UNIVERSITY SUBJECT REVIEW

Provision provided by the School of Marketing, Tourism and Languages

May 2010

Preface

Purpose of University subject review

The purpose of University subject review is to provide a mechanism which enables the University to be confident that the academic standard set and approved for all credit bearing and non-credit bearing provision and the quality of learning opportunities offered to all students meet University and Scottish Funding Council expectations.

Outline of the procedure

University subject review is implemented in three complementary stages: preparation, led by a School Quality Committee and monitored by the Head of School; scrutiny, led by Academic Development; and, implementation of a school enhancement plan, led by a School Quality Committee and monitored by the University Quality Committee. Faculty Quality Committee provides support, advice and guidance to schools throughout the process as appropriate. The procedure is evidence-based and is reliant on information gathered during faculty and school-based quality assurance and enhancement activities typically within a six-year cycle. University subject review has been designed to be developmental in nature and encourages self-critical reflection through promoting dialogue between peers on areas where quality might be improved.

Evidence

In order to obtain evidence for the review, the Panel carries out a number of activities, including scrutinising a self critical reflection produced by the school with responsibility for the subject areas being reviewed, reviewing the effectiveness of quality mechanisms and their associated documentation, and holding discussions with relevant staff and students. The Panel's discussions are also informed by University policy and procedures and external subject benchmark information.

Outcome of the review

The outcome of the review is a school enhancement plan developed by the School Quality Committee using information from the review report. The report records the Panel's findings in relation to the effectiveness of the measures being implemented by the school to set and maintain the academic standard of its provision and to enhance the quality of the learning experience of all of its students. The report includes areas of good practice worthy of further dissemination and recommendations made by the Panel to improve the school's management of its provision. A draft school enhancement plan noting the good practice identified by the review panel and any recommendations made will form part of the review report.

The school enhancement plan

Within a timescale agreed by the Head of School and Academic Development the school completes an enhancement plan by identifying: the action to be taken to either share good practice or address recommendations; the individual with responsibility for implementing the action; a completion date; and, the means by which the success or otherwise of the action will be evaluated and reported. School Quality Committee will monitor the implementation of the enhancement plan and provide their Faculty Quality Committee with regular progress reports. Faculty Quality Committee will provide University Quality Committee with a progress report on the implementation of the enhancement plan as part of the annual reporting procedure.

Executive summary

Summary

The School of Marketing, Tourism and Languages (the School) is one of three schools within the Edinburgh Napier University Business School. There are three subject groups within the School: marketing, languages and tourism. The scope of the review includes all provision developed and delivered by the School which takes account of the expectations set out in the following subject benchmark statements:

- Business and Management
- Hospitality, Leisure, Sport and Tourism
- Languages

The School has an established and successful record in the development and delivery of collaborative programmes overseas which includes a number of programmes with partners in Hong Kong. At the time of the review 2310 students were enrolled within the School; 64% being overseas students, 54% studying on programmes actually delivered overseas in India and Hong Kong; and 24% studying part-time (mainly overseas). Only 46% of the School's delivery took place in the UK.

The academic standard of all provision in the School continue to meet subject, University, sector and (where appropriate) professional body expectations. The School has strong links with Professional bodies including the Chartered Institute of Marketing, the Institute of Direct Marketing and the Market Research Society. In addition all of the School's undergraduate and postgraduate Hospitality, Tourism and Festival and Events programmes were recently accredited by the Institute of Hospitality.

The School's curriculum is relevant, influenced by staff scholarly activity and research and delivered through a variety of innovative learning, teaching and assessment approaches. The School monitors the effectiveness of learning and teaching through a range of mechanisms including Student Staff Liaison Committees and Programme Boards of Studies. The sample of external examiner reports and student work scrutinised by the Panel consistently confirm the appropriateness of the academic standards across all the School's provision.

The School produced a critical and succinct self-reflection which contained areas of good practice and also identified where development activity was required. This self-reflection alongside enthusiastic discussions with staff and students and interrogation of the evidence base, demonstrated to the Panel that the School was effectively engaging in enhancement-led activities.

The School were commended on their high pass-progression rates across all provision (paragraph 13 refers) and on the quality of student work which the Panel described as critical, well referenced and of a high standard. (paragraph 8 refers).

A list of the programmes delivered by the School at the time of the review is included as Appendix 1.

Good practice

The following areas of **good practice** were identified for further dissemination University-wide:

- The School's established and successful collaborative and overseas provision, within which full and active use are made of University mechanisms. These mechanisms, coupled with the Schools robust approach, ensure consistency amongst all provision. Consequently all provision in the School has equally high academic standards and impressive module options available. (paragraphs 4, 7 and 30 refer).

- The effective management of, and staff commitment to, student support which has helped ensure that the School's growth has not negatively impacted on the student learning experience. (paragraph 8 refers).

- The development of considerable understanding of, and responses to, the challenges presented from working in, and with, people from different countries. (paragraph 29 refers).

- The School has successfully embedded employability in the curriculum and has supplemented this with work based learning or project modules that are effectively managed and supported. Members of staff in the School have established business contacts and the curriculum is linked to industry. (paragraphs 10, 21 and 37 refer).

- The multi location and frequency of the *academic best practice sessions* which run across all provision in the School, have reduced the incidences of plagiarism and have provided students with techniques to develop their critical thinking. (paragraph 14 refers).

- The School's continual approach to induction which includes innovations such as the pre-arrival online study skills induction resource (SPICE) and pilot peer mentoring. (paragraph 14 refers).

- The lead role taken by the School's Teaching and Senior Teaching Fellows in ensuring that members of School staff engage in a number of University initiatives and in promoting and disseminating the School's good practice across the University. (paragraph 17 refers).

- The extent and success of the inter-Faculty work which the School undertakes (paragraph 18 refers).

- The School's proactive and multi-strand approach to deliver an international curriculum as evidenced through the increase in collaborative programmes, partnerships overseas and the internationalisation of Edinburgh based provision. (paragraph 19 refers).

- The coordination of activities across teaching teams which not only improve the learning opportunities for students but enable good practice to be shared throughout the School. (paragraph 23 refers).

- The positive impact on the quality of the student learning opportunities and experience that the results from the School's engagement with the *quality enhancement themes*. (paragraph 24 refers).

- The inclusion of the subject librarian as a full member of the academic team. (paragraph 30 refers).

- Providing the majority of undergraduate students studying in the UK with international exchange opportunities. (paragraph 31 refers).

- Use WebCT and other technologies to support, enhance and assess learning. (paragraph 33 refers)

- The international focus to the School's engagement with the subject review as illustrated in presentation of views from international students and the Panel including one non-UK reviewer.

Recommendations

The Panel recommends that the School of Marketing, Tourism and Languages continues to:

- (in light of its growth) Seek to maximise staff resource. (paragraph 9 refers).

- Review the approach to the *personal development tutor* (PDT) system and pursue the planned enhancements to week one activities (paragraph 20 refers).

- Monitor engagement with Professional and Statutory Body (PSRB) to ensure continued longevity to programme demand. (paragraph 22 refers).

- Communicate to students the purpose of the inclusion of group work for their learning and skills development (paragraph 26 refers).

- Communicate to students the purpose of the inclusion the Edinburgh Napier Business School compulsory modules (paragraph 25 refers).

- Encourage and facilitate students undertaking a period of study abroad. (paragraph 31 refers).

- Develop student feedback mechanisms to enhance the consistency of its quantity and format. (paragraph 31 refers and see also paragraph 15).

- Improve student engagement with formal surveys. (paragraph 36 refers).

- Progress the development of research within the School. (paragraph 38 refers).

Recommendation for the Faculty to consider:

- Monitor the School's staffing levels to ensure that changes in student population and academic portfolio are matched by appropriate resources. This should be done in the context of specialist provision of the School. (paragraph 9 refers).

Matters to be referred outside the School (to be forwarded by the Clerk to the relevant individuals).

- Continue with the corrective action to resolve the issues identified by students in the School of Marketing, Tourism and Languages with the Research Methods module. (paragraph 27 refers).

- Note student views of the existing student association facilities. (paragraph 28 refers).

EDINBURGH NAPIER UNIVERSITY

UNIVERSITY SUBJECT REVIEW

Provision provided by the School of Marketing, Tourism and Languages: May 2010

Conduct of the review

1   This report presents the findings of the University subject review of provision provided by the School of Marketing, Tourism and Languages (the School). The review was carried out by:

Rowena Pelik, Director: Academic Development (Panel Convenor).
Dr Ruth Ashford, Executive Head of Marketing and Retail Division, Manchester Metropolitan University Business School
Stuart Campbell, Campaigns and Representation Officer, Napier University Students' Association.
Professor Morag Gray, Associate Dean (Academic Development): Faculty of Health, Life and Social Sciences
Dr Linda Juleff, Convenor of School Quality Committee and Learning, Teaching and Assessment Committee: School of Accounting Economics and Statistics
Prof Alberto Lázaro, Universidad de Alcalá, Departamento de Filología Moderna
Grant MacKerron, Head of School: School of Management and Law
Victoria Heathwood, Quality Enhancement (Academic Development), (Panel Secretary).

Setting the review in context

2   The School of Marketing, Tourism and Languages (the School) is one of three within the Edinburgh University Business School. The School has 37.98 full-time and 11 part-time academic staff, five hourly paid languages assistants and 1.5 full time research assistants. There is one full-time and three part-time members of administrative staff. Among the academic staff 12 hold Senior Lecturer posts of which three are Subject Group Leaders, five are Readers (one of whom is also a Subject Group Leader), and two are Senior Teaching Fellows. Along with two other members of staff, one Subject Group Leader and two Senior Lecturers are also Teaching Fellows. Currently 18 members of staff hold doctorates, with a further five at various stages of PhD and Doctorate of Business Administration studies. All academic staff and modules are specifically linked to one of the School's three subject groups: marketing, languages and tourism.

3   At the time of the review 2310 students were enrolled within the School; 64% being overseas students, 54% studying on programmes actually delivered overseas in India and Hong Kong; and 24% studying part-time (mainly overseas).

4   The School has an established and successful record in the development and delivery of collaborative programmes overseas which includes a number of programmes with partners in Hong Kong. In India the School delivers a one year full-time direct entry BA Hospitality Management Programme. This collaboration with the Institute of Advanced Management and International Institute of Hotel Management received a very positive QAA review in July 2009, available at http://www.qaa.ac.uk/reviews/reports/overseas/india_edinburghnapier09.pdf . A characteristic of student learning of this provision is that the delivery is blended, involving the participation of School academic staff online and periodically overseas. The School also offers an MSc programme collaboratively with the Institut de préparation à l'administration générale (IPAG) in France which enables students to gain an Edinburgh Napier University qualification by studying for six months in Edinburgh and six months in Nice.

5   The School is actively involved in leading the Edinburgh Institute of Festival and Event Management, the Edinburgh Institute of Tourism, the Marketing Research Cluster and the Business and Management Learning and Pedagogy Research Cluster. The self-critical reflection identified a number of funded research projects within the School and described staff as actively involved in international research projects. During discussion with the staff the Panel agreed that the evidence supports that the School's research links directly to programme development, for example intercultural research underpinning the development of MSc Intercultural Business Communication and research with Indian students enabling the development of more effective support for students on BA Hospitality Management.

The academic standard of the provision included within the scope of the review

6   The academic standard of all provision in the School continues to meet subject, University, sector and (where appropriate) professional body expectations. The curriculum is relevant, influenced by staff scholarly activity and research and delivered through a variety of innovative learning, teaching and assessment approaches. The sample of external examiner reports and student work scrutinised by the Panel consistently confirmed the appropriateness of the academic standards across all the School's provision.

7   The School actively and robustly adopts University procedures which ensure that all provision observes appropriate design, approval and monitoring processes. The comparability of academic standards of overseas and domestic provision is supported by equivalent entry requirements, a common teaching team (including the same leader) and a single external examiner. In addition established marking, moderation and scaling mechanisms are employed to ensure that the academic standards of provision are comparable and equally high.

8   The Panel found no evidence that the School's growth (33% in the UK and 275% overseas since session 2007-08) and consequent altered profile had negatively affected the academic standards or the quality of the student learning experience. In addition to repeated positive statements in the sample of external examiner reports, the range of student work consulted by the Panel confirmed academic standards as appropriate. The Panel commended the quality of student work they had reviewed and noted that while a range in the marking scale was seen the work was critical, well referenced and of a high standard. During their meetings with a representative sample of Edinburgh based students the Panel received no adverse comment concerning access to teaching staff or academic quality and found the students overwhelming positive about academic standards and their learning experiences.

9   The Panel commended the School for maintaining the academic standard of its provision and noted that this had been achieved in the context of significantly increased student numbers. The self-reflection highlighted that the School's growth and diversification of teaching portfolio had been accompanied by a modest staff increase. Consequently the Panel expressed concern regarding the on-going sustainability of the student staff ratio (SSR) and suggested that the Faculty continue to monitor this, particularly in the context of the School's specialist provision and the optimum teaching size for languages.

10 The Panel commended the School for having successfully embedded employability skills across the curriculum and were pleased to note that this was supplemented by offering undergraduate students studying in the UK[1] the opportunity to undertake either a work based learning or a project module. The School described the support and management of these modules as including student preparation, employer mentoring, innovative employer introductions, a monthly e-mail bulletin and comprehensive mid-placement event. The Panel concluded that these mechanisms, coupled with the module leader setting the learning outcomes, protect the academic standards of the modules.

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[1] Excluding those on the BA Hospitality Management (International) degree

The effectiveness of the systems implemented by the School to manage the quality and standard of its provision

11 The School operates a number of committees to manage the quality and standard of its provision. These include a Learning Teaching and Assessment (LTA) Committee, a Quality Committee, Student Staff Liaison Committees (SSLC), Boards of Studies and Boards of Examiners. The LTA and Quality Committees are replicated at University and Faculty level and thus the Committee structure provides a mechanism for the School to influence and disseminate policies on the management of the quality of standards of its provision. Each of the School's three subject groups, and all Teaching Fellows, are members of these Committees.

12 All of the School's provision was approved during the University's move to 20-credits in September 2008. Definitive versions of module descriptors are retained by the Faculty office. Having looked at a sample of the annual module reviews the Panel highlighted some variation in the detail each contained. The School acknowledged this position and suggested it partly resulted from the entire sample deriving from a new University module critical appraisal process. The Panel noted that the School had independently identified the inconsistency among module critical appraisals as an issue. The Deputy Dean advised that other areas of Business School were similarly affected and so the Faculty had already agreed action to prevent the inconsistency recurring.

13 At 67% the School's overall pass-progress programme rate is the second highest in the University. The School confirmed that within this percentage no discernable distinction exists according to programme type or location. The Panel considered this achievement an illustration of the School's effective operation and management of the quality and standard of its provision.

14 The School adopts a continual approach to induction. Consequently initial orientation activities are supplemented during the trimester. The quality and standards of provision, and the student learning experience, benefit accordingly. The Panel commended this approach and in particular noted that the multi location and frequency of the *academic best practice sessions* had reduced the incidences of plagiarism. The students met were positive about their induction experiences and described them as comprehensive, enjoyable and tailored to their requirements. In addition to induction programmes the School has developed pre-arrival information for continual education (SPICE), a resource which has been piloted by two cohorts of students. The Panel commended the innovativeness, accessibility, breadth, depth and interactivity of SPICE and the peer mentoring scheme also being piloted by the School. It was recognized that the School's enthusiasm to extend the application and further develop such initiatives was dependent on securing funding; it was also recognised that SPICE had sector-wide applicability.

15 The School fully utilises the student representative system to manage the quality and standard of provision. In addition the School operate further programme mechanisms and encourage completion of module student feedback questionnaires to provide formal and informal opportunities for students to raise issues that may then inform programme and module critical appraisals. The Panel were impressed by the School's constant and extensive dialogue with overseas providers and students for the timely receipt and response to matters affecting the quality and standards of provision.

16 The School explained how the issues surrounding delivery of one compulsory fourth year module (highlighted in their self-critical appraisal) had been corrected. The panel agreed that the systems in place to manage the quality and standards of provision had enabled this timely action.

The effectiveness of the school's engagement with University and faculty policy, employers and professional and statutory bodies to ensure that its provision remains relevant, sustainable and produces employable graduates

17 The School effectively engages with colleagues across Edinburgh Napier University to ensure that its provision remains relevant, sustainable and produces employable graduates. Consequently *Library and Information* and of *Computing & Information Technology* services support module and programme design. The School's Senior Teaching and Teaching Fellows actively facilitate the involvement of the School in University initiatives and in learning, teaching and assessment developments. The Panel commended the academic leadership, practical support and staff development events that the School's Teaching Fellows provide across the University through, for example, the Professional Development programme from Academic Development and their contribution to staff conferences.

18 The *Edinburgh Napier University Academic Strategy* encourages inter-Faculty collaboration. The School works effectively with other Faculties; most obviously in the design and delivery of joint programmes, co-curricular modules, research collaborations and contributions to the Academic Conduct Officer peer support network. The Panel commended this inter-Faculty work.

19 The School has a proactive and multi-strand approach which enables them to effectively engage with the University's drive to deliver an international curriculum. The Panel commended the School's internationalisation as evidenced by the increase in the number of collaborative programmes and partnerships overseas, the curriculum and the diverse student and staff profile.

20 The School has engaged with the University *week one* and *personal development tutors* (PDT) initiatives. The representative sample of the students' that the Panel met was enthusiastic about the range and value of their week one activities and had praised the support received from their PDT. This remaining the School expressed disappointment in the limited success of its attempts to increase student participation with trimester two week one activities and also highlighted challenges surrounding student engagement with their PDT. The Panel recommended that the School continue with its intended enhancements to week one and plans to reassess the approach to PDT.

21 The relevancy of the School's provision and production of employable graduates is bolstered by the School's strong business engagement. The Panel commended the solid basis of this strength which derived from the School's staff profile, use of Visiting Professors, liaison with local companies and contributions to the Business School Advisory Board.

22 The School has strong links with professional bodies in which its professional association and institution memberships' are supplemented by individual staff memberships. The School provided a strong rationale, linked to its aspirations and resources, for its recent decision to discontinue delivering Chartered Institute of Marketing (CIM) programmes. The Panel commended the School for this mature approach and noted that loss of CIM accreditation was not to the detriment of graduate employability. This remaining the Panel suggested that, to ensure continued programme demand and that students are not disadvantaged, the School should continue to review their accredited position.

The quality of the learning opportunities and the learning experience provided to students on the programmes included within the scope of the review.

23 The School operates a range of mechanisms which, combined with the effective use of visiting Professors and the variety of learning, teaching and assessment techniques, improve the learning opportunities and experience of students. The Panel commended the School for its coordination of these activities across teaching areas and for the mechanisms which enable good practice to be shared. The Panel commended the School's facilities, particularly the "community feel" of the Craiglockhart campus and its resources in the language teaching laboratories.

24 The Panel recognised the School's engagement with the *quality enhancement themes* and its impact on the quality of the student learning opportunities and experience. These were manifested in module developments arising from the *Employability* theme and the influences that *the First Year* theme have had on the development of SPICE and materials to enable students to express thoughts in an academically appropriate manner.

25 The Business School has agreed that all its provisions should include an 'Introductory Economics and Finance' module at level 7, a 'Business and Management Challenges' module at level 8 and a 'Leadership and Innovation' module at level 10. Some of the students the Panel met had queried the relevancy of these modules to their studies. During discussion the School illustrated it was aware of this perception and had responded to student feedback by revising module content. The Panel recommended that the School continue to communicate with students the rationale for inclusion of the aforementioned compulsory modules.

26 A second topic raised by some of the students the Panel had met, and once again one that the School illustrated it was aware of, related to the extent and assessment of group work. The Panel recommended that the School continue to communicate to students the rationale for its inclusion and the assessment methods in place to help ensure that students are assessed on their contribution to the group (and therefore not dependant on or able to benefit from the performance of their peers). The Panel further suggested that the School calculate and highlight to students the maximum percentage of the overall programme mark that can derive from group work.

27 The taught postgraduate students that the Panel met expressed some dissatisfaction over the Research Methods module, a compulsory module on their programmes. The Panel noted that this module was delivered by another School in the Faculty who was aware of the issues surrounding the module and who had already instigated corrective action.

28 The final topic that the students that the Panel met raised as a matter of some concern related to the quality and extent of the student association facilities at Edinburgh Napier University. The Panel noted that this was not a matter the School could resolve and therefore recommended that the University give due consideration to the apparent student dissatisfaction with regards association facilities.

29 82% of the Schools provision comprises undergraduate programmes on which only 689 are home or EU students. The School employs a range of techniques, such as a mixed tutorial policy, to support the integration students and help ensure the quality of their learning opportunities and experience. In addition to these specific initiatives the School actively engages in University activities including *International Office* and *Confident Futures* events. The Panel commended the work undertaken by the School in this regard, particularly given the challenges to integration posed by the proportion of local home students often commuting to and from an established social network. The Panel further commended the School's understanding of, and corresponding action regarding, the different challenges which arise from working in and with people from different countries.

30 54% of the School's students study on programmes delivered overseas. The School's programme design approach guarantees that all students have equal opportunity and flexibility of module choice to meet programme learning outcomes. The School confirmed that where modules are delivered in two locations their learning outcomes, teaching and assessment etc. are replicated in each; the only possible adaptations are to module content to ensure appropriate contextualisation. The Panel commended the variety and comparability of module choices available to students on all provision. The School seeks to further ensure comparable learning opportunities and experiences through the information it provides. Consequently a CD Rom of detailed material, student and tutor packs are provided to students on overseas provision. The Panel commended these practices and noted that, coupled with the electronic access to Edinburgh Napier University resources, they helped ensure comparability of access to materials on all provision. In addition the subject librarian is an integral part of the subject team as evidenced by them visiting overseas providers to assess their stock.

31 The School highlighted that practical considerations can discourage students studying in Edinburgh from selecting a period of study abroad. The Panel observed that, although only a requirement on language programmes, the School gives all students the opportunity to study abroad. In addition the Panel acknowledged that the School's curriculum, its staff and student profile enable students learning experience to be enhanced by international awareness. This remaining the Panel suggested that the School continue to provide opportunities for students to undertake a period of study abroad and that, where possible, they facilitate and highlight financial guidance and support.

32 The National Student Survey (NSS) is one gauge of the student learning experience.[2] The NSS applies to final year home and EU students, and therefore only to a small proportion of the School's student body. In the 2008-09 survey the only exception to the School's overall positive results related to the complex area of feedback. This relatively low score on feedback was common to other areas of the Business School. Consequently it had been subject to a Faculty *rapid improvement event*. In addition to fully participating at this event the School organised a feedback "swap shop." Initial outputs from the "swap shop" have included the establishment of a bank of good practice published on the LTA web-site (for staff to add to), recognition of the need to manage student expectations and also investigation into how the overseas proforma could be extended to other provision and thus consistently link feedback to assessment criteria. The Panel commended these initiatives.

33 The School use WebCT and other technologies to enhance the quality of student learning opportunities and experiences. The students that the Panel met were positive about their learning experiences and considered WebCT not only a convenient way to access materials but also recognised it as a way to support, enhance and assess their learning. The Panel commended the School for their innovative use of WebCT and other technologies.

The effectiveness of mechanisms for encouraging student engagement with quality processes and with activities designed to enhance the learning experience.

34 The Panel commended the School for inviting students to comment on their critical self-reflection before the subject review and including their written comments in the evidence base. In addition the School were commended for actively seeking the views of non-UK based students via focus groups as an integral part of the subject review. Following their discussion with students the Panel were satisfied that the School operated mechanisms in all provision to enable engagement of undergraduate, taught masters, research and overseas students with quality processes.

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[2] Edinburgh Napier University participated in NSS for the first time in 2009

35 The School seeks to have confidence that its students can engage with quality processes and activities designed to enhance their learning experience. Consequently effective use is made of the SSLC to enable students to raise matters and enhance their learning experience. The Panel commended the School's requirement that all programmes, regardless of where they are delivered, operate these Committees. Similarly the Panel commended the School's replication of the Student Representative system in all provision.

36 The School described how encouraging students to complete module questionnaires further enabled them to engage with quality processes and activities. The Panel recognised the School's successful efforts to increase student participation in the NSS which had resulted in an above sector average completion of 63% in the 2009-10 survey. The Panel encouraged the School to continue to increase the level of student engagement with the NSS and other surveys.

The effectiveness of staff engagement with subject-specific or pedagogic research and knowledge transfer activities, and with other personal and professional development activities

37 The Panel commended the industrial experience among the School's staff profile. The taught masters students met commented positively on the connectedness of staff to industry. The School explained that this strong position partly arose in consequence to the School historically employing staff with significant industrial or commercial experience to teach applied vocational courses.

38 The research activity of the School is balanced with its teaching, commercial linkages and also high SSR. All provision in the School is influenced by staff scholarly activity and increasingly by staff research. The School expects further developments of its research activity to follow the recent appointment of research leaders in each subject area. The Panel recommended that the School continue to progress with the development of research and continue to ensure that staff research enriches curricular and student learning.

39 The School has mechanisms in place to ensure that staff development supports all aspects of provision. As a result members of staff are appropriately trained in the necessary technologies to deliver a balanced blend of face to face contact and online learning. The School is assisted in this by participating in the specialist training delivered by Academic Development. The Panel commended the School's staff development and its extension to staff in overseas countries where it included specific activity to link with the provisions learning, teaching and support requirements.

Provision included within the scope of the review

1   Undergraduate programmes:
a)   BA (Hons) Festival and Event Management F/T
b)   BA (Hons) Festival and Event and Marketing Management F/T
c)   BA (Hons) Festival and Event Management with HRM F/T
d)   Ba (Hons) Festival and Event Management with Entrepreneurship F/T
e)   Ba (Hons) Festival and Event and Hospitality Management F/T
f)   Ba (Hons) Festival and Event and Tourism Management F/T
g)   Ba (Hons) Festival and Event Management with Language F/T
h)   Ba (Hons) Marketing Management F/T
i)   Ba (Hons) Marketing Management with Entrepreneurship F/T
j)   Ba (Hons) Marketing Management with Language F/T
k)   Ba (Hons) Tourism and Marketing Management F/T
l)   Ba (Hons) Marketing Studies F/T
m)   Ba (Hons) Marketing with Digital Media F/T
n)   Ba (Hons) Marketing Management with Consumer Studies F/T
o)   Ba (Hons) Hospitality Management F/T
p)   Ba (Hons) Hospitality and Marketing Management F/T
q)   Ba (Hons) Hospitality with Human Resource Management F/T
r)   Ba (Hons) Hospitality Management with Entrepreneurship F/T
s)   Ba (Hons) Hospitality Management with Language F/T
t)   Ba (Hons) Hospitality and Tourism Management F/T
u)   Ba Hospitality Management (International)
v)   Ba (Hons) Tourism Management F/T
w)   Ba (Hons) Tourism Management with Entrepreneurship F/T
x)   Ba (Hons) Tourism with Human Resource Management F/T
y)   Ba (Hons) Tourism Management with Language F/T
z)   Ba (Hons) Tourism and Marketing Management F/T
aa)   Ba (Hons) Tourism Studies F/T
bb)   Ba (Hons) Hospitality Studies F/T
cc)   Ba (Hons) Festival and Event Studies F/T
dd)   Ba (Hons) Tourism and Airline Management (Uk)
ee)   Ba (Hons) Language with Festival And Event Management F/T
ff)   Ba (Hons) Language with Tourism Management F/T
gg)   Ba (Hons) Language with Marketing Management F/T
hh)   Ba (Hons) International Business Languages
ii)   Ba (Hons) Languages and Intercultural Communication
jj)   BA (Hons) Language with Hospitality Management
kk)   Ba (Hons) International Business Languages with HRM
ll)   Ba (Hons) International Business Languages with Entrepreneurship
mm)   Ba (Hons) International Business Languages with Management
nn)   EFL (4 -Week)
oo)   EFL (15- Week)
pp)   EFL (6 -Week)

2   Undergraduate programmes delivered in collaboration with a partner organisation:
a)   BA Hospitality and Service Management (Part-Time) (Hong Kong)
b)   BA Tourism and Airline Management
c)   BA Hospitality Service Management (India)
d)   BA (Hons) Marketing Management

3   Taught master's programmes:
a)   MSc Marketing F/T
b)   MSc Marketing with Festival and Event Management F/T
c)   MSc International Marketing (IPAG)
d)   MSc International Marketing with Tourism & Events
e)   MSc Intercultural Business Communication
f)   MSc Intercultural Communication with TESOL In 2010-2011
g)   MSc Heritage and Cultural Tourism Management F/T
h)   MSc Heritage and Cultural Tourism Management P/T
i)   MSc International Event and Festival Management F/T
j)   MSc International Event and Festival Management P/T
k)   MSc International Tourism Management F/T
l)   MSc International Tourism Management P/T
m)   MSc Tourism and Hospitality Management F/T
n)   MSc Tourism and Hospitality Management P/T
o)   MSc Tourism Marketing F/T
p)   MSc Tourism Marketing P/T
q)   CIM Pg Diploma in Marketing

4   Taught master's programmes delivered in collaboration with a partner organisation:
a)   MSc Marketing (HK) – FT
b)   MSc Marketing (HK) – PT
c)   MSc Marketing with Festival and Event Management (Hong Kong)

	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
School enhancement plan: School of Marketing, Tourism and Languages, May 2010						
Good practice						
The School's established and successful collaborative and overseas provision, within which full and active use are made of University mechanisms. These mechanisms, coupled with the Schools robust approach, ensure consistency amongst all provision. Consequently all provision in the School has equally high academic standards and impressive module options available. (paragraphs 4, 7 and 30 refer).	Maintain and further develop high standard of collaborative and overseas provision.	Ongoing	Head of School, Subject Group Leaders, Programme Leaders	Renewal of existing partnerships.	Collaborative Partnerships Committee,	
	Maintain the consistency of provision across programmes.	Ongoing	Module Leaders	Positive External Examiners reports	Faculty Quality Committee	
The effective management of, and staff commitment to, student support which has helped ensure that the School's growth has not negatively impacted on the student learning experience. (paragraph 8 refers).	Maintain and enhance student support with specific reference to module and programme reporting mechanisms.	Ongoing	Programme Boards of Studies, Module Leaders, School Quality Convenor	External Examiners reports	Faculty Quality Committee	

School enhancement plan: School of Marketing, Tourism and Languages, May 2010						
Good practice						
	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The development of considerable understanding of, and responses to, the challenges presented from working in, and with, people from different countries. (paragraph 29 refers). The School has successfully embedded employability in the curriculum and has supplemented this with work based learning or project modules that are effectively managed and supported. Members of staff in the School have established business contacts and the curriculum is linked to industry. (paragraphs 10, 21 and 37 refer).	To build on existing good practice. Continue to deliver work-based learning as a critical element of our degree provision. Make use of non-credit bearing modules as appropriate for the now diverse student population. Dissemination of good practice.	On-going/Sept 2010	Programme leaders Module Leaders	Wider awareness of good practice. The development of an active LTA seminar programme with the school. Implement a non-credit bearing study skills module/workshop series.	Faculty/School LTA committee	
The multi location and frequency of the academic best practice sessions which run across all provision in the School, have reduced the incidences of plagiarism and have provided students with techniques to develop their critical thinking. (paragraph 14 refers).	Further embed good practice in avoiding plagiarism and developing critical thinking via a series of tailor made workshops.	Jun 2011	Programme Team with contribution for the School colleagues and Professional Services.	Critical thinking and avoiding plagiarism skills successfully embedded in the programme	Programme Board of Studies	

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Good practice

	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The School's continual approach to induction which includes innovations such as the pre-arrival online study skills induction resource (SPICE) and pilot peer mentoring. (paragraph 14 refers).	Further develop SPICE into a resources for all students.	Sept 2011	School LTA Convenor	A fully accessible online study skills resource for all students.	School LTA Committee	
The lead role taken by the School's Teaching and Senior Teaching Fellows in ensuring that members of School staff engage in a number of University initiatives and in promoting and disseminating the School's good practice across the University. (paragraph 17 refers).	Continue to involve Teaching and Senior Teaching Fellows in the School's LTA activities	Sept 2011	School's Teaching and Senior Teaching Fellows	Further good practice dissemination by Teaching and Senior Teaching Fellows.	University/Faculty/School LTA Committee	
The extent and success of the inter-Faculty work which the School undertakes (paragraph 18 refers).	Maintain good practice in inter-faculty work	Ongoing	School's Programme Leaders and Subject Group Leaders	Students on interfaculty programmes continue to have a positive educational experience. Staff contribution to interfaculty initiatives	Faculty Quality/LTA Committees Head of School	

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Good practice						
	Action to be taken	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The School's proactive and multi-strand approach to deliver an international curriculum as evidenced through the increase in collaborative programmes, partnerships overseas and the internationalisation of Edinburgh based provision. (paragraph 19 refers).	Continue the multi-strand approach which emphasises the internationalised teaching perspective.	Sept 2011	Subject Group Leaders, Module Leaders, Programme Leaders.	New and existing/revised module provision continues to emphasise internationalisation and continue to work with our collaborative partners. Actively seek new partnerships	Faculty/School Quality Committee, Collaborative Programmes Committee	
The coordination of activities across teaching teams which not only improve the learning opportunities for students but enable good practice to be shared throughout the School. (paragraph 23 refers).	Maintain the coordination of activities across teaching teams and share good practice. Make use of Visiting Professors across programme provision.	Ongoing	Teaching Fellows, School LTA Convenor, Head of School	Visiting Professors contribute across programmes. Staff participate in school's LTA seminar programme	Faculty/School LTA Committees	
The positive impact on the quality of the student learning opportunities and experience that the results from the School's engagement with the *quality enhancement themes.* (paragraph 24 refers).	Continue to engage in enhancement themes and implement initiatives to enhance the student experience.	Ongoing	School LTA Convenor, School Quality Convenor, Subject Group Leaders	Adoption of good practice within programme portfolio and ensure implementation of University initiatives relating to enhancement.	Faculty/School Quality and LTA Committees	
The inclusion of the subject librarian as a full member of the academic team. (paragraph 30 refers).	Continue to involve subject librarian in supporting the academic activity	Ongoing	Subject Librarian, Programme Teams	Maintain support from subject librarian as part of the academic team	Programme Board of Studies	

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Good practice						
	Action to be taken	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
Providing the majority of undergraduate students studying in the UK with international exchange opportunities. (paragraph 31 refers).	To continue with this practice and encourage wider participation in exchange programmes – see below	Jan/Sept 2010	Week 1 Coordinator Programme Teams	Students across the school actively engage in overseas study opportunities.	Programme Board of Studies	
Use WebCT and other technologies to support, enhance and assess learning. (paragraph 33 refers)	Promote the use of the new benchmark WebCT and other technologies.	Sept 2011	Head of School,, Subject Group Leaders, Programme Leaders	Modules to use the new Web-CT benchmark.	School LTA Committee	
The international focus to the School's engagement with the subject review as illustrated in presentation of views from international students and the Panel including one non-UK reviewer.	Continue to include overseas students' views through meetings with Programme Leaders.	Sept 2011	Programme Leaders	Overseas students' views contribute to the review and development of programmes.	Faculty Quality/LTA Committees	

School enhancement plan: School of Marketing, Tourism and Languages, May 2010						
Recommendations						
It is recommended that the School:	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
(in light of its growth) Seek to maximise staff resource. (paragraph 9 refers).	During PDRs, review staff's key responsibilities to target School 's priorities.	Sept 2011	Head of School, Subject Group Leaders	Staff resource is maximised against School's priorities.	Head of School	
Review the approach to the *personal development tutor* (PDT) system and pursue the planned enhancements to week one activities (paragraph 20 refers).	Include PDT role in Year Tutor's role and review Year Tutor's workloads	Sept 2011	Head of School, Subject Group Leaders	PDT system addressing students' needs	Head of School and School Management Team	
	Review Week 1 activities	Sept 2011	Head of School, Week 1 Coordinator	Week 1 addresses the needs of continuing students	Head of School and School Management Team	
Monitor engagement with Professional and Statutory Body (PSRB) to ensure continued longevity to programme demand. (paragraph 22 refers). Communicate to students the purpose of the inclusion of group work for their learning and skills development (paragraph 26 refers).	Withdrawal of Chartered Institute of marketing (CIM) provision.	June 2010	Head of School	N/A	N/A	N/A
	Promote the benefit/necessity of group work via week 1 and in individual modules	Jan/Sept 2011	Week 1 Coordinator Programme Teams Module Leaders	Students understand why group work provision is important and actively engage in such activity.	Subject Group, Programme and Module Leaders via module critical appraisals.	

School enhancement plan: School of Marketing, Tourism and Languages, May 2010						
Recommendations						
It is recommended that the School:	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
Communicate to students the purpose of the inclusion the Edinburgh Napier Business School compulsory modules (paragraph 25 refers).	Use Week 1 to promote the purpose of compulsory modules, with specific reference to generic business school modules.	Jan/Sept 2011	Week 1 Coordinator Programme Team	Students understand the purpose/importance of programme compulsory provision.	Programme Board of Studies	
	Where appropriate, develop industry specific variants of generic business school modules.	Jan 2011	Hospitality, Tourism and Events (HTE) Subject Group	Provision of a specialist module meeting the needs of HTE students.	Faculty Quality Committee	
Encourage and facilitate students undertaking a period of study abroad. (paragraph 31 refers).	Use week 1 to promote the opportunities available to language and non-language students	Jan/Sept 2011	Week 1 Coordinator Programme Teams	Student s, across the school ,actively engage in overseas study opportunities.	Programme Board of Studies	

School enhancement plan: School of Marketing, Tourism and Languages, May 2010						
Recommendations						
It is recommended that the School:	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
Develop student feedback mechanisms to enhance the consistency of its quantity and format. (paragraph 31 refers and see also paragraph 15).	The school to be involved in the University's student engagement project.	Jan 2011	School Quality Convenor	Implementation of 'TurningPoint' software to enhance student engagement in quality process.	School Quality Committee	
	Continue to develop and promote effective feedback mechanisms.	Ongoing	School LTA Convenor	Participation in staff training events pertaining to assessment .	School LTA Committee	
	Involvement of School in the Feedback for Learning Campaign.	Sept 2011	School LTA Convenor	Dissemination of good practice from campaign	School LTA Committee	
Improve student engagement with formal surveys. (paragraph 36 refers).	Promote the importance, to students, of participating in the NSS and other formal surveys.	On-going	Programme Teams School Quality Committee.	Increased levels of participation in surveys at module, programme and national level.	School Quality/LTA Committee	
Progress the development of research within the School. (paragraph 38 refers).	To facilitate a research culture within the school via the appointment of Readers within each of the Schools' three subject groups.	Ongoing/June 2010	Readers	Increasing activity in the areas of: research projects, publications, PhD registrations and supervisions.	School/Faculty RKT Committee	