

FDTL5 project: Disseminating Best Practice in Quality Management and Enhancement in UK Business Education

2nd Annual Report

Project number	107/03
Project title	QuBE: Quality in Business Education
Project website	www.qube.ac.uk
Lead institution	Cass Business School, City University
Partner institutions	Leeds Metropolitan University Nottingham Trent University Oxford Brookes University University of Winchester University of Ulster
Project CMS	http://www.qube.ac.uk
Completion date	by 30 September 2007
Date of report	September 2006
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Executive Summary by the project director

The QuBE consortium partnership has broadly achieved the amount of work planned in the original bid for project Year 2. Most of the time lost in Year 1 has been made up and, although there is still some incomplete work, the majority of deliverables will be ready by the 30th September deadline. Any lateness has been compensated for by a substantial increase in dissemination activity. This has entailed presentations of a significant number of QuBE-related papers and workshops at conferences across the UK, Europe and North America, at HEA and BMAF events and within Partner's own institutions. There has been good working with collaborative partners and 100% attendance at all relevant network events to which we have been invited.

The policy of disseminating from the first week of the project has paid off. The project's Content Management System (at www.qube.ac.uk) has been steadily developed and populated with resources, free to the public, for improving the quality of business education. Our very strong information architecture is used both internally and externally and our activities are fully transparent as a result. This has helped us to respond jointly to a recommendation by our External Evaluator, Professor Chris Greensted, to create a Roadmap to assist visitors to plan improvement within their institution and locate the resources that will help them implement it.

It has always been our intention to focus on the creation of deliverables during the first two years and then concentrate on dissemination in Year 3. Our plans for Year 3, to 30 September 07, set out how our Partners will finalise any outstanding deliverables and contribute to dissemination. We now look forward with confidence to establishing QuBE as the resource of choice for all stakeholders concerned with quality in business education.

Clive Holtham, QuBE Project Director; September 2006

1 Detailed report on the QuBE project at the end of Year 2

1.1 Activities and progress achieved 1 Oct 05 - 30 Sep 06

Analysis of the major activities undertaken by the project in Year 2

The QuBE consortium's FDTL5 bid described how each of our six development partners would investigate one of the QAA's QME subject priorities with a particular target group and develop an appropriate set of deliverables. This 'activities matrix' can be seen in our Year 1 report.

At the project meeting 13 September 06, our Partnership updated this and formulated and agreed the QuBE activity & expenditure plan for Year 3. This is appended for reference after Annex C.

The main objectives or targets during Year 2 and the extent to which these have been met

Time Plan for Year 2:	Achieved in Year 2
The QuBE consortium's agreed Product/market matrix and Activity & expenditure plan for project Year 2 are appended after Annex C	This ambitious plan sought to catch up on production lost in Year 1 due to the delayed start. In the event, targets have largely been achieved across the board, with some additional outputs supplied and some elements carried forward for finalisation in Year 3.

Changes made to our plan (aims, project activities etc.) and the reasons for these changes

The consortium has not adopted any fundamental changes to the plan or the budget during Year 2.

Details of Development Partners' activities and progress made during the reporting period 1 Oct 05 to 30 Sept 06.

Our mid-year report, which was noted and approved by HEA on 9 April 06, documents in detail our activities and deliverables between 1 Oct 05 and 31 March 06. For the sake of brevity, our Year 2 report will take this as read and will highlight achievements in the second half of project Year 2, from 1 April 06 to date.

QuBE Project Director's summary	<p>The consortium held seven Partnership coordination and planning meetings during year 2 at which attendance has been close to 100%</p> <ul style="list-style-type: none"> Face to face meetings, hosted at Cass, on 5 Oct 05, 16 Mar 06 and 13 Sept 06 Teleconference meetings on 15 Nov 05, 15 Dec 05, 13 Feb 06, 23 June 06 <p>All Partners contributed to our mid-year report to 31 March 06, which was noted and approved by HE Academy on 9th April 06</p>
Cass Business School	<p>Presentation of QuBE-related <u>conference papers</u> (* = double-blind refereed)</p> <ul style="list-style-type: none"> BMAF 06, Oxford EURAM 06 *, Oslo, where Cass organized and chaired the Management Education track EDiNEB 06 *, Lisbon Integral Excellence 06 *, Sheffield HEA annual conference, East Midlands SAGSET 06, Birkbeck, London <p><u>Publication</u> via the QuBE Toolbox of</p> <ul style="list-style-type: none"> 3 Research reports [on Information Architectures; on Innovation in management education and on High-engagement learning] 2 Quality Briefings [on the EFQM Business Excellence model and on Finding what you need from the QuBE Toolbox] 3 Thinkpieces [on High-tech / High touch learning plus case studies on excellence at University College, Cork and at The Wharton School, Philadelphia] 3 Diagnostic tools [Learning on the Cards; the QuBE Dialogue Sheet, The Dean's Dilemma exercise]

Oxford Brookes University	<p>Our main activities have covered:</p> <p>a. Large scale survey on module evaluation</p> <p>Our questionnaire has been distributed in three institutions:</p> <ul style="list-style-type: none"> • Oxford Brookes • Ulster • Winchester <p>Data has been collected from 330 undergraduate students in the second and third years of business programmes.</p> <p>The data has been processed and analysed for an interim report and second-level analysis.</p> <p>b. Pilot test of Formative Evaluation using Web CT</p> <p>c. Portfolio of resources on module evaluation</p> <ol style="list-style-type: none"> 1. Staff Development Workshop material 2. Case Study on Formative Evaluation using Web CT 3. PowerPoint presentation, with facilitator's notes, of exercises for use during a Staff Development Day
Nottingham Trent University	<p>Completion of in-depth <u>questionnaire</u></p> <ul style="list-style-type: none"> • Distribution of questionnaire to nine HE Institutions reflecting a mix of institutions and sent to named individuals • A <u>report</u> which provides an analysis and review of responses to the questionnaire • <u>Academic paper</u> written in conjunction with Leeds Business School accepted for publication in <i>Quality Assurance in Education</i> • A Self Diagnostic Questionnaire – “Business Schools and Quality Processes” • Three <u>Case Studies</u> – “Quality Processes in Three Higher Education Institutions” • Presentation at the NBS 14th Annual Learning and Teaching Conference – “Quality in Business Education: developing processes and procedures for identifying, disseminating and embedding good practice”
University of Ulster	<p><u>Interviews</u> on student support have been completed with senior administrative/academic staff responsible for student support at 10 UK HE institutions delivering business/management courses, namely;</p> <ul style="list-style-type: none"> • Nottingham Trent University • Leeds Metropolitan University (x 2) • Napier University • Portsmouth University • University of Brighton Business School • University of Northumbria • Aston University • Glamorgan Business School • Brighton Business School • University of Teesside (x 2) <p>These interviews have been transcribed and <u>case studies</u> are being extracted and presented in the QuBE case study format, including supporting resources where appropriate. Four cases are now ready for publication via www.qube.ac.uk. The remaining cases will be published by late Oct/early Nov 06</p>
Leeds Metropolitan University	<p><u>Interviews</u> with Deans/Senior Managers of Business Schools.</p> <p>Initially it was proposed to interview 6 Deans/Senior managers using a LeedsMet questionnaire and to survey a larger group of senior managers through participation in a ‘common questionnaire’. Following the questioning of the feasibility of the latter, a revised programme of interviews, using the LeedsMet questionnaire was proposed.</p> <p>By the 30th September 2006, a minimum of <u>12 interviews</u> with Deans or relevant senior managers will have been conducted. A number of these have been phone interviews (3) the remainder face to face interviews of two hours duration. The majority of respondents are located in Post '92 institutions but the sample does</p>

include Pre '92 and FE (with HE provision) respondents.

Findings from the first batch of 5 interviews were published in March 2006. This interim analysis of interview feedback was revised in June 2006 to take account of the findings of a further 4 interviews. The final analysis will be available in late September 2006.

The output from our Interviews with Deans/Senior Managers of Business Schools contributes to our understanding of the 'state of play' of quality management in business schools, as seen through the eyes of senior management by focusing on the following issues:-

- The existence of 'quality strategies', their formulation, scope and review mechanisms.
- The perceived benefits, limitations and influence of a range of quality 'frameworks', models and tools.
- The inhibitors to and the mechanisms used to encourage 'stakeholder' involvement in QME
- The architecture of QA processes utilised by business schools
- The perceived existence of a 'quality culture' within business schools and the methods employed to create and sustain such a culture
- Mechanisms commonly used to promote QE
- Reflections on key factors which aid goal attainment in the QME field

And

- The identification of 'challenges' confronting those engaged in QME within a business and management education context.

University of Winchester

Interviews. As planned a series of structured interviews was undertaken. These were with academic staff responsible for Business and Management courses in several HE institutions. All interviews followed the same proforma that had been piloted in our own institution. Several were in FE Colleges running HND Business Studies courses, a sector that performed relatively badly at Subject Review. A report on these FE College interviews was prepared and submitted to QuBE. Other interviews were with staff in pre and post 92 universities were also conducted.

Literature. We continued to review the fairly extensive literature on this subject incorporating our findings in the papers we produced (see below).

Internal Presentations. Several presentations based on our work for QuBE have been made in various fora within the University of Winchester. The project was described and some of the emerging findings presented at university Open Days of both the Learning and Teaching Committee and the Research and Knowledge Transfer Committee. Questions were raised as to the implications of these findings for current practice within the University. In the Faculty of Social Sciences Learning and Teaching Forum presentations were made on our findings as they related to the National Student Survey and Widening Participation.

External Presentations. The HEA organised a day conference about the National Student Survey on 1 June. Mike Hart and David Rush represented QuBE and made a presentation in a workshop session devoted to Management and the NSS. They had analysed the NSS 2005 results question by question for each subject group. The data they used and a commentary on it can be found on the QuBE website along with a report on the day conference itself.

Conference papers. An active process of dissemination has been undertaken via the conferences listed below. These are in addition to the 4 reported in the Mid-Year Report to 31st March, 2006.

- BMAF 06, Oxford, 6-7 April 06
- HEA NSS workshop, Birmingham, 1 June 06
- 2 papers for ECEL2006 [*5th European Conference on e-Learning*] Winchester, 11-12 Sept

In addition, a paper presented at ICEL2006, Montreal, 22-23 June has been accepted for publication in the *International Journal of Educational Management*.

Tools created for the QuBE Toolbox:

	<ul style="list-style-type: none"> • The Minutes Tool has been completed and trialled at the annual BMAF Conference. • The ‘You Can’t Be Serious’ tool is in development.
Dissemination Management (Text Matters)	<p>Developed the <u>public website</u> at http://www.qube.ac.uk as a dissemination tool for the project’s outputs, experimenting with a number of formats and access strategies to find an effective information architecture to suit the needs of the user. Contributed to a QuBE paper on the role of effective information architecture in quality management.</p> <p>Maintained use of <u>private website areas</u> and underlying <u>content management system</u> for partners and as a repository for work in progress and project administration resources. Also maintained the project email discussion list.</p> <p><u>Edited and summarised</u> research reports, case studies, diagnostics and ‘think pieces’ for web and paper publication. Developed for the project a scaled architecture for research reports using sound-bites, learning points, summaries and full papers.</p> <p><u>Transformed ideas</u> into diagrams and objects through visual information design. Worked with project partners to develop board games, diagnostic tools, and a synoptic ‘roadmap’ for disseminating project conclusions and materials to users.</p>

1.2 Collaboration

QuBE has achieved 100% attendance at all network events to which we have been invited

Cass Business School	<ul style="list-style-type: none"> • Hosted BMAF Key Contact meetings in January 06 and June 06 • Hosted a visit by Dr Elysabeth Leigh of University of Technology, Sydney, to develop simulations and games to aid management education • Designed and ran a workshop on Quality in Business Education at BMAF 06 • Contributed to work by Professor Herman van den Bosch, Dean of the Open University of the Netherlands Business School, to develop and conduct an international survey on strategic choices in management education • Presented on QuBE to a delegation from Beijing Jiao Tong University, including the Vice Chairman, the directors of Personnel, Student Affairs and Teaching Affairs and the International Officer. • Organised a lecture to faculty at Cass (30 June 06) by Dr Anne Greenhalgh, director of the undergraduate programme at the Wharton School, University of Pennsylvania.
Oxford Brookes University	<ul style="list-style-type: none"> • The presentation on QUBE project and research outcomes on module evaluation has been delivered at the Business School Staff Development Day in January 2006. • Cooperation with researchers from the FDTL project on ‘Engaging students with assessment and feedback: what works?’ • Collaboration with colleagues from University of Winchester and University of Ulster (collecting data from students)
Nottingham Trent University	<ul style="list-style-type: none"> • Close collaboration with six HE Institutions re in-depth questionnaire • Trial of self-diagnostic questionnaire with academic/administrative staff • Presentation at NBS 14th Annual Learning and Teaching Conference • Informal reporting at Nottingham Business School committees e.g. The Management Learning Research Forum: The Learning and Teaching Enhancement Group
University of Ulster	<ul style="list-style-type: none"> • A half-day workshop on student support was conducted at the 2006 BMAF Annual Conference, Oxford, 6/7 April. • A paper and presentation on student support was presented at the 2006 conference on Challenge and Change in the Higher Education Learning Environment: Process and Practice. 4-6 September
Leeds	<ul style="list-style-type: none"> • Collaborated with Myra Hodgkinson (NTU) on an academic paper

Metropolitan University	<p>'Quality Management and enhancement processes in UK business schools: a review'</p> <ul style="list-style-type: none"> Hosted a BMAF Key Contacts meeting (11 universities represented/15 senior colleagues in attendance). This aroused genuine interest in the project and produced 4 offers of collaboration re NTU and UU interviews.
University of Winchester	<p>Experience of working on the QuBE project led the University of Winchester to propose a project '<i>Strategies for generating transformative quality at sub-institutional level</i>' to the HEA under its research projects scheme to improve the student learning experience. Advice for the bid was offered by Cass, ABS and BMAF subject Centre and from QM experts at Liverpool John Moores, De Montfort and Sheffield Hallam universities. The proposal was accepted and awarded £29,800 for completion by end of August, 2007. It will run in parallel with the last year of the QuBE project and will build upon and make extensive use of the deliverables of the QuBE project.</p> <p>We have assisted QuBE researchers at Nottingham Trent and Oxford Brookes and are collaborating with the Organisational Development in Higher Education Group, a community of practice supported by the Leadership Foundation for Higher Education. We are also exchanging literature reviews with another FDTL5 project at Oxford Brookes entitled '<i>Engaging students with assessment feedback: what works?</i>'</p>
Dissemination Management (Text Matters)	<p>Text Matters has acted as an entrepot for dissemination materials, working with partners to focus and develop materials and initiatives.</p>

1.3 Learning and additional insights gained from the activities and the progress made during the reporting period

All Qube consortium partners report no significant difficulties encountered during QuBE project year 2.

Cass Business School	<ul style="list-style-type: none"> Senior managers and academics at business schools enjoy, learn from and respond well to business simulations and games, with or without role play, provided that the design and production values employed by the creators are very high
Oxford Brookes University	<p>The key lessons we have learned during the 2nd year of the project are:</p> <ul style="list-style-type: none"> Key weakness in the module evaluation process is the lack of communication of the outcomes of feedback to students The reassuring finding from the questionnaire is that students do recognise giving feedback as an important activity. Majority of students give feedback on paper. But nearly 50% of students surveyed indicated that focus groups would be their preferred option to give feedback. HE institutions are under pressure to deal with increasing numbers of students and at the same time to maintain quality. Sufficient resources to facilitate the module evaluation process might be a problem in the future. Collecting and processing feedback from 200 students and above is a considerable challenge. <p>The cooperation and collaboration of QUBE partners has been very fruitful and stimulating.</p> <p>The QUBE consortium has been a forum for debate, critical evaluation of draft proposals, and supporting mechanisms which have enabled the collection of data and the sharing of findings with partners.</p>
Nottingham Trent University	<ul style="list-style-type: none"> Progress during Year 2 led to meeting all deliverables but not always as they had been scheduled. This was in part due to the decision not to pursue the common questionnaire but for individuals to take responsibility for their own section, in part it was

	<p>also due to the delay in receiving responses from HEIs and the level of “chasing up” that had to undertaken.</p> <ul style="list-style-type: none"> • There is a richness of information gained from the responses to the in-depth questionnaire which is far greater than was expected – it may be possible to make use of this in other creative ways during Year 3 • Piloting of the self-diagnostic questionnaire has led to a realisation that guidance will need to be developed regarding its use
University of Ulster	<ul style="list-style-type: none"> • Our case studies will be analysed to identify key themes and emerging issues. • A summary paper will be prepared for publication and dissemination. Dissemination will also be facilitated via workshops organised through the BMAF network.
Leeds Metropolitan University	<ul style="list-style-type: none"> • The time taken to gain access and doing face to face interviews with Deans/Senior Managers has taken longer than anticipated; delaying this cycle of activity and subsequent case study production • Plans to report on risk management issues has been postponed until Autumn 2006 because of staff re-allocation and illness • When used the phone interview has proven to be a reasonable substitute for a face to face interview.
University of Winchester	<ul style="list-style-type: none"> • Our work on the QuBE project lead directly to the successful bid to the HEA for the transformative quality project – see collaboration section 2.2 above. • We believe that student involvement is a highly significant factor in meeting the needs of the present student population. A crucial element is that means are established whereby students can readily and regularly give feedback, that staff consider this feedback and take action upon it and that their response is communicated back to the students in a timely fashion. Institutions that use the QuBE materials to improve student involvement in this way will necessarily be addressing the concerns of their whole student body. If students are more involved in the operation and development of their courses, they will be more committed and hence more successful. • The QuBE consortium has, in our judgement, been an effective one. This has been partly because of the reasons we gave in the first Annual Report. That is ready means of communication were achieved through the website, email lists and the audio conferences. The audio conferences in particular were very helpful in bringing together regularly a geographically dispersed group. Upcoming conferences would trigger a check of progress against schedule, but since they involved no time wasted on travel could be held fairly frequently. The website has become a considerable repository of partners’ work, making an understanding of what was happening overall much easier to achieve. Another reason for the effectiveness of the partnership has been the project management that has used all the means of communication to keep the project to schedule. The opportunity to meet partners at events not specifically for QuBE, such as the BMAF and EURAM conferences, also helped to progress the project. • Our learning to date about how best to embed changes in learning and teaching in higher education institutions includes (see our published papers for QuBE): <ul style="list-style-type: none"> ○ Have effective feedback mechanisms so that staff know the impact of their teaching and learning methods ○ Create a culture of improvement, a quality culture ○ Get staff, preferably in groups, to decide for themselves how

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| | <p>their teaching can be improved</p> <ul style="list-style-type: none"> ○ Raise awareness of alternative styles and methods of teaching and learning |
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1.4 Evaluation

The QuBE project's External Evaluator is Professor Chris Greensted.

Six review meetings with the External Evaluator have been held: on 5 Oct 05, 15 Nov 05, 15 Dec 05, 8 Mar 06, 23 May 06 and 13 Sept 06

Professor Greensted's 2nd annual evaluation report for HE Academy will follow under separate cover.

2. Planning for year three

2.1 activities and progress planned for year 3 (1 Oct 06 - 30 Sep 07)

QuBE Project Director's summary	<p>Our original consortium bid designated Year 1 for research and discovery, Year 2 for development of deliverables and Year 3 for dissemination of our findings.</p> <p>In the event, Partners have produced some deliverables ahead of schedule. This and the QuBE Content Management System have enabled Partners to apply energy to dissemination at a much earlier date. Some deliverables have taken longer than envisaged to complete and it is expected that all assets underpinning the QuBE Roadmap will be finalised by Year 3 Qtr 2 (ie January 07).</p> <p>The emphasis of the partnership in Year 3 will be on disseminating and testing QuBE outputs and making adjustments on the basis of users' feedback.</p> <p>The QuBE Roadmap for Quality in Business Education (copy appended after Annex C) will be refined as a key navigation aid to assist user's to find and apply the resources they need to achieve satisfactory levels of quality and progress to outstanding performance.</p>
Cass Business School	<p>We will concentrate our Year 3 activity on disseminating and refining our QuBE outputs to date.</p> <p>This will include seeking every opportunity to test QuBE deliverables with QuBE Partners and with interested parties in other institutions. For example, our Dean's Dilemma game will be featured during the ABS annual general meeting in October and is now being deployed by the HEA's Change Academy.</p>
Oxford Brookes University	<p>Our focus in the final year of the project will be on dissemination activities – including publication of a research paper or conference paper.</p> <p>OBU is planning to organise a series of staff development workshops presenting the outcomes of research activities. The workshops will combine the two perspectives from:</p> <ol style="list-style-type: none"> a) students – based on questionnaire and pilot (2nd year of the project) b) academic staff – based on interviews (1st year of the project) <p>The workshop shall be offered to the following institutions:</p> <ol style="list-style-type: none"> a) QUBE partners b) Institutions where interviews took place c) International OBU partners (India, Poland, China, Malaysia) <p>The materials developed in year two of the project shall be used in these workshops.</p>
Nottingham Trent University	<p>Our proposed activities will include:</p> <ul style="list-style-type: none"> • Another joint paper with QuBE co-researchers at Leeds Business School which will bring together the combined findings of our field work • A joint workshop with QuBE co-researchers at Oxford Brookes
University of Ulster	<ul style="list-style-type: none"> • One further interview on student support at Sheffield Hallam University, and the resulting case studies, will be completed by mid October 2006 • The focus will be the move to greater dissemination of our case studies and generic

	findings through workshops, conferences and publications
Leeds Metropolitan University	<ul style="list-style-type: none"> • Write up of case material relating to 'improving the operation of and extending the involvement of stake holder groups in quality management and enhancement processes' • Complete delayed report on 'risk management'
University of Winchester	<ul style="list-style-type: none"> • To complete the 'You Can't Be Serious' tool with input from QuBE partners. • To continue development and trialling of the two tools so that when finalised they can be used in workshops • Document on good practice for student involvement

2.2 Project plan for Year 3

Cass Business School	<p>We will submit abstracts and papers for relevant conferences, including:</p> <ul style="list-style-type: none"> • HEA annual conference 07 • BMAF annual conference 07 • EURAM 07 • SAGSET 07
Oxford Brookes University	Dates will be agreed for a series of staff development workshops (see section 2.1 for details) presenting the outcomes of our research activities
Nottingham Trent University	<ul style="list-style-type: none"> • Presentation at NTU's Learning and Teaching Conference (March 2007) - dissemination to the wider University • Presentation at the NBS 15th Annual Learning and Teaching Conference dissemination to NBS colleagues – the lesson that have been learnt for business education (July 2007) • A proposal for a workshop to be submitted to the NBS 5th Collaborative Conference (19th/20th March 2007) with dissemination to NTU's international partners in Europe and Africa • Submission of abstract to the EURAM Conference (16-19 May 2007) • Submission of abstract to The HEA Annual Conference (July 2007)
University of Ulster	<ul style="list-style-type: none"> • Abstracts and papers will be submitted to relevant conferences – eg: BMAF, SRHE, HEA and First Year Experience conferences. • We will also seek to publish papers in education journals and quality management journals
Leeds Metropolitan University	<p>We plan to disseminate our QuBE outputs at</p> <ul style="list-style-type: none"> • ABS AGM October 2006 • CIPD February or June Conferences
University of Winchester	<ul style="list-style-type: none"> • Take part in dissemination activities such as workshop design and delivery • Produce further papers
Dissemination Management (Text Matters)	<ul style="list-style-type: none"> • Develop learning and reference materials for the website and for wider use by core audiences. • Add public collaboration/feedback tools to website to encourage wider take-up and discussion of issues

2.3 Dissemination Plan for year three

Please see the list of scheduled events activities set out in sections 2.1 and 2.2

2.4 Evaluation Plan for year three

The QuBE project has the benefit of a very experienced external evaluator and HEA supervisor. We intend that the evaluation process should continue as in Year 2 (see section 1.4). The project team plans three meetings with the Evaluator during project Year 3.

The Year 3 work-plans of each Partner will be used to review and gauge progress. We believe that the original Project Activity Time Plan remains valid and the most appropriate basis for monitoring overall progress of this project.

2.5 Help needed for year three

At this stage we wish to flag two particular requests to the FDTL team:

- we would like to establish cross-links between our Content Management System (via <http://www.qube.ac.uk>) and the HE Academy website and all other relevant websites – particularly 'Jorum' - that could attract new visitors and leverage the dissemination of QuBE deliverables.
- we are keen to develop further opportunities for collaboration with the BMAF subject centre as rapidly as practicable.

3.0 Financial Statement

See Table in Annex B.

Note 1: we do not envisage any change to the overall budget for Year 1-3 inclusive.

Note 2: our request to carry forward some expenditure from Year 2 to Year 3 was discussed with our HE Academy Senior Advisor in August 06 and authorised, in principle.

Declaration

I certify on behalf of the lead institution that the attached progress and financial report, and the information contained therein is correct, and that the funds allocated have been applied to the purpose for which they were made available.

Project Name: **QuBE (Quality in Business Education)**

Project Number: **HEA ref # 107/03** (Cass cost code 45000BT)

Name of Lead Institution: **Cass Business School, City University**

Head of Institution or Nominated Deputy

Name: Professor Steve Haberman

Signed

Date

Project Director

Name: Professor Clive Holtham

Signed

Date

Annex A

Fund for the Development of Teaching and Learning (FDTL)

Project no. and name: 107/03 QuBE (Quality in Business Education)

Activities and Progress

Name of lead institution: Cass Business School, City University

Reporting Period: 1 October 2005 - 30 September 2006

Objective/target/outcome/ milestone	Original date to be achieved	Output to demonstrate objective/target/outcome/milestone achieved	Date achieved	If applicable, reasons for slippage in date achieved	If applicable, reasons for change to original objectives
<p><i>Please note:</i></p> <p><i>The evidence required for this Annex is provided in the right-hand column of Annex B, read in conjunction with the consortium Partners' reports in Section 1 and the QuBE Activity & Expenditure plan for Yr 3 (appended herewith, after Annex C).</i></p>		<p><i>The QuBE Activity & Expenditure plan, which was formulated and agreed by QuBE Partners at project meeting 9 on 13th Sept 06, shows how Yr 2 underspends will be carried forward, as authorised by our HE Academy supervisor, and applied in Yr 3, quarter by quarter.</i></p> <p><i>This will ensure that the QuBE project will be completed to the required standard, on time and to the original overall budget.</i></p>			

Annex B

Fund for the Development of Teaching and Learning (FDTL) – Expenditure Statement

Project no. and name: 107/03 QuBE (Quality in Business Education)

Actual expenditure for year two 1 October 2005 - 30 September 2006

Name of lead institution: Cass Business School, City University

Income for year two

Allocation from the HEFCE : £88125:00 [total paid in Yrs 1 & 2 £194125:00 less £106000 paid in Yr 1]

Total for year two : £88125:00 [University of Ulster is paid direct by Northern Ireland DEL]

	Total budget for period: Oct 05–Sept 06	Total expenditure: Oct 05 – Sept 06	Variance Underspend – (Overspend) +	Reasons for variance and action taken/intended
Staff				
Cass	11000	11000	-	As agreed and minuted at project meeting 9 (13 th Sept 06), consortium partners' operational plans have meant that completion of some Yr 2 deliverables will now be achieved during the first half of year 3. This will be funded by the year 2 underspends now carried forward for expenditure during Yr 3.
LMU	13000	5000	- 8000	
NTU	9117:52	2117:52	- 7000	
OBU	13448:68	5954:95	- 7493:73	
UW	13425	11175	- 2250	
(UU paid by NI DEL)	-	-	-	
Travel & subsistence	1696:68	1524:02	- 172:66	As year 1, we used teleconferencing in lieu of face-to-face for some Partner liaison meetings. Savings transferred to dissemination activities in year 3

Dissemination (materials, events, publications etc)	27975	20601:25	- 7373:75	Dissemination in Yr 2 has been vigorous (see sections 1.1 & 1.2). The funds carried forward to Yr 3 ensures that adequate funds are available for dissemination of the Yr 2 deliverables now due in Yr 3 (as above)
Equipment	-	-	-	Equipment budget expensed in Yr 1.
Evaluation (int & ext)	5000	1500	- 3500	As agreed with HEA (see Yr 1 report), the budget for internal evaluation will be re-allocated to Yr 3 dissemination activities.
Other costs Dissemination mgmt Project mgmt	11000 22000	8500 16000	- 2500 - 6000	Part of Yr 2 budget carried forward to Yr 3 to cater for managing the savings re-allocated to dissemination activities
Total	127662:88	83372:74	- 44290:14	

Fund for the Development of Teaching and Learning (FDTL) – Budget statement

Project no. and name: 107/03 QuBE (Quality in Business Education)

Anticipated expenditure for year three (1 October 2006 - 30 September 2007)

Name of lead institution: Cass Business School, City University

Income for year three






Allocation from the HEFCE	: £35875:00	[total grant of £230000 less £194125 paid in Yrs 1 & 2]
Under/overspend to be carried over from year two	: £44290:14	[underspend carried forward to Yr 3]
Original Yr 3 budget	: £25000:00	
Total for year three	: £69290:14	








































	Anticipated expenditure	Variance +/- from original budget	Notes regarding allocation of funds
Staff	34743:73	-	
Travel & subsistence	172:66	-	
Dissemination	16373:75	+ 4000	As agreed with HEA (see Yr 1 report) the budget for internal evaluation was re-allocated to dissemination activities
Equipment	-	-	
Evaluation	1500	- 4000	As agreed with HEA (see Yr 1 report) the budget for internal evaluation was re-allocated to dissemination activities
Other costs: (project coordination)	16500	-	
Total	69290:14	-	










Annex C

The QuBE Library, Toolbox and Roadmap

Contents list from <http://www.qube.ac.uk> on 21st September 06

-  [About QuBE](#)
 -  [Summary](#)
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 -  [On pedagogic principles reflecting good business practice](#)
 -  [Australian HE: diversity or dilution of quality?](#)
 -  [Student engagement](#)
 -  [Sparqs in Scotland](#)
 -  [Student-centred Engagement](#)
 -  [National Student Survey](#)
 -  [Faculty must come off pedestal](#)
 -  [QM and excellence](#)
 -  [The European Foundation for Quality in eLearning \(EFQUEL\)](#)
 -  [AACSB report: "The Business School Rankings Dilemma"](#)
 -  [Characteristics of excellence in teaching and learning](#)
 -  [A US view of Excellence in T&L](#)
 -  [Excellence: a light-hearted view](#)
 -  [How Business Schools lost their way](#)
 -  [EQUIS quality criteria](#)
 -  [Centre for Integral Excellence](#)
 -  [EFQM Excellence in HE: an alternative view](#)
 -  [e-Learning](#)
 -  [Derek Morrison's AURICLE blog - focusing on 'Learning Technologies in Higher Education'](#)
 -  [e-Learning: Pathfinder Programme](#)
 -  [eQuality: a dialogue between quality and academia](#)
 -  [EU project eXeL \(eXploring eLearning\): Executive Summary](#)
 -  [On enhancing quality](#)
 -  [Using Card Sorts: a novel learning tool](#)
 -  [Teaching & learning](#)
-  [Toolbox](#)

-  [Research reports](#)
 -  [Soundbites](#)
 -  [Summary reports](#)
 -  [QME processes in UK Business Schools](#)
 -  [Involving students in QA](#)
 -  [Involving managers in QA](#)
 -  [High-engagement learning](#)
 -  [Views of national bodies concerned with QME](#)
 -  [Improving module evaluation and feedback](#)
 -  [Information Architectures for Quality Management in Business Education: a UK case study](#)
 -  [Excellence in management education: innovating in response to rapid change](#)
 -  [Original reports](#)
 -  [Quality management in business schools](#)
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 -  [Excellence in management education: innovating in response to rapid change](#)
 -  [QME process in UK business schools: a review](#)
 -  [Student incorporation into the quality process](#)
 -  [Can we measure excellence in business studies education?](#)
 -  [The development of quality management tools in business education](#)
 -  [What the Deans said](#)
 -  [E-learning and the development of 'voice' in business studies education](#)
 -  [Mapping innovative practice in business education](#)
 -  [A survey of quality processes within six UK business schools](#)
-  [Quality briefings](#)
 -  [Business Excellence Model](#)
 -  [The UK quality context](#)
 -  [How-to basics for the Business Excellence Model](#)
-  [Diagnostics](#)
 -  [Process and feedback checklist](#)
 -  [Learning on the cards](#)
 -  [The Minutes Tool](#)
 -  [The QuBE Dialogue Sheet tool](#)
-  [Supporting resources](#)
 -  [NTU Interview analysis](#)
 -  [UU's completed self-diagnosis](#)

-  [Module Evaluation Forms Database](#)
-  [Involving stakeholders: initial literature survey](#)
-  [NSS ratings re Business, Mgmt and Finance courses](#)
-  [Thinkpieces](#)
 -  [QME to excellence](#)
 -  [Engaged and intense: high tech, high touch learning](#)
 -  [Transformative quality for business schools](#)
-  [Quality roadmap](#)
-  [Case studies](#)

Appended:

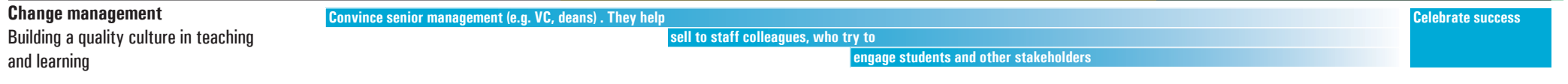
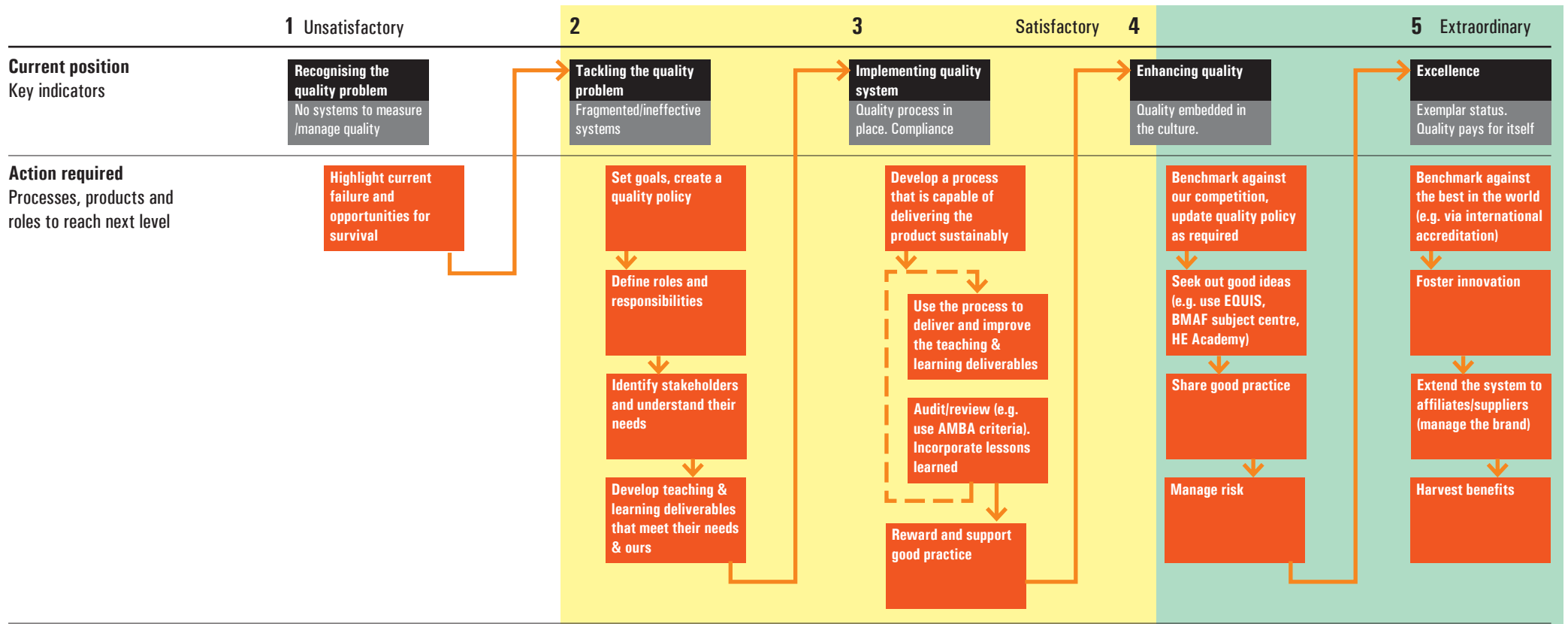
- **The QuBE Activity & Expenditure plan for Year 3 (as at 13 Sep 06)**
- **The QuBE Roadmap for Quality in Business Education (v6.2)**

QuBE activity & expenditure plan: Yr 3 (as at 13 Sep 06)

P \ M					Includes:		Total for Year 3
	Qtr 1 Oct-Dec 06	Qtr 2 Jan-Mar 07	Qtr 3 Apr-Jun 07	Qtr 4 Jul-Sep 07	b/f from Year 2	Year 3 budget	
Cass	D: ABS agm; Oct 2k	D: BMAF Key Contacts; Jan 1k	D: BMAF 07; Apr EURAM 07; May 1k	D: HEA annual conf; July 2k	--	2k	2k
Leeds Metropolitan	P: Finalise Deans interviews & report; 2k D: ABS agm; Oct	P: Risk mgmt work; Jt paper with NTU 4k D: CIPD conf; Feb	D: BMAF Key Contacts; June 2k	D: conference paper 2k	8k	2k	10k
Nottingham Trent	P: Finalise 6 cases & full report; 3k	P: Joint paper w LMU D: NTU + NBS T&L conferences; Mar 2k	P: Joint workshop with OBU 2k D: EURAM 07; May	D: HEA annual conf; July NBS T&L conf; July 2k	7k	2k	9k
Oxford Brookes	P: Finalise student survey report; 7.5k D: Partners workshops	D: workshops for interviewees; BMAF Key Contacts; Jan 1k	D: workshops for OBU's International ptrns; 1k	D: conference paper 2k	7.5k	2k	9.5k
University of Ulster *	P: Complete & post last 9 cases *	P: Overview report on all 13 cases *	D: BMAF 07; Apr SRHE 07 1k	D: HEA annual conf; July ; 1 st Yr experiences 07 1k	*	2k	2k
University of Winchester	P: Finalise & post 'Is It Serious' tool 2.25k	P: Trialling 2 tools For workshops 2.25k	D: BMAF 07; Apr ECMLG 07; Apr EURAM 07; May 1k	D: ECRM 07; July ICEL 07; July BAM 07; Sep 1k	2.25k	2k	4.25k
Expenditure In period	12.5k	10.25k	8k	6k	24.75k	12k	36.75k

Key: **P**' = production; **D**' = dissemination

* Note: Uni of Ulster is reimbursed by the Northern Ireland authorities



Help from QuBE

On embedding good practice	Study of QM processes available Findings from survey of academic staff Case studies	Recognise that organisational culture is key
Overcoming barriers to quality management processes	Study of QM processes actually used Findings from in-depth interviews with deans	Sell quality as enhancement not control
Student involvement in quality management	Methods for listening and responding to 'student voice' Diagnostic tools EFQM and alternatives	Listen to students. Consider. Act. Respond
Module evaluation & feedback	Module evaluation policies & practices Survey of student views on feedback methods Use of WebCT to gather feedback Database of evaluation forms	Students' views are a vital ingredient for effective module evaluation
Integrating quality management with teaching	National bodies' views about QME High-engagement learning Inspirational games QM information architecture Wharton's method	Make tools and reports to challenge and inspire educators
Improving student support	Quality self-diagnostic tool Findings from survey of school administrators Case studies	Make student support part of the culture: pervasive but invisible
The QuBE knowledge base	Quality briefings Research reports Thinkpieces Online library	