



**Consultation on revised Subject Benchmark
Statements (Business and Management PG)**
**Response from the Chartered Association of
Business Schools**

1st November 2022

Consultation on revised Subject Benchmark Statements: Online survey questions

QAA is formally consulting on new versions of 12 Subject Benchmark Statements that have recently been reviewed by advisory groups drawn from the higher education sector, subject associations, PSRBs and employer representatives.

This consultation closed **Wednesday 2 November 2022 at 6pm**. QAA, in coordination with the advisory groups, will consider the responses and publish the revised Statements in Spring 2023.

This document details the questions being asked in the online consultation survey and is intended to help you prepare your answers. **However, responses must be submitted via the online survey for the relevant Statement.**

[Consultation documents and links to the online survey](#) for each Statement are available on the QAA website.

Information about you

Q1 Your name:

Q2 Your provider/organisation: CHARTERED ASSOCIATION OF BUSINESS SCHOOLS

Q2a Are you responding to the consultation as:

- an individual
- on behalf of your provider/organisation

Q3 Which of the following best describes your role?

- Student/prospective student
- Student/course representative/elected officer
- Students' union or other representative body staff
- Graduate
- Higher education staff (non-academic)
- Higher education staff (academic)
- Higher education staff (quality)
- Higher education sector body
- PSRB
- Employer
- Other (please specify)

Q4 Email address if happy to discuss response further:

About the Subject Benchmark Statement

Question 5

Overall, does the revised Subject Benchmark Statement continue to define the nature of the subject area and the academic standards expected of graduates?

Yes

No

Comments:

Question 6

Does the information in the introductory sections successfully describe the context, characteristics and purpose of the subject?

Yes

No

Comments:

Question 7

Does the section on benchmark standards adequately cover the skills expected of a graduate in the subject area?

Yes

No

Comments: Business Management is an inherently broad subject and whilst the indicative content is helpful, it is worth noting that the guidance for types 1 and 2 offers 11 related but distinct topic areas. This is further supplemented in 3.11 and 3.12 for other types of masters provision. There are a finite number of learning hours available and the breadth of guidance will necessarily be in tension with the depth of coverage offered.

Question 8

Do the sections on learning and teaching, content and assessment provide an appropriate indication of these aspects of the subject area?

Yes

No

Comments: Business Management, at both UG and PGT levels, is often delivered at scale to a diverse set of learners who may bring experience of very different pedagogies and associated assessment expectations. The guidance is comprehensive in setting out the wide range of assessment methods (3.25) but could be clearer in two regards. First, with regards to the externally imposed views of professional bodies in subjects such as accountancy, section 3.26 could offer some commentary on the need to reflect external demands on the mode of assessment required. For example, digital versus in-person assessment was highly contentious during the pandemic where student

needs/expectations, business school views on appropriate and feasible assessment options and the demands of external bodies were not always well aligned. Second, with regards to the merits and relative importance of individual versus group assessment (3.28) the guidance could set out more prescriptively the limits of such assessment in individual modules and/or across a programme of which study comprises multiple modules.

Question 9

Do the sections on Education for Sustainable Development, Enterprise and Entrepreneurship, Accessibility and Equality, Diversity and Inclusion clearly express the needs of the subject and students in relation to these areas?

Yes

No

Comments: The clear alignment with SDGs is welcomed alongside the importance of enterprise and entrepreneurship education. The text in section 1.34 notes that the “Global South” is specifically included, although other regions are not mentioned. An indication that this is indicative would be helpful. Inclusion of decolonisation of the curriculum would also be useful.

Questions 10-13

Some consultations include subject-specific questions here. Please check the relevant survey for the Subject Benchmark Statement you are responding to if you wish to draft your consultation response here.

Biomedical Science and Biomedical Sciences	Does the revised Subject Benchmark Statement adequately cover the scope and emerging topics in the subject?
	Would you or your organisation use the additional information in this Subject Benchmark Statement on Education for Sustainable Development, Enterprise and Entrepreneurship, Accessibility and Equality, Diversity and Inclusion, and if so, how?
	Is the distinction between Biomedical Science and Biomedical Sciences clear in this Subject Benchmark Statement?
Biosciences	Does the revised Subject Benchmark Statement adequately cover the scope and emerging topics in the subject?
	Would you or your organisation use the additional information in this Subject Benchmark Statement on Education for Sustainable Development, Enterprise and Entrepreneurship, Accessibility and Equality, Diversity and Inclusion, and if so, how?
Engineering	In section 1, Safety and Security topics have been grouped; do you support this alignment?
	In section 1, Industry and Entrepreneurship have been grouped; do you support this alignment/grouping/structure?

	Is there sufficient emphasis on Equality Diversity and Inclusion throughout the document? Is more detail required and if so where?
	Is there sufficient emphasis on Ethics and Inclusion throughout the document? Is more detail required and if so where?
Languages, Cultures and Societies	Do the various sections adequately cover all sub-areas of Languages, Cultures and Societies?
	Is the use of C1 as the threshold level for language proficiency in the Benchmark Standards section still appropriate for the majority of LCS graduates?
Law	Has the SBS appropriately balanced professional and academic needs?
	Has the SBS appropriately balanced and reflected the needs of the four nations of the United Kingdom?
	Does the SBS sufficiently reflect the teaching qualification and standards expectations for those delivering legal education?
Politics and International Relations	Is the coverage of both Politics and International Relations in the statement appropriate and balanced?

Final question

Please use this space to add any further observations relating to the revised Subject Benchmark Statement not covered in the questions above.

©The Quality Assurance Agency for Higher Education 2022
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000
Web www.qaa.ac.uk