to seeking opportunities to roll out such initiatives (e.g. the India Trek) to more students, the School may wish to reflect on the environmental impact.	2.3.4

3.	It is also suggested that the School consider whether the School Forum could meet more frequently.	2.7.3
4.	The review team suggests that the School review the appropriateness of the large amount of group assessment, especially for those students returning from a year abroad whose marks may be disproportionately affected by poor group performance.	2.2.1

Appendices

Appendix 1 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:
- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. **Strategic overview**
   The strategic approach to:

   - The management and resourcing of learning and teaching experience,
   - The forward direction and the structures in place to support this.
   - Developing business cases for new programmes and courses,
   - Managing and reviewing its portfolio,
   - Closing courses and programmes.

2. **Enhancing the Student Experience**
   The approach to and effectiveness of:

   - Supporting students in their learning
   - Listening to and responding to the Student Voice
   - Learning and Teaching
   - Assessment and Feedback
   - Accessibility, Inclusivity and Widening Participation
   - Learning environment (physical and virtual)
   - Development of Employability and Graduate Attributes
   - Supporting and developing staff

3. **Assurance and Enhancement of provision**
   The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

   - Admissions and Recruitment
   - Assessment, Progression and Achievement
   - Programme and Course approval
   - Annual Monitoring, Review and Reporting
   - Operation of Boards of Studies, Exam Boards, Special Circumstances
   - External Examining, themes and actions taken
   - Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
   - Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Appendix 2 Additional information considered by review team

Prior to the review visit

All of the following appendices to the reflective report were uploaded to the review Wiki as individual files. All files were in PDF format except where otherwise indicated.

Appendix 1a: Whole School organogram
Appendix 1b: School Executive organogram
Appendix 1c: Cross-School Services organogram
Appendix 1d: Marketing-Recruitment-Admissions-Student-Experience organogram
Appendix 2: Status of recommendations from previous review
Appendix 3: NSS Summit and Actions November 2019 (Excel)
Appendix 4: Business School Plan 2019-22
Appendix 5a: Profile of UG applicants and entrants
Appendix 5b: Admissions by fee status group
Appendix 6: Widening Participation profile (Excel)
Appendix 7: Widening Participation flags
Appendix 8: Subject Group UG Teaching Champions JD
Appendix 9: JD Senior Teaching Fellow in Business Education
Appendix 10: UG progression
Appendix 11: Faculty profile October 2019
Appendix 12: Faculty distribution by Grade
Appendix 13: Faculty hours spent on UG related activities by Subject Group
Appendix 14: UG course enrolments 2015-2019 (Excel)
Appendix 15: New UG courses Year 2-4
Appendix 16: Head of Joint UG Programmes Job Description
Appendix 17: UG Average Course Marks 15-19 (Excel)
Appendix 18: 2019-20 Year 1 optional courses - long list (Excel)
Appendix 19: Approved UG Exchange partners

During the review visit

The responses to a student survey that had been sent out to current students in the Business School in advance of the review were analysed by the review team during the review visit.

Appendix 3 Number of students

Undergraduate Taught

	2015/6 FT	2016/7 FT	2017/8 FT	2018/9 FT	2019/0 FT
MA (Hons) in Accounting and Business				15	8
MA (Hons) in Accounting and Finance	52	65	81	49	58
MA (Hons) in Business and Accounting	10	9	7		
MA (Hons) in Business and Economics	9	14	11	18	17
MA (Hons) in Business and Finance	17	16	24		
MA (Hons) in Business and Geography	9	10	9	7	11
MA (Hons) in Business and Law	5	3	6	5	7
MA (Hons) in Business Management	61	44	65	50	61
MA (Hons) in Business with Decision Analytics				2	2
MA (Hons) in Business with Decision Sciences			1		
MA (Hons) in Business with Enterprise and Innovation	3	4	9	10	9
MA (Hons) in Business with Human Resource Management	3	2	3	2	6
MA (Hons) in Business with Marketing	19	17	13	25	32
MA (Hons) in Business with Strategic Economics	3	4	1	2	2
MA (Hons) in Finance and Business				23	32
MA (Hons) in International Business	44	47	41	57	37
MA (Hons) in International Business with Arabic				1	1
MA (Hons) in International Business with Chinese	6	4	3	5	6
MA (Hons) in International Business with French	6	8	6	5	4
MA (Hons) in International Business with German	5	1	3	3	2
MA (Hons) in International Business with Italian			1		2
MA (Hons) in International Business with Japanese	1	3	1	3	1
MA (Hons) in International Business with Russian	3			1	2
MA (Hons) in International Business with Spanish	9	11	8	6	6
TOTAL	265	262	293	289	306