21st Century Leaders:
Reshaping Business and Management Studies

- Jane Harrington, ABS and UWE, Bristol
- Elizabeth Halford, QAA
- Petra Wilton, CMI

QAA

#21centuryleaders

ABS the ASSOCIATION of BUSINESS SCHOOLS

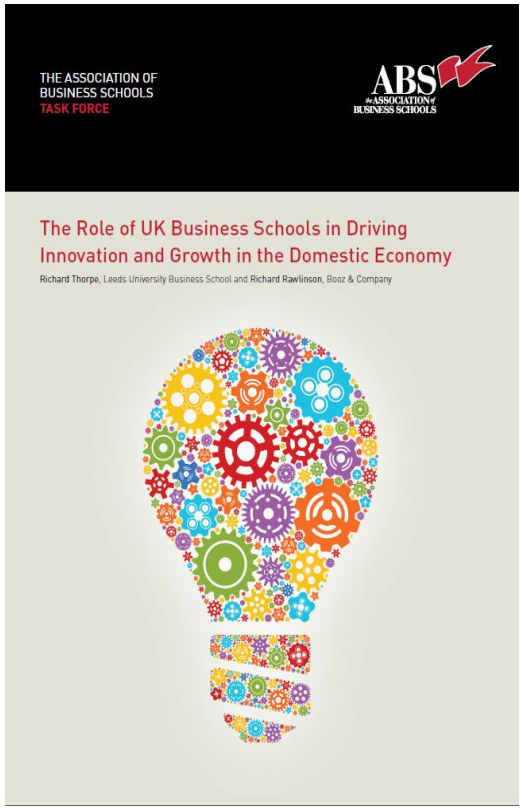
Aims & Objectives

Shape the curriculum for business schools in your region

- Bring academics and employers together
- Identify any gap between what skills employers need vs. what students are learning
- Capture your ideas and suggestions

Output: generate a report for wider circulation and discussion to influence future curriculum design

The Agenda for Change



- Design practice into courses
- Bring more practitioner experience into the faculty
- Develop and manage company relationships institutionally
- Improve measurement and assessment of research impact
- Promote research in larger teams, and centres with multi-dimensional roles
- Move to more distinctly defined roles for different institutions

Agenda

- Table introductions
- Group exercise 1: who is your ideal management job candidate?
- Report/discussion
- Break
- Recap
- Group exercise 2: what is being taught?
- Recap/report/discussion
- Case study: new ways of improving employability by business schools
- Group exercise 3: how can employers help?
- Discussion
- Summary
- Call for action/next steps

Next Steps

- **Next steps**
  - More events in every region of the UK
  - Report to be published July 2014

- **What you can do:**
  - Contribute a case study at www/managers.org.uk/21st-century-leaders
  - Comment on LinkedIn http://linkd.in/Hrl7q7
  - #21stcenturyleaders

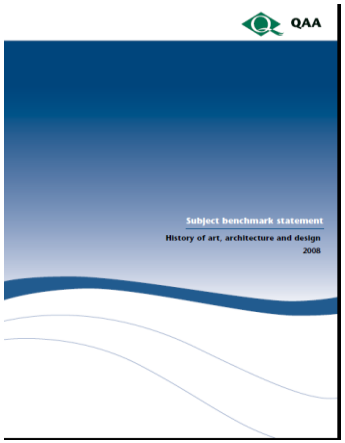
THANK YOU

Subject benchmark statements for honours and master's degrees

What are subject benchmark statements?

Subject benchmark statements:

- set out the nature and characteristics of degrees in a particular subject
- describe what gives a subject area its coherence and identity
- define what can be expected of a graduate in the subject in terms of attributes and capabilities



How are subject benchmark statements used?

- They are a reference point for programme design, approval, delivery, monitoring and review, but do not set out a 'national curriculum‘
- They set out **threshold** and, usually, **typical** academic standards; some also define **excellence**
- They therefore help to ensure consistency in academic standards across the sector

Review of subject benchmark statements

- QAA is committed to initiating regular reviews of subject benchmark statements to ensure they remain current and fit for purpose
  - a new round of review has begun this academic year

- QAA's role is to coordinate the review; decisions and revisions are made by the academic subject community, and put out for public consultation

Timescale for review of business and management subject benchmark statements

Review group meet	Consultation	Publication
May – June 2014	September – October 2014	February 2015

References & further information

Business and management honours level benchmark statement:
www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-General-business-and-management.aspx
Business and management master's level benchmark statement:
www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Masters-degrees-in-business-and-management.aspx

Framework for higher education qualifications in England, Wales and Northern Ireland:
www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx
Framework of qualifications of higher education institutions in Scotland:
www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/FHEQ-Scotland.aspx

Subject benchmark statement review website:
www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/sb-review-13-15/Pages/default.aspx
Recognition scheme for subject benchmark statements:
www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Recognition-scheme-for-subject-benchmark-statements.aspx

Queries to: benchmarking@qaa.ac.uk

Chartered Management Institute

Vision

- Better led and managed organisations

Mission

- Increase the number and standard of professionally qualified managers

QAA

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The skills gap – CMI's research

Megatrends in management

1. From Exclusive to Inclusive
2. From Controlling to Coaching
3. From Competitive to Collaborative

Chartered Manager

- The only Chartered recognition for the professional manager; only CMI can award

- Demonstrates:
  - Knowledge
  - Experience and practical impact
  - Ethical commitment
  - Commitment to CPD
  - Continuously effective performance

- Provides recognition and enhances self-confidence
- CMI memberrhip provides ongoing support for personal development

Measurable impact

- **Added value**

  £362,176 average added value to their organisations
- **Savings and improvements**

  68% report significant savings or performance improvements by implementing new ways of working
- **Innovation**

  65% have introduced innovations in products and services, or market developments
- **Meeting or beating performance targets**

  67% consistently meet or exceed performance targets
- **Improved self awareness 93% and confidence 86%**

Summary

- Key points from discussion

- **Next steps**
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