

NSS in Business and Management

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Overview of our session

We intend to :

- Inform you about the QUBE (Quality in Business Education) project
- Examine the NSS results for Business and Management
- Examine the response made by members of the QUBE consortium
- Indicate some approaches taken at the University of Winchester

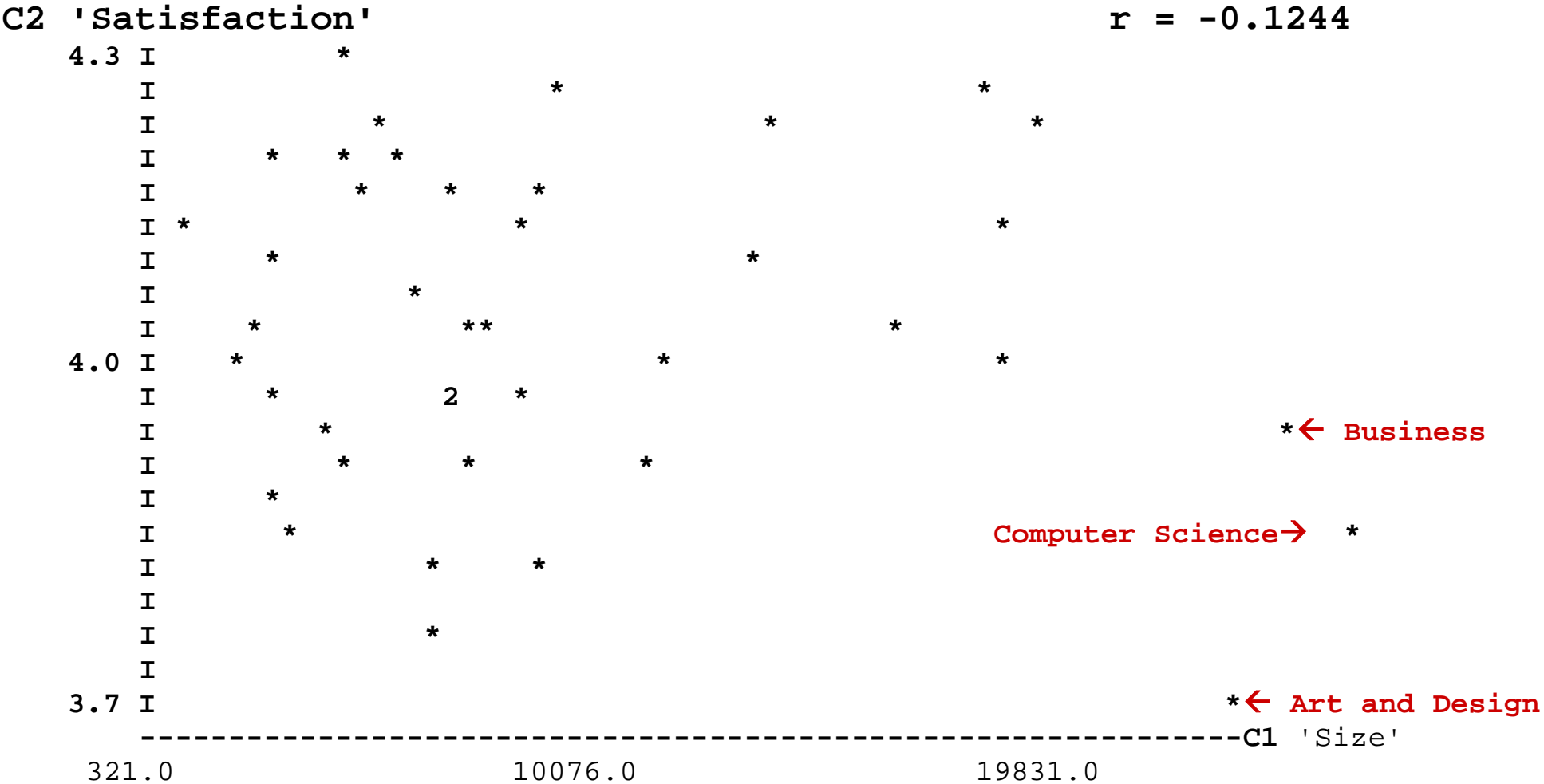
QuBE – Quality in Business Education

- Project funded by UK HEFCE under its FDTL5 scheme :
 - » Partners: City: Oxford Brookes; Ulster; Leeds Met; Nottingham Trent; Winchester
 - » To address poor QME in Business Schools
 - » Aims:
 - to uncover problems
 - develop methods and tools to solve those problems
 - » each partner addressing set of stakeholders
 - » Winchester – students and student involvement
- Website <http://www.qube.ac.uk>

Business & Management – NSS Categories

Subject	Teaching	Assess. & Feedback	Academic Support	Organis. & Mgt	Learning Resource	Personal Devt.	Overall satisfact
Philosophy, TRS	4.2	3.7	3.8	4.0	4.0	4.0	4.25
Finance & Account.	3.8	3.5	3.7	3.8	4.1	3.9	3.96
Business	3.8	3.4	3.7	3.7	4.0	4.0	3.94
Management	3.8	3.5	3.7	3.7	4.0	4.0	3.90
Tourism etc	3.8	3.5	3.6	3.6	3.8	4.0	3.86
Art & design	3.9	3.5	3.6	3.3	3.9	3.9	3.69
Medians	4.0	3.5	3.8	3.7	4.0	4.0	4.01
Divergence	-0.2	-0.1	-0.1	0.0	0.0	0.0	-0.07

Massification Effect?



The Teaching on my Course

Subject	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
The teaching on my course (National median:4.0)					
1. Staff are good at explaining things.	3.89	3.94	3.94	4.21	3.81
2. Staff have made the subject interesting.	3.62	3.64	3.55	4.09	3.67
3. Staff are enthusiastic about what they are teaching.	3.79	3.88	3.91	4.32	3.99
4. The course is intellectually stimulating.	3.79	3.77	3.91	4.5	3.86

Assessment and Feedback

Subject	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Assessment and Feedback (National median: 3.5)					
5. The criteria used in marking have been made clear in advance.	3.75	3.78	3.76	3.76	3.49
6. Assessment arrangements & marking have been fair.	3.72	3.77	3.64	4.03	3.00
7. Feedback on my work has been prompt.	3.12	3.20	3.30	3.44	3.36
8. I have received detailed comments on my work.	3.26	3.34	3.23	3.63	3.62
9. Feedback on my work has helped me clarify things I did not understand.	3.11	3.14	3.14	3.55	3.53

Academic Support

Subject (National median: 3.8)	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Academic Support					
10. I have received sufficient advice and support with my studies.	3.52	3.63	3.60	3.77	3.53
11. I have been able to contact staff when I needed to.	3.76	3.85	3.95	4.12	3.52
12. Good advice was available when I needed to make study choices.	3.45	3.57	3.63	3.73	3.57

Organisation and Management

Subject (National median: 3.7)	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Organisation and Management					
13. The timetable works efficiently as far as my activities are concerned.	3.83	3.89	3.90	4.15	3.61
14. Any changes in the course or teaching have been communicated effectively.	3.53	3.57	3.88	3.90	3.21
15. The course is well organised and is running smoothly.	3.60	3.63	3.95	4.07	3.08

Learning Resources

Subject (National median: 4.0)	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Learning Resources					
16. The library resources and services are good enough for my needs.	3.96	3.97	4.20	3.80	4.08
17. I have been able to access general IT resources when I needed to.	4.03	4.14	4.23	4.20	4.02
18. I have been able to access specialised equipment, facilities, or rooms when I needed to.	3.80	3.87	3.95	3.88	3.61

Personal development

Subject (National median: 4.0)	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Personal development					
19. The course has helped me to present myself with confidence.	3.97	3.97	3.91	3.90	3.84
20. My communication skills have improved.	4.15	4.13	4.00	4.01	4.03
21. As a result of the course, I feel confident in tackling unfamiliar problems.	3.96	3.98	3.92	4.00	3.85

Overall, I am satisfied with the quality of the course

Subject (National median: 4.01)	Business	Management	Finance & Acctg	Phil+TRS	Art&Design
Overall I am satisfied with the quality of the course	3.89	3.92	4.01	4.29	3.65

Open questions

- Access – every university has been sent
 - » Their own data set
 - » But this is ‘password protected’ and not available for public access
- Results –
 - » The results of the ‘open-ended’ questions can be revealing
- Policies-
 - » Can also impact upon departmental policies
 - » This can be at university level (committees)

What do we do?

QuBE outputs are principally in the form of papers, research reports and toolkits

4 particular toolkits will be illustrated here:

- Process and feedback checklist *University of Ulster*
- 'Learning on the cards' *Cass Business School*
- Dialogue sheets *Cass Business School*
- Minutes Toolkit *University of Winchester*

University of Ulster checklist (1 of 3)

1. What are the monitoring processes at Course, Subject, University levels?
2. How is monitoring information fed through the system at Course, Subject, Faculty, University levels?
3. How do you know that this data informs future action?
4. What procedures are in place to ensure that action is completed within a valid timeframe?
5. How do all the stakeholders feed into the monitoring procedures?
6. How is information fed back to the stakeholders?
7. How do you know that information informs future actions within valid timescales?

University of Ulster checklist (2 of 3)

8. What University central statistical data is made available for planning and monitoring at University, subject, course, module level?
9. There is a perception that central data is inaccurate and not sufficiently disaggregated for planning purposes at course/subject level. How do you check and amend inaccuracies within central statistics?
10. What level of disaggregation is available in the central data system?
Individual student, course, School or Department, Faculty?
11. What central data is used in quality assurance and enhancement processes at Course, Subject level, University level?
12. How is central data used in quality assurance and enhancement processes at Course, Subject level, University level?
13. How do you ensure your planning processes are self evaluative and proactive?
14. What processes ensure that your planning has been self evaluative and proactive?

University of Ulster checklist (3 of 3)

15. How do you identify gaps in your procedures and systems?
16. How do you ensure these gaps are closed?
17. What internal procedures are in place to ensure that student work is moderated/verified?
18. How are these procedures monitored & action taken where required?
19. What procedures are in place to disseminate good practice, from other subject areas within the Institution?
20. What procedures are in place to disseminate good practice outside the Institution?
21. What procedures are in place to disseminate good practice from outside the Institution?
22. What are the key strengths of your Quality Assurance and Enhancement procedures?

Learning on the Cards-Cass Business School

In any aspect of quality management, collating feedback from different stakeholders is almost universally used. This is often synthesised into tables of numbers and lists of statements. We wanted to develop a method which could build on the potential tensions between different stakeholders in higher education quality management, using a specific business school example. Our eventual choice was to develop an exercise using the Jigsaw theory of learning (Aaronson, 1978; Murray, 1990; Slavin, 1990). This involves providing each participant with one piece of a jigsaw. They then need to work together in one or more teams to uncover the big picture. Although the method may involve a physical jigsaw, this is unusual. In this case the cards cumulatively add up to the jigsaw.

Dialogue Sheets (1 of 4)

Example of a dialogue sheet (normally A0 size)

[d_sheet.pdf](#)

Dialogue Sheets (2 of 4)

A diagnostic tool developed for the QuBE project

by Clive Holtham and Nigel Courtney at
Cass Business School, City of London

About Dialogue Sheets

- The Dialogue Sheet is a new learning method developed by four leading Swedish Universities in collaboration with Stanford University. It has also been used in leading firms such as SAS and Philips to catalyse and embed desired change. Dialogue Sheets have been extensively used at Cass Business School, City of London on a wide variety of courses.
- You will work in your groups with a large poster-size document – the dialogue sheet. The aim is jointly to develop understanding of a given topic through discussion and consensus. It is not about one strong person's view taking over the group. Within the time allotted you can organise your time as a team, as you see fit.

Dialogue Sheets (3 of 4)

Please all read these starting instructions

1. This is a “dialogue sheet” – a table top thinking tool for sharing, exchanging and evolving thoughts and ideas, rather than presenting the “winning” arguments.
2. There are several tasks and questions on the large sheet of paper in front of you. The one closest to a task or question reads it out loud – and takes the notes.
3. The dialogue sheet is your note pad. Write on it, make sketches and drawings etc. to document your team’s discussions.
4. Consensus is not necessary – but all opinions should be listened to and made visible in the notes.
5. In the middle there is a “reflection space” – here you can write down observations you make or insights you have or are struck with during your work.
6. At the conclusion, please write your name in the panel beside Q10, and record your team’s view of the session. Thank you.

Dialogue Sheets (4 of 4)

Quotes (A selection only...)

“It is not necessary to change. Survival is not mandatory.”

W. Edwards Deming

“Progress lies not in enhancing what is, but in advancing toward what will be.”

Kahlil Gibran, “A Handful of Sand on the Shore”

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”

John Maxwell

Excellence in education is knowledge placed in the service of a better future”. Tony

Halpin; The Times, 16 Feb 2006

“If in the last few years you haven’t discarded a major opinion or acquired a new one, check your pulse. You may be dead.”

Gelett Burgess

Minutes Tool

The Minutes Tool: diagnosing student engagement

The Minutes Tool can help you understand more about effective student engagement by focusing on the evidence provided in an ordinary document. The example provided by the tool embeds learning points and acts as a consciousness-raiser. The techniques learned should be applied to your own documents, which may in the past have been looked at but never seen.

How to use this diagnostic

The diagnostic is designed to be used in two ways:

As a group activity. A small group will be lead by the facilitator. The group will reach a set of conclusions in, say 15 minutes. These will then be discussed with the facilitator for a further 5 minutes.

As an individual activity. An individual can read through the background details and the minutes. They should then spend a few minutes writing out their conclusions before comparing these with the notes for the facilitator.

Practical demo of the minutes tool now...

Work at the University of Winchester

- Interviewing programme in a range of institutions
- Series of papers (as follows)
- Research agenda into ‘transformative quality’

Work at the University of Winchester

Rush, David and Hart, Mike (2006) 'Student Incorporation into the Quality Process- An Examination of the Business and Management Student experience'

Paper delivered at the *European Academy of Management Annual Conference* [EURAM2006]

Norwegian School of Management, Oslo, Norway, 17-20 May, 2006

Hart, Mike and Rush, David (2006) 'E-Learning and the development of voice in business studies education'

Paper to be delivered at the *International Conference on E-Learning* [ICEL2006]

University of Quebec in Montreal, Canada, 22nd-23rd June, 2006

Work at the University of Winchester

Hart, Mike and Rush, David (2006) 'Can we measure excellence in business studies education?'

Paper to be delivered at the *5th European Conference on Research Methodology for Business and Management Education* [ECRM2006]

Trinity College, Dublin, Ireland, 17-18th July, 2006

Rush, David and Hart, Mike (2006) 'The development of quality management tools in business management education'

Paper to be delivered at the *5th European Conference on Research Methodology for Business and Management Education* [ECRM2006]

Trinity College, Dublin, Ireland, 17-18th July, 2006

Work at the University of Winchester

Rush, David and Hart, Mike (2006) 'Does e-learning facilitate or pose a threat to a 'culture of excellence' in higher education?'

Paper to be delivered at the *5th European Conference on e-Learning* [ECEL2006]
University of Winchester, UK, 11-12 September, 2006

Research agenda – Transformative Quality

Harvey and Green (1995) concept of transformative culture to be used in the exploration of a ‘culture of excellence’

Reference:

Harvey, L and Green, D. (1993), ‘Defining Quality’
Assessment and Evaluation in Higher Education, 18(1) pp.
9-34

QUBE ‘Thinkpiece’ is shown here: [think3.pdf](#)

Summary

- We have indicated some of the Statistical data derived from the NSS
- .. and the Quality in Business Education [QUBE] response to it
- and finally, the research papers and agenda for research into 'transformative quality'
- Any questions?