

Programme Title: MSc Management



## Programme Specification

|  |                                 |
|--|---------------------------------|
| Awarding Body/Institution                  | Queen Mary University of London |
| Teaching Institution                       | Queen Mary University of London |
| Name of Final Award and Programme Title    | MSc Management                  |
| Name of Interim Award(s)                   | N/a                             |
| Duration of Study / Period of Registration | 12 Months (Full-time)           |
| QM Programme Code / UCAS Code(s)           | N1P1                            |
| QAA Benchmark Group                        |                                 |
| FHEQ Level of Award                        | Level 7                         |
| Programme Accredited by                    | N/a                             |
| Date Programme Specification Approved      |                                 |
| Responsible School / Institute             | School of Business & Management |

Schools which will also be involved in teaching part of the programme

N/a

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

### Programme Outline

The programme consists of four compulsory taught modules in the first semester, one compulsory taught module and three optional taught modules in the second semester followed by a 10,000 word dissertation. In addition to the taught components, there is also a non-assessed component which is the continued professional development module. There are 5 compulsory modules and students can select from a range of electives (subject to availability) in semester two.

### Aims of the Programme

The programme aims;  
To broaden access to students who may not have a background in business and management  
To address the demand for a more generalist programme within the Masters portfolio of titles in the school  
To deliver a range of modules which provide an understanding of the different strands in business and management

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To encourage a range of learning skills including independent learning  
To prepare students for employment by combining an academic curriculum with some CPD activities – these activities will assist students to prepare skills for employability.

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To encourage a range of learning skills including independent learning

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### What Will You Be Expected to Achieve?

Students who successfully complete the programmes will be able to

1. Identify business and management as an area of theoretical and academic study as well as practice
2. To discern the inter-disciplinary constructions of business and management as a field of study
2. Construct the theoretical underpinnings of management
3. Compare and Construct relevant qualitative and quantitative research methods to examine and research management contexts.
4. Gain personal skills for employability through the taught components as well as the non-assessed CPD offerings.

#### Academic Content:

|     |  |
|-----|--|
| A 1 | Knowledge and awareness of a range of subjects, fields, theories and approaches applicable to the management of people and organisations in an international context                   |
| A 2 | Be able to utilise management information and empirical data to critically inform decision making and resource management  |
| A 3 | Knowledge and understanding of analytical tools used to analyse and interpret management problems, challenges and risks in a changing context.   |
| A 4 | Develop a critical understanding of the economic, social and political environments which affect human relations in an organisation and the implications for its structure and culture |
| A 5 | knowledge and understanding of the historical influences and contexts both internal and external, which mediate management practices and organisations.                                |

#### Disciplinary Skills - able to:

|     |  |
|-----|--|
| B 1 | Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin management in a global context              |
| B 2 | Recognise the interdisciplinary strands within the field of business and management and different approaches to decision making and value orientations |
| B 3 | Compare and construct relevant research methods to examine and research management contexts.   |
| B 4 | Evaluate, extrapolate and synthesise relevant literature and empirical data and competently apply these to different business and management contexts. |
| B 5 | Develop analytical and inferential skills in using data from different sources and interpreting these with critical frameworks and perspectives        |
| B 6 | Develop students ability to apply management theory to the analysis of a broad range of actual management problems.                                    |

|             |   |
|-------------|---|
| Attributes: |   |
| C 1         | Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills. |
| C 2         | Acquire a global and culturally-sensitive perspectives to the field of business and management.   |
| C 3         | To learn continuously within academia and beyond and to employ relevant information and knowledge in understanding different contexts.  |

### How Will You Learn?

Students will learn through a mix of lectures, seminars and workshops delivered by academic staff within the school as well as professionals with an expertise and experience in business and management. The lectures will enable students to interact with peers from other MSc programmes while the seminars with smaller class sizes allow students to have more in-depth discussion and interaction with the academics delivering the programme. With the QM+ environment which is a virtual learning environment and other initiatives such as lecture capture, students will have both real time delivery and information on curriculum which can be accessed online. Training sessions will be provided in the induction week for students to familiarize themselves with the virtual environment and to also access e-resources. The delivery and assessment modes will be varied. These will include collaborative learning as well as a mix of assessments including coursework, presentations, independent research, group projects and examinations. All students will be assigned an academic advisor who will be able to advise students on academic-related problems.

### How Will You Be Assessed?

The mode of assessment for the programme will differ across the modules but typically most modules will have two modes of assessment such as coursework and a final exam which the student will take in May. Dissertation supervision continues throughout semester three and students continue to work on their dissertations in this semester. All coursework will be put through a plagiarism detection software, Turnitin. Students take examinations in May but coursework and other modes of assessment such as group projects are often set different deadlines. The instructions for the assessments are available to the students in the module outlines and through the virtual learning environment. The school has a plagiarism officer to advise and assist module organizers on plagiarism offences. Marking criteria for assessments is also provided by module organizers in the module outline.

### How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

#### Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the Postgraduate webpages of the respective Schools. Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

| Module Title                                      | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester   |
|---|-------------|---------|-------|-------------------------|------------------------|------------|
| Dissertation for Management                       | BUSM100     | 60      | 7     | Core                    | 1                      | Semester 3 |
| Organisational Behaviour                          | BUSM069     | 15      | 7     | Compulsory              | 1                      | Semester 1 |
| Strategic Management                              | BUSM086     | 15      | 7     | Compulsory              | 1                      | Semester 1 |
| Introduction to Marketing Theory and Concepts     | BUSM094     | 15      | 7     | Compulsory              | 1                      | Semester 1 |
| Financial Analysis and Management Accounting      | BUSM107     | 15      | 7     | Compulsory              | 1                      | Semester 1 |
| Research Methods for Business Management          | BUSM027     | 15      | 7     | Compulsory              | 1                      | Semester 2 |
| Multinationals and Global Business                | BUSM028     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Global Governance and International Organisations | BUSM068     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Human Resource Management in Public Services      | BUSM077     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Global Supply Chain Management                    | BUSM091     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Management and Consulting at Work                 | BUSM092     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Social and Political Marketing                    | BUSM095     | 15      | 7     | Elective                | 1                      | Semester 2 |
| Leadership and Strategy in the Public Sector      | BUSM097     | 15      | 7     | Elective                | 1                      | Semester 2 |

### What Are the Entry Requirements?

A good upper second class (2:1) honours degree or equivalent in any subject  
 IELTS 7.0 (writing 6.0) or equivalent

## How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the School.

All PGT programmes have a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

The School operates a Teaching and Learning Committee which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies, undertaking periodic programme reviews and considering all proposals for module and programme approval and amendment before submission to the Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, via the SSLC or consideration of student surveys.

Student feedback is also formally raised with and addressed by the PGT Programmes Directors at the PGT Programmes Sub-committee. Student feedback and the School's response to this feedback is presented at the Teaching forum held by the school once a semester.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

## Academic Support

Students will have timetabled lectures and seminars and will have weekly office hour support.

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School's use various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

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## Programme-specific Rules and Facts

Attendance at non-credit bearing CPD workshops throughout each semester is compulsory.

The Research proposal assessment must also be passed in order to progress to dissertation

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations and guidance for examiners
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

## Links With Employers, Placement Opportunities and Transferable Skills

Graduates from this programme will have developed a range of cognitive and practical skills which will be applicable to different context beyond academia.

The School will host a series of activities via the CPD module which will provide students with networks and contacts in the business world. The distinct inclusion of a CPD component means that the students will be exposed to professionals and techniques from professional and vocational backgrounds to enhance communication, negotiation and deliberation skills while being open to value orientations from a global perspective. The 'Incubator project' supported by the department will also allow students to work with enterprises and to take an innovative idea to the market.

Effective knowledge management and the importance of the application of relevant information to access different contexts and demands of management will be a key emphasis of the programme. Analysis and in-depth engagement with academic texts, reports and case studies will stress the need to extrapolate information and synthesize these using relevant methodologies.

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).

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## Programme Specification Approval

Person completing Programme Specification

Lorna Ireland, , PGT Programmes Manager

Programme Title: MSc Management

**Person responsible for management of programme**

Professor Maxine Robertson

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

3 Dec 2014

**Date Programme Specification approved by  
Taught Programmes Board**