

**Minutes of Meeting**

Meeting: SCHOOL OF MANAGEMENT

EXTRAORDINARY MEETING OF

LEARNING, TEACHING AND QUALITY COMMITTEE

Date and Time: Wednesday 23 March 2022, 14.15pm

Venue: Remote – via MS Office TEAMS

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| Present:  Dr T WAKELEY (Chair)  Ms F ALSAGOFF (Student Representative)  Dr C BONFIELD (CTC Representative)  Dr D DESROCHERS  Prof M HEJMADI (CTC Representative)  Mr D HOWELLS (Registry Representative)  Dr R KAMM  Dr D LANCASTER  Mrs D MAHIL  Dr T MCLAREN  Mr C MCMULLAN (Student Representative)  Mrs A OSBORNE (CLT Representative)  In Attendance:  Ms K ELLIOTT, secretary to meeting, School Assistant Registrar  Dr S DAVARI, School Director of Studies  Dr S JAVAHERIAFIF, School Director of Studies [present for 048 to 051 5]  Dr T LIEDONG, School Director of Studies  Drs K WATTS/ C AHLBOM, School Director of Studies  Prof B SQUIRE, School Deputy Dean  Mr J CALLAGHAN, School Quality Administrator  Apologies for absence were received from: Dr M SHULVER; Mr A LINGURARU, Student Representative; Ms L STUBBS; Mrs V WILLIS; Mr J WITHINGTON, SU Education Officer. | | | |
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|  |  | | **ACTION** |
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|  | Part I Business | |  |
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| **048** | **Declaration of Interest** | |  |
|  | There were no declared conflicts of interests. | |  |
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| **049** | **Purpose of meeting**  An extraordinary meeting, for the approval of Curriculum Transformation (CT) Phase 2 proposals for School of Management postgraduate courses to be implemented from 2023/24. The role of the committee was confirmed as detailed on the agenda including:  The F/SLTQC is responsible for recommending any **new courses** and **title changes** to CTC for formal approval.  The F/SLTQC will consider at Phase 2 whether the **material information** provided on the CT course is coherent and robust, and therefore appropriate for inclusion in the prospectus. The Phase 2 submission should provide assurance that the course will deliver what is claimed in the text for marketing the course. | |  |
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| **050** | **Matters Arising** | |  |
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|  | The Committee received a number of background documents:   * CT Principles (Paper SLTQC21/22-046). * Academic Framework (Paper SLTQC21/22-047). * Guidance notes to F/SLTQC members (Paper SLTQC21/22-048). * Subject benchmark statements:   + Master’s degree characteristics statement (Paper SLTQC21/22-049).   + Business and Management (Paper SLTQC21/22-050). * Phase 2 Annex 8 and 9 which lists School’s interdependencies and any exemptions from Academic Framework (Paper SLTQC21/22-051). * Phase 1 documentation and CTC feedback (Papers SLTQC21/22-052 & 053). * Extract from MSc Strategic Retailing Stage 1 Strategic Approval: synopsis and entry requirements (Paper SLTQC21/22-054). | |  |
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| **051** | **Phase 2 proposals for School of Management postgraduate courses** | |  |
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| **1** | Oversight of School’s postgraduate courses and CT proposals (verbal presentation by Professor SQUIRE). | |  |
|  | The Deputy Dean of the School explained the schedule for completing Curriculum Transformation of the School’s MSc courses, noting that optional unit information was being included within Phase 2 to aid marketing of courses. The School has permission to undertake Phase 3 for MSc courses during autumn 2022, subject to no changes being made to marketing materials after Phase 2 approval.  He noted his thanks to the teams who had contributed to the transformed proposals especially as this work had been required during very busy time periods. Coordination across the teams had enabled the School to concentrate on ensuring unique identities for each course whilst sharing content where appropriate. The School operates in a very competitive market, national and internationally, so for all redesigns consideration had been given to competitor courses and how to differentiate whilst retaining marketability.  Overall comments obtained during the Phase 1 consultations had been very positive about the School’s current courses. There were three areas of feedback on the Phase 1 process. A) Need to differentiate courses from each other and competitors: the new designs address this. One example is provided by the greater differentiation between MSc in Management and MSc in International Management courses. B) Review planned use of block teaching: there has been a significant reduction in delivery as block teaching with more long and thin teaching delivery instead. C) Consider sustainability content: in addition to embedding sustainability across units each course now includes a specific unit either as a core or an option.  The School has 16 postgraduate courses, the MBA and MRes courses will be transformed for 2024/25, all other courses are aiming to be transformed by 2023/24. There has been close coordination across the course teams ensuring each was aware of the developments made in other courses enabling sharing of units. Additionally, a review of current optional units had indicated those which were most often selected by students, and these were offered to course teams to add into their option lists if this was felt appropriate. A new MSc in Strategic Retailing is to be introduced; two variants of the MSc in Management with low intake figures will be withdrawn (the School has other specialist courses in these topic areas). In the future the School may consider introducing new variants to the MSc in Management suite. Conversations are on-going with accreditation bodies for some of the specialist MSc courses; the MSc Human Resource Management and Consulting will be retitled as MSc Human Resource Management. Beyond these, the School is planning to provide contributions to cross-discipline courses of study. To facilitate this, some of the redesigns are configured so that a sub-section of units can be provided to other courses to enable combinations for “and” or “with” topics of study.  The course wide approach of Curriculum Transformation has enabled the School to ensure differentiation between courses, to include more application based learning, to include units that allow review of changing contemporary topics, and to broaden the summer final unit. (Summer units previously included dissertation and practice track, and now will also include entrepreneurial projects/start-ups and internships.)  After Phase 2, the School will pursue accreditations as the full details needed by accreditors become available. New pre-arrivals activities are being considered to reduce the heterogeneity in the skills or topic knowledge that students bring into their study as MSc level. Additionally, the School is undertaking a review of its extra-curriculum offerings.  The Deputy Dean also noted the work that would be undertaken for Phase 3 including review of assessments and workload. | |  |
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| **2** | MSc Accounting and Finance (Paper SLTQC21/22-055). | |  |
|  | The Director of Studies for the course, Dr S JAVAHERIAFIF introduced the redesigned course structure and noted that work with accrediting bodies was reliant on Phase 3 information. The Director of Teaching noted that the course had introduced larger year long units a few years previously so has already adopted some of the principles of Curriculum Transformation.  Suggestions were made to the content of Annex 3 to ensure that the information provided an accurate reflection of what could be delivered by the course:   * Course summary: Graduate ready for a career in either field. As students are likely to be required to take professional examinations this statement needs to be refined. Change to “prepared” or “Aim to make graduate ready…” * Course approach: Make the course your own. Customise your degree to suit your strengths and ambitions with a range of optional units. Overselling need to rephrase. * L&T: You’ll learn from teaching staff. Remove word “teaching” as will also learn from staff who work in other capacities. * Generally – may wish to remove referencing to specific software packages unless confident will use indefinitely.   In response to a query about the dissertation unit, the Director of Studies confirmed that generic description was appropriate for this course. The Deputy Dean noted that international students wish to have “dissertation” on their transcripts, the wording in the unit description allows students to make the choice between a more academic or practical approach to the work.  The Committee discussed the relative merits of one generic dissertation unit for all courses or developing course specific unit descriptions. For instance, for finance courses students are offered research questions to select from rather than developing their own, as is the case for other courses in the School. School to consider this, and administrative advantages of each approach outside of the meeting.  The Registry representative noted that the unit “Taxation” focusses on UK taxation systems. He queried whether the title needed to be changed to ensure applicants understood what the unit would cover. | |  |
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| **3** | MSc Finance, MSc Finance with Banking, MSc Finance with Risk Management (Paper SLTQC21/22-056). | |  |
|  | As covered under item 2 above. | |  |
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| **4** | MSc International Management (Paper SLTQC21/22-057). | |  |
|  | The Director of Studies for the course, Dr T LIEDONG indicated that Phase 1 had highlighted the need to create a unique identity for the course (rather than borrowing most of semester 1 from MSc Management). The course now has unique core units whilst permitting students to select from both bespoke options and more generalist management options. Opportunities for additional practical application of theory had been included, for instance students can now choose to take a summer internship. The School will investigate the potential for summer schools or even international exchange, but if these are introduced it will be in future sessions, after Curriculum Transformation has been embedded.  The Committee noted that this course includes a bespoke research methods option to prepare students for international project work. The School intends to embed research methods within the dissertation unit for other courses. This prompted a debate about the best time to begin to support students to prepare for a dissertation, including confirming research proposal and allocating supervisors. These queries will need to be discussed within the School in preparation for approval during Phase 3.  In reply to a query from the Registry representative, Dr LIEDONG confirmed that it might not always be possible for students to source internships within multi-national companies and so a requirement would be to have the ability to demonstrate cross-cultural learning during the internship. The Committee noted that a unique code for this internship might be required to enable the unique unit learning outcomes to be documented.  In reply to a query from the Postgraduate Faculty representative, Dr LIEDONG noted that internships cannot be guaranteed by the School, although students would be supported in making applications. Should a student have expressed a wish to take an internship but fail to source one the only alternative would be that they do the dissertation (as Practice Track involves prior allocation to groups and sourcing appropriate company allocations).  A suggestion was made to the content of Annex 3 to ensure that the information was clear for marketing purposes:  Course approach: you will learn about macro context of global business. As may have covered some content at degree level, change to “ you will extend your learning about…” to note the learning will be at a more advanced level. | |  |
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| **5** | MSc Management suite (Paper SLTQC21/22-058). | |  |
|  | The Director of Studies for the courses, Dr S DAVARI indicated that as semester 1 core units covered functional areas of management, to match competitor courses, the variants enable students to customise their selection of options. The greatest flexibility would be for MSc in Management, the specialisms having more directed option lists. Two variants are to be withdrawn (with Human Resource Management and with Corporate Social Responsibility) given low intakes and noting that the School has other specialist MSc courses in these subject areas.  Dr DAVARI noted that the core unit Principles of Operations Management would include discussion of sustainability issues, and this would complement the new generic unit on grand challenges.  With regard to the Analysing Grand Challenges in Business & Society unit, Professor HEJMADI noted that other Faculties are offering a similar unit based on Vertically Integrated Projects enabling interdisciplinary work. Dr SQUIRE noted that he would be interested in learning more about these offerings to aid the development of the unit in Phase 3.  A suggestion was made to the content of Annex 3 to ensure that the information was clear for marketing purposes:  Highlight to applications that will get different award if select a variant course.  A query from the Registry representative suggested differing exit awards in the documentation.  [Secretary’s note: after the meeting it was confirmed that the same information is detailed across documents. However, new PG Diploma named titles, compared with those currently in existence, had been used throughout the documents. After meeting Director of Studies confirmed can retain PG Diploma named titles as they currently exist. So all documents to be corrected to show current titles.]  The Registry representative noted that the wrong credit weighting had been applied to a unit on some of the variant course structures. Marketing communication is a 10 credit unit but is included in some option lists as if it were 5 credits. Course structures to be tidied up to correct this. | |  |
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|  | [Dr JAVAHERIAFIF left the meeting at 15:59.] | |  |
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| **6** | MSc Marketing (Paper SLTQC21/22-072). | |  |
|  | The Director of Studies for the course, Dr T MCLAREN indicated that the course redesign aims to address a number of the curriculum transformation principles particularly embedding sustainability and integrating professional skills.  A suggestion was made to the content of Annex 3 to ensure that the information was clear for marketing purposes:  Course approach: As most master-level courses in marketing with include industry links and practical focus need to rephase.  Committee members confirmed that during Phase 3 an overall reduction in assessment would be aimed for, whilst providing clarity on the provision of formative support to students.  In reply to a query from the Registry representative about the Practice Track, the Director of Teaching for PGT Students indicated that he would prefer to retain reference to both a company and a charity to ensure students understood they could not select to only work with a business. | |  |
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| **7** | New course: MSc Strategic Retailing (Paper SLTQC21/22-073). | |  |
|  | The Director of Studies for the course, Dr K WATTS noted that this was a new course aimed at preparing students to work in strategic roles within the retail sector. As well as core units designed specifically for the course, options were being used that were available to other courses. A specific unit Contemporary Issues in Retailing will enable students to apply the learning from options to the retailing sector. With a number of companies expressing an interest in contributing to the course, the summer options will extend beyond the traditional dissertation or internship to include an Entrepreneurial Start-Up.  [Secretary’s note: a typo on the title of the Entrepreneurial Start-Up was noted by the secretary and corrected after the meeting.]  A suggestion was made to the content of Annex 3 to ensure that the information was clear for marketing purposes:  Course summary: The wording used might not be clear to international students, so re-phrasing should be considered to ensure clear about preparing for a strategic leadership role in retailing.  The Committee discussed the start-up noting that students would only be able to undertake these based on their quality of application for seed funding, which the School would administer. It was confirmed that the unit could be undertaken by individuals or in groups. The Registry representative noted that international students would need to be advised that post-student VISAs do not cover starting a business in the UK, i.e. not the same as working in the UK.  Committee members expressed enthusiasm for this innovative course and recommend to Curriculum Transformation Committee for Phase 2 approval, subject to minor paperwork corrections. | |  |
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|  | **AGREED:** The Committee confirmed the Phase 2 proposals for the School of Management’s postgraduate courses. No exemptions from the Academic Framework were required.  The Secretary to produce an action list based on points raised by committee members during the meeting, when these actions have been completed the Chair would confirm that documentation was fully complete.  **AGREED:** Documentation for MSc Strategic Retailing, and associated exit awards, to be presented to CTC for approval as a new course.  **AGREED:** Documentation for withdrawal of two MSc in Management variants to be processed. | | Sec  Chair  Sec  Sec |
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|  | Part II Business | |  |
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|  | *There are no items of this type on the agenda* | |  |
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|  | Part III Business | |  |
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|  | *There are no items of this type on the agenda* | |  |
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|  | Part III Business | |  |
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| **052** | **Any Other Business** | |  |
|  | There was no other business. | |  |
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The meeting concluded at 16:25 pm