

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

The primary ambition of the College is to provide a uniquely stimulating, multicultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

ii Introduction to the Regent's Business School London

RBS as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous Undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At RBS we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at RBS, a key indicator of success, continues to be the guiding principle of our academic mission.

Whether you are following one of the Undergraduate degrees in International Business, Global Management or our Postgraduate Masters Degree MA Global Management with Pathways we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of RBS at Regent's College.

Martin Timbrell

Dean of the Faculty of Business and Management.

Welcome from the Programme Director **iii**

A very warm welcome to the RBS London MA in Global Management (MAGM) with Pathways in Global Management, Marketing and Finance Programme.

In these wondrous times of change and opportunity the MAGM aims to prepare you for life challenges by balancing your perspectives and understanding in Spiritual Quotient (SQ), Emotional Quotient (EQ), Physical Quotient (PQ), Intelligent Quotient (IQ), Resilient Quotient (RQ) and Attitudinal Quotient (AQ). In the programme you will gain many experiences which will challenge your thinking and help you shape your views and perception of business, management and life. Our programme motto is **'cultivate seeds of possibilities'**.

This meant that these learning experiences are designed to help develop your work self – related capabilities and life – long learning skills. Importantly you will learn and understand more about yourself – as a Person: how you choose to relate to yourself, to others, to various situations; and your role: how you choose to exercise your duties and responsibilities – to yourself, your family, to those in the classroom, in society and to those in the global community.

Our approach to teaching and learning is very much focused on the student's development experience - to be stimulating, reflective and enjoyable. This is principally on the basis that the student is engaged and committed to their own learning and personal development experience, as are the MAGM programme team. This is reinforced via our five pillar of values - **I**nspiration, **T**rust, **H**onour, **D**iscipline and **E**xcellence. The development process includes:

- Action Learning Weeks sessions where students get up to speed quickly on 'skills' and provide students the chance to explore and develop their own 'brand'
- A practitioner focused and learning environment - emphasis is on learning by doing and from our team of lecturers who possess considerable industry experience combined with high academic credentials in the subject areas they teach. The theory and concepts which are necessary to underpin the 'Knowledge and Understanding' requirements of the Programme are illuminated by their real-life experiences
- Small seminar class sizes - the learning by doing philosophy enhanced by the individual attention is worked out well in practice with the support from lecturers, staff, administrators and lecturers

iv Welcome from the Programme Director

- Practical intellectual, practical and transferable skills - This entails specialist business and life essential skills (BLESS), tools and application sessions followed by further implementation and reinforcement throughout the programme for LIFE (life in the future) e.g. Effective performance within a team environment; Critical thinking and creativity; Problem-solving and decision-making; The evaluation and application of information and knowledge; Research Skills; Effective Listening and Communication; Personal Effectiveness and Leadership Performance Management plus Reflective Learning
- Business Strategy Simulations - The programme has a particular recurring emphasis on global business simulation experiences for students to implement learning in simulated business environments. This programme has options for students to enter international competitions e.g. International Collegiate Business Strategy Challenge (ICBSC) Long Beach, California, USA and includes a compulsory capstone Global Management Simulation module at the end of the programme in which students combine all their learning from the first two semesters in an intensive experiential experience
- Experts from industry - To enhance the practical business insight, visiting lecturers and guest speakers are introduced to students throughout the programme
- Work Placement Module - The programme includes a Work Placement elective module which students who qualify can take. This reinforces the learning by doing and the practical business skills emphasis whilst at the same time also providing another stepping stone into the world of work and life

I encourage you to participate in the MAGM Leadership and Teambuilding Development weekend (places for this weekend are highly competitive as it is limited) and many of the cross-college Extra Curricular Activities which will enhance your personal and professional development e.g. Student in Free Enterprise (SIFE) projects, the National Model United Nations (NMUN), the L'Oreal e-Strat Challenge and The Princes' Trust Million Maker Challenge.

May your time here be fruitful and memorable and may you rise up to the challenge to make a positive difference in the world.

Individually we are only a drop. Together we are an ocean!

I look forward to meeting you in person. Carpe Diem.

Eric CK Chan

Programme Director / Principal Lecturer

RBS London MA Global Management with Pathways Programme Handbook 2010-2011

RBS / Regent's College

RBS is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for RBS. They delegate the day-to-day management of RBS to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at RBS to ensure the smooth running of your course whilst you are at RBS. The College Senate is responsible for academic matters.

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About this Handbook

This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. RBS reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at RBS, you are agreeing to abide by the rules and regulations of RBS and Regent's College.

This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in RBS and Regent's College's Regulations and are not a substitute for reading the rules and regulation policies of RBS and Regent's College. The summaries in this handbook do not take precedence over RBS and Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's college and RBS.

Accredited Institution:	Regent's Business School London
Programme Director:	Eric CK Chan
Qualification:	MA in Global Management with the following discrete, pathways that have always appeared on the awards certificate: <ul style="list-style-type: none"> • MA Global Management • MA Global Management (Marketing) • MA Global Management (Finance)
Programme Type:	Multidisciplinary Modular
Date of (Re) Validation Event:	Spring 2007
Date of Programme Commencement:	Autumn 2007
Approval Status:	Validated until Spring 2012
Delivery Site:	Regent's Business School situated in Regent's College, Central London
Entry Points:	Two per annum September and January
Notional Learning Time:	1,800 hours
Mode of Study:	Full-time, 12 - 20 months duration September, 12 - 16 months; January 16 - 20 months
Total Credit Value:	180 CATS points
Work Experience:	Optional, with assistance provided by Careers and Business Relations (CBR) and available as an elective in the programme
Main Subject or Disciplinary Components:	Global Management, with emphasis on specific pathway; particularly Global Management, Finance and Marketing
Maximum Period of Registration:	Four years
Relevant QAA Subject Benchmarks:	QAA Level Descriptors QAA for Masters Awards in Business and Management and SEEC Level Descriptors
Accreditation by Professional Bodies:	Regent's College is a partner institution of the Open University. Undergraduate and postgraduate programmes in the Regent's Business School are validated by the Open University. RBS is recognised by the British Accreditation Council .
Awarding Body:	Open University

I Degree Award Details

I.1 Programme Specification

- I.1 Qualification** **MA**
- I.2 Title** **Global Management**
- I.3 Programme type** **Specialist Modular, with three pathways:**
- Global Management
 - Global Management (Marketing)
 - Global Management (Finance)

I.4 Benchmarking

The development of this course has been informed from a number of sources:

- The QAAHE benchmark statement for Masters Courses in business and management
- QAA Codes of practice for assurance of academic standards in higher education
- AMBA Criteria for PEMMS (Pre-Experience Masters in General Management) Programmes
- Guidelines and level descriptors from SEEC, Southern England consortium for credit accumulation and transfer

I.5 Educational Aims

The Programme aims to educate and prepare individuals to become effective global managers and citizens in a programme of study that involves:

- The advanced study of global organisations, their management and the changing external context in which they operate
- Preparing students for a career in global business by developing skills at a professional or equivalent level for further study in the area
- Development of the ability to apply knowledge and understanding of business and management to complex global issues to improve management practice
- To enhance a student's lifelong learning skills and personal development so as to be able to work with self direction and originality to contribute to business and society globally

2. Distinctive Features

As one of the largest private business schools in the UK we recognise the importance of providing a distinctive and personal learning experience. On the MAGM Programme the aim of the faculty team is to provide personalised, high impact education, where the individual really counts.

As well as being taught in small seminar class sizes, and having direct and easy access to academic, programme and administrative staff; students are exposed to and benefit from working with a truly international cohort. This also provides opportunities for forming global networks of business contacts and for establishing relationships around the world.

The programme has an applied approach. The MAGM Programme employs well-qualified faculty many of whom have current work experience and the ability to introduce guest lecturers and visiting speakers on a regular basis.

Considerable emphasis is placed on the development of essential and transferable business and life essential skills (BLESS), and to build individual capability and confidence. Team working and integrative modules such as the Global Management Simulation; help develop these skills which are valued by business.

In addition, a range of optional activities such as taking part in the Student in Free Enterprise (SIFE) projects, Leadership and Teambuilding development weekend, International Collegiate Business Strategy Competition (ICBSC) and the L'Oreal e-Strat Challenge, further develops business and life essential skills.

A four day Action Learning Week and a Business and Life Essential Skills Week at the start of the programme allows students to get up to speed quickly. A further three to four days event at the start of Semester 2 gives students the chance to explore their values and 'self' (Brand Called You) and therefore be able to produce effective CVs and be prepared for their future. Students are encouraged and reminded of the importance of continuing their Personal Development Programme (PDP) throughout their studies.

Finally, the programme has an elective Work Placement module where a dedicated module leader works with the Careers and Business Relations (CBR) department to help students in that module.

3 Admissions

3. Admissions

3.1 Introduction

RBS endeavours to provide an admissions procedure ensuring the selection of students who have successfully achieved the necessary outcomes in a field of study that has provided prior knowledge and skills as an appropriate foundation to the Masters Programme being offered here. The development of the procedure is informed by the following documents:

a) The QAA Code of Practice for the assurance of academic quality and standards in higher education:

Recruitment and Admissions

b) QAA Subject Benchmarks for Masters Awards in Business and Management, Draft 4

c) OUVS Handbook for Validated Awards

3.2 Aim

To operate an admissions procedure that ensures equal opportunity of entry for students coming onto the MA Programme of study.

3.3 Objectives

- a) To apply fair, clear and explicit entry criteria that ensure no applicant will be unjustifiably, directly or indirectly, discriminated against
- b) To apply consistent entry criteria that enables valid, reliable and unequivocal selection decisions to be made
- c) To ensure that all promotional materials are relevant, accessible and provide information enabling applicants to make informed decisions pertaining to choice of Masters programme
- d) To ensure that selection decisions are made by those individuals who are equipped to make the decision

- e) To ensure that applicants are fully aware of the criteria for selection and the performance indicators within the selection procedure that will determine the likely success of the application
- f) To employ selection criteria that will effectively predict the likelihood of the applicant successfully achieving the Masters qualification

3.4 Language Requirement

As the degree will primarily be delivered in English, all candidates whose first language is not English will be required to demonstrate evidence of proficiency in the language - a minimum of 6.5 IELTS or 575 TOEFL.

3.5 Numerical skills

Numerical skills as required for the programme:

- These skills should be demonstrated at minimum levels equivalent to GCSE Grades A-C. To this end applicants may offer: GCSE, or GCE, or CSE results; BTEC or Access courses; or accredited record or test of using these skills.

Applicants should confirm their ability to study at postgraduate level by presenting evidence of:

- Appropriate achievement at first degree level equivalent to a UK Honours Degree, normally class 2.2 or above
- Or a combination of academic and experiential qualifications, to be considered on their individual merits
- Applicants should have sufficient motivation to benefit from the programme, based on an understanding of what it involves. Potentially suitable applicants may be interviewed so that their interest and motivation can be assessed

3.6 Accredited Prior Certificated Learning (APCL)

Students who have completed part of their degree at a different institution in a relevant discipline are welcome to apply to join the programme at an advanced level. A maximum of 60 credits at M level will be given. Credit under this will only be given for taught modules.

5 Admissions

RBS London's acceptance of credit from other institutions of higher education is subject to the following conditions:

- The transcript is an official transcript from the initiating institution. (An official translation must be provided where relevant)
- The transferred module must be similar in scope, content and competency to an RBS London module
- The transferred credit must have a Pass grade or higher

Credits are awarded at the point of an offer being made to a student. Transcripts presented later will only be considered for credit in special circumstances.

Academic credits which meet the above conditions are not an automatic entitlement, but are at the discretion of RBS London.

3.7 Direct Entry *(see 3.4 Language Requirement above)*

In order to be considered for the MA Programme, every applicant should normally achieve the following criteria to the satisfaction of the Postgraduate Admissions Panel:

1. BA or BSc degree or non-UK equivalent in any subject of 2.2 or above
2. Fluency in English (see 3.4 Language Requirement above); it is also desirable for applicants to have knowledge of a second language

3.8 Exceptional Entry

Whilst it is expected that the majority of applicants for the MA will enter the course through the normal entry route, opportunities exist for applicants to be considered through the exceptional entry route. This route is particularly for academically qualified applicants who have acquired an initial, non-relevant degree and / or relevant professional qualification, who are able to demonstrate that their relevant work experience compensates for the first degree, being in a non-relevant area. In order to be selected for a place on the course through this route, the applicant must achieve the following:

1. A 2.2 degree in any subject and two years relevant work experience in an organisational setting OR a relevant professional qualification (e.g. MIPD, MIM) and three years relevant work experience
2. The production of a satisfactory Personal Statement of Learning
3. A successful formal interview with the Postgraduate Admissions Panel / Programme Director

Definition of 'two years' Relevant Professional Experience.

Applicants will be expected to demonstrate the following:

1. That they have a work role closely related to the chosen Management Pathway
2. That their work role is either managerial or administrative, but not clericals
3. That they are able to produce written testimonials that are relevant and fully support their application

Definition of 'three years' Relevant Work Experience

Applicants will be expected to demonstrate the following:

1. That they have a work role that is directly related to the chosen Management Pathway
2. Either through personal control of a Global Management undertaking or in an executive position within a Global Management undertaking
3. Which in either instance has been held for at least three years

7 Enrolment and Registration

4. Enrolment and Registration

4.1 Enrolment

Students enrol online via the student record system STAR prior to registration day. This allows students to check personal details and confirm payment of fees using the STAR system's web-based functionality.

4.2 Registration

Official Registration Day

RBS has an official Registration Day for returning students at the start of each semester. Registration Day is normally the Monday prior to the Monday that classes are scheduled to commence. This allows students a week to settle in, collect results, go online to print out timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday. All students are required to register on the official Registration Day in order to avoid disruption to classes.

Registration day for new students is on the first day of Action Learning Week.

Following registration there is a programme of activities prior to the commencement of classes.

4.3 Late Registration

Students should not make any arrangements such as work placements, holidays etc, which will cause them to be late for the official Registration.

Any requests for an exemption from the late registration fine due to extenuating circumstances must be addressed in writing to the Commercial Administrator, Laura Kerr.

4.4 Maximum Registration

All students are expected to complete their degree in the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the School may extend the length of time for completion by a further three academic years. The School reserves the right to ask any student who has not completed their degree within the allotted time to leave the programme.

4.5 Module Registration for next semester

During the semester, all students progressing to the next semester will complete a process called 'module registration' which is completed online. Guidance will be given by the Faculty Registry nearer the time.

This process allows students to confirm their modules to be studied in the next semester, including the preferred choice of elective modules.

4.6 Timetables

The Faculty Registry is responsible for providing guidelines to each Masters student, so they can access e-Vision at the beginning of each semester to print out individual timetables that shows the times and room numbers of their classes. Students will be able to log into the e-Vision student portal where they will be able to view and print out their Timetables. Issues raised on Timetables are dealt with during the registration period.

Classes timetables periods are one hour, and start on the hour (you may have two or three consecutive periods for the session). A class will be expected to finish 10 minutes before the end of a session to allow for transit between classes.

Students who have any queries or concerns about their timetable must go to the Faculty Registry as soon as is reasonably possible and no later than the end of Week 1 of the semester.

All enquiries concerning timetables should be made to the Faculty Registry situated in Tuke 008 (ground floor).

4.6.1 Changes to Timetable / Module Registration

In some cases amendments may need to be reasonably carried out due to timetable clashes or failures in modules. The student is responsible for checking that he / she has been assigned the correct modules.

Any change to a student's timetable issued during the registration period requires the approval of the Faculty Registry. This process is only valid if completed by the end of Week 1 (one) in each semester until 5pm on the Friday of the first week of classes.

It should be noted that students cannot change elective modules they have previously chosen, or change allocated seminar classes.

4.7 Withdrawal from a Module Registration

A student may withdraw from a module up to the end of the fourth week of the classes (in the case of year long dissertation, fourth week of the second semester). This process requires the approval of the Faculty Registry, and the Programme Director.

4.8 Change of Pathway Degree

Students wishing to change their degree pathway can only do so before the beginning of their second semester. It is the student's responsibility to ensure that he / she is registered properly on to the correct and chosen degree pathway.

4.9 Checking Credits / Degree Audit

Students are responsible for ensuring that they accumulate the correct number of credits required for their programme. In order to assist students in this ongoing process, the Faculty Registry will provide students with an up-to-date transcript of results on request.

9 Programme Context and Benchmarking of Outcomes

5. Programme Context and Benchmarking of Outcomes

The MA in Global Management (MAGM) is a generalist postgraduate qualification aimed largely at recent graduates but also benefiting those with some experience in business and management.

Each module offers a truly global focus - Every single module serves the dual function of preparing the student not just for business - but for life challenges on a global scale. The MAGM includes a choice of pathways to global management, marketing and finance and the constant development of cross-cultural sensitivities and soft skills.

The curriculum is based on practitioner focus which links in global learning network, global mindset, global citizenship and global leadership. Together they add up to the MAGM experience; a curriculum that continues to evolve to meet today's global management, business and life challenges. Experience it at the student's own pace - traditional or accelerated. The programme will enhance how the students view their future personal values, career life, and the world.

As a programme within the Business and Management Faculty, the RBS MAGM have access to partnerships with entrepreneurs, global companies, non-profit agencies and governmental organisations. These connections and networks enhance students:

- Knowledge Capital: knowledge of global business, value human networks, industry and cultural enrichment
- Cultural Enrichment Capital: passion, excitement, respect, flexibility and openness toward other cultures
- Sustainability Capital: ability to build sustainable, trusting relationships with others from diverse parts of the world to become a responsible Global citizen

Programme Context and Benchmarking of Outcomes 10

5.1 Learning Outcomes

'what a graduate should **know** and **be able to do** on completion of the programme'

5.1.1 Outcomes Based Learning

The MA in Global Management is designed around 'Outcomes based learning' which breaks each educational activity into areas of knowledge and ability. This programme uses three types of outcomes:

- Knowledge and understanding
- Cognitive and intellectual skills
- Personal transferable skills

Each outcome is assessed during the course of the programme and students will be aware at the start of each module exactly which outcomes are being assessed.

5.2 Qualities, Skills and Capabilities Profile

To fulfil the programme outcomes satisfactorily, students are required to achieve high levels of accomplishment by exercising a wide range of intellectual, practical and personal skills in a mature, balanced, and productive way.

The tables on the following pages are an important guide for determining what is expected of you in assessment, and in the learning process generally. Students will need to refer to it consistently throughout the programme.

5.3 Benchmarking of Outcomes

The development of this course has been informed from a number of sources:

- The QAAHE benchmark statement for Masters Courses in business and management
- QAA Codes of practice for assurance of academic standards in higher education
- AMBA Criteria for PEMMS (Pre-Experience Masters in General Management) Programmes
- Guidelines and level descriptors from SEEC. Southern England consortium for credit accumulation and transfer

II Programme Learning Outcomes

6. Programme Learning Outcomes

Programme Learning Outcomes (PLOs) for the MA Global Management, with the following three pathways:

- MA Global Management
- MA Global Management (Marketing)
- MA Global Management (Finance)

The MA in Global Management is designed around 'Outcomes based learning' which breaks each educational activity into areas of knowledge and ability. This programme uses three types of outcomes:

- Knowledge and understanding
- Cognitive and intellectual skills
- Personal transferable skills

Each outcome is assessed during the course of the programme and students will be aware at the start of each module exactly which outcomes are being assessed.

PLO Knowledge and Understanding:

K

- 1 Impact of global contextual forces on organisations: This includes legal systems, ethical, economic, environmental, social and technological change issues; global developments and corporate governance issues
- 2 Global markets and customers: This includes the development and operation of global markets for resources, goods and services; expectations of global customers and equivalent stakeholders, service and orientation
- 3 Concepts, processes and institutions in the global production and marketing of goods and / or services: The management of resources and operations
- 4 Financing of global business enterprises: This includes sources, uses and management of finance and the use of accounting for managerial and financial reporting applications
- 5 Management and development of people within organisations: Organisational theory, behaviour; industrial / employee relations, Human Resource Management (HRM) and change management
- 6 Uses and limitations of a range of research methods / techniques: This includes the use of qualitative and quantitative approaches, an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain global organisational environment
- 7 Development, management and exploitation of information systems and their impact on global organisations: This includes the use of relevant communication and information technologies for application in business and management within a global knowledge-based economy
- 8 Development of appropriate business policies and strategies within a changing global context to meet stakeholder interests
- 9 Range of contemporary and pervasive issues which may change over time: Illustrative examples within a global management perspective may include innovation, creativity and enterprise; e-commerce, knowledge management; sustainability, business ethics, values and norms

PLO Cognitive and Intellectual Skills:**C**

- 1 Critical thinking and creativity: This includes managing creative processes in self and others; organising thoughts, analysis, synthesis, and critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- 2 Problem solving and decision making: This includes establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions
- 3 Evaluation and use of information and knowledge: This includes scanning and organising data and abstracting meaning from information and sharing knowledge
- 4 Numeracy and quantitative research: This includes the use of models of business situations and quantitative research skills
- 5 Effective use of Communication and Information Technology (CIT)
- 6 Ethics and value management: This entails recognising ethical situations and applying ethical and organisational values to situations and choices

PLO Personal Transferable Skills and Attributes**S**

- 1 Two-way communication: This includes listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports
- 2 Personal effectiveness: This includes self-awareness and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue learning
- 3 Effective performance within a team environment: This includes the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management
- 4 Leadership and performance management: This includes selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, and the use of continuous improvement initiatives
- 5 Ability to conduct research into business and management issues
- 6 Learning through reflection on practice and experience

13 Programme Learning Outcomes

6.1 Knowledge Transfers

Knowledge in both core and elective modules are transferred in a variety of ways. This is done through inter alia, interactive, lecturer led lectures, simulation sessions, study visits and seminars. Most modules use class-based lectures / seminars to provide the underpinning concepts and provide a structure to the Modules. However a standard one hour lecture and 2-3 hours seminar classroom session would use the majority of time in an interactive way, involving students in dialogue and action, rather than as passive recipients of handed down knowledge.

Students are encouraged to read and prepare before class sessions, and to encourage this practice some modules use a formative 'Portfolio' encouraging students to research and prepare for a class.

6.2 Team Working

Team working is also used to enable students to tackle complex tasks and develop skills and knowledge. At least one module in each stage uses team working. The Programme team is aware of the value that employers place on students who have the necessary skills to perform in a team. The Business and Life Essential Skills (BLESS) Programme provides underpinning knowledge and the Programme Team's close contact with students allows team dynamics to be monitored.

Learning diaries and reflective journals are used to encourage students to reflect on their experiences both in team work and as individual practitioners.

6.3 Case Study Work and Visiting Speakers

Case study work and visiting speakers are also used: This use of Visiting Speakers as external specialists is encouraged as it ensures that module content reflects contemporary issues and allows students to hear and discuss with practitioners the real world context. This also gives students a broader view of concepts, and to hear how - and if - theory is actually used in practice.

All Modules provide support material and many have links to web-based resources to enable students to access material outside the classroom in their own study time.

6.4 Registration & Progression

The maximum periods which a student may take to complete the programme from first registration is normally four years from date of enrolment.

Students need to pass the relevant modules to progress to the next stage. The Research Skills module must be successfully completed with a pass for students to start the Dissertation module.

6.5 Degree Progression Regulations and Award Classification

To proceed to each stage of the MAGM Programme a student must normally be credited with all taught modules of the Programme (i.e. they must complete the PG Dip Programme). When a student carries credited modules, progression will be based on marks obtained in assessed modules only.

6.6 Graduation Requirements

In order to obtain an MAGM Degree, students must have completed 180 credits of assessment.

6.7 Degree Classification

All named awards are based on credit. The credits required for each named award are defined in the sections below.

6.8 'Pass', 'Merit' and 'Distinction' Awards

A student who has been credited with at least 180 defined credits at Level M will normally be awarded the Masters degree.

A classification of Pass will be awarded for the programme as a whole if each module has been given a 50% or above.

The normal requirements for a Masters award with Merit or with Distinction:

- A student who has achieved a credit-weighted aggregate mark of at least 60% may be considered for the Masters award with Merit
- A student who has achieved a credit-weighted aggregate mark of at least 70% may be considered for the Masters award with Distinction
- Otherwise in marginal cases at the discretion of the Final Assessment Board

15 Programme Learning Outcomes

6.9 Postgraduate Certificate

To be considered for the award of Postgraduate Certificate (60 credits) students must pass all Semester 1 Modules.

The Learning Outcomes related to the Postgraduate Certificate are as follows:

- K1. Impact of global contextual forces on organisations: This includes legal systems; ethical, economic, environmental, social and technological change issues; global developments and corporate governance issues. [Module: Globalisation]
- K2. Global markets and customers: This includes the development and operation of global markets for resources, goods and services; expectations of global customers and equivalent stakeholders, service and orientation. [Module: Globalisation and Module: Marketing in Global Economy]
- K3. Concepts, processes and institutions in the global production and marketing of goods and / or services: The management of resources and operations. [Module: Globalisation, Module: Marketing in a Global Economy and Module: Managing Processes]
- K4. Financing of global business enterprises: This includes sources, uses and management of finance and the use of accounting for managerial and financial reporting applications. [Module: Finance for Managers]
- K5. Management and development of people within organisations: Organisational theory, behaviour, industrial / employee relations, Human Resource Management (HRM) and change management. [Module: Managing HRM]
- K9. Range of contemporary and pervasive issues which may change over time: Illustrative examples within a global management perspective may include innovation, creativity and enterprise; e-commerce, knowledge management; sustainability, business ethics, values and norms. [Module: Marketing in Global Economy and Module: Managing HRM]
- C1. Critical thinking and creativity: This includes managing creative processes in self and others; organising thoughts, analysis, synthesis, and critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately. [Module: Finance for Managers]
- C2. Problem solving and decision making: This includes establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions. [Module: Finance for Managers and Module: Managing Processes]
- C3. Evaluation and use of Information and knowledge: This includes scanning and organising data and abstracting meaning from information and sharing knowledge. [Module: Globalisation]
- C5. Effective use of Communication and Information Technology (CIT). [Module: Managing HRM]
- S1. Two-way communication: This includes listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports. [Module: Globalisation, Module: Marketing in a Global Economy, Module: Managing Processes and Module: Managing HRM]
- S5. Ability to conduct research into business and management issues. [Module: Managing Processes]

6.10 Postgraduate Diploma

To achieve a Postgraduate Diploma (120 credits) students must pass all modules required for a PG Certificate [see preceding paragraph] and pass all Semester 2 Modules. The Learning Outcomes achieved will be those listed above for the Postgraduate Certificate plus:

- K7. Development, management and exploitation of information systems and their impact on global organisations: This includes the use of relevant communication and information technologies for application in business and management within a global knowledge-based economy. [Module: Global Strategy]
- K8. Development of appropriate business policies and strategies within a changing global context to meet stakeholder interests [Module: Global Strategy]
- C4. Numeracy and quantitative research: This includes the use of models of business situations and quantitative research skills. [Module: Global Strategy and Module: Research Skills]
- C6 Ethics and value management: This entails recognising ethical situations and applying ethical and organisational values to situations and choices [Module: Research skills]
- S2. Personal effectiveness: This includes self-awareness and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue learning. [Module: Research Skills]
- S3. Effective performance within a team environment: This includes the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management. [Module: Global Strategy]
- S4. Leadership and performance management: This includes selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, and the use of continuous improvement initiatives. [Module: Global Strategy]

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7. Outcomes based Learning Matrix - PLO Knowledge and Understanding: K - K9,

Modules	K	K2	K3	K4	K5	K6	K7	K8	K9	C1	C2	C3	C4	C5	C6	S1	S2	S3	S4	S5	S6
MGT7000	x	x						x	x			x		x		x	x	x		x	
MKT7200	x	x										x		x		x	x	x		x	
FIN7200			x							x	x	x		x		x	x	x		x	
MGT7100							x				x	x		x		x	x	x		x	
HRM7100					x			x			x	x		x		x	x	x		x	
STG7500							x		x		x	x		x		x	x	x		x	
SKL7500						x				x	x	x		x		x	x	x		x	
BUS7250							x		x		x	x		x		x	x	x		x	
BUS7750								x	x		x	x		x		x	x	x		x	
FIN7250				x				x	x		x	x		x		x	x	x		x	
FIN7750				x				x	x		x	x		x		x	x	x		x	
MKT7250	x	x					x		x		x	x		x		x	x	x		x	
MKT7750											x	x		x		x	x	x		x	
MGT7900	x	x					x		x		x	x		x		x	x	x		x	
BUS7440									x		x	x		x		x	x	x		x	
DSM7450									x		x	x		x		x	x	x		x	
MGT7460									x		x	x		x		x	x	x		x	
ILE7500									x		x	x		x		x	x	x		x	
MGT7440									x		x	x		x		x	x	x		x	
MGT7420									x		x	x		x		x	x	x		x	
MGT7480	x								x		x	x		x		x	x	x		x	
DIS7900									x		x	x		x		x	x	x		x	

C1- C6 and S1 - S6.

(refer to section 6 above for further clarification of codes)

7.1 Module Code & Module Titles

Code	Module
MGT7000	Globalisation
MKT7200	Marketing in a Global Economy
FIN7200	Finance for Managers
MGT7100	Managing Processes
HRM7100	Managing HR in a Global Business Environment
STG7500	Global Strategy
BUS7250	Contemporary Issues in Business
BUS7750	Effectiveness in the Global Organisation
MKT7250	Strategic Marketing and Planning in a Global Context
MKT7750	Global Marketing Communications
FIN7250	Global Finance and Risk
FIN7750	Global Corporate Finance
SKL7500	Research Skills
MGT7900	Global Management Simulation
DIS7900	Dissertation
BUS7440	Family Business in a Global Economy (elective)
DSM7450	Creativity (elective)
MGT7460	Entrepreneurship (elective)
ILE7500	Work Placement (elective)
MGT7440	Consultancy (elective)
MGT7420	E-Business Management (elective)
MGT7480	Global Social Responsibility and Corporate Governance (elective)

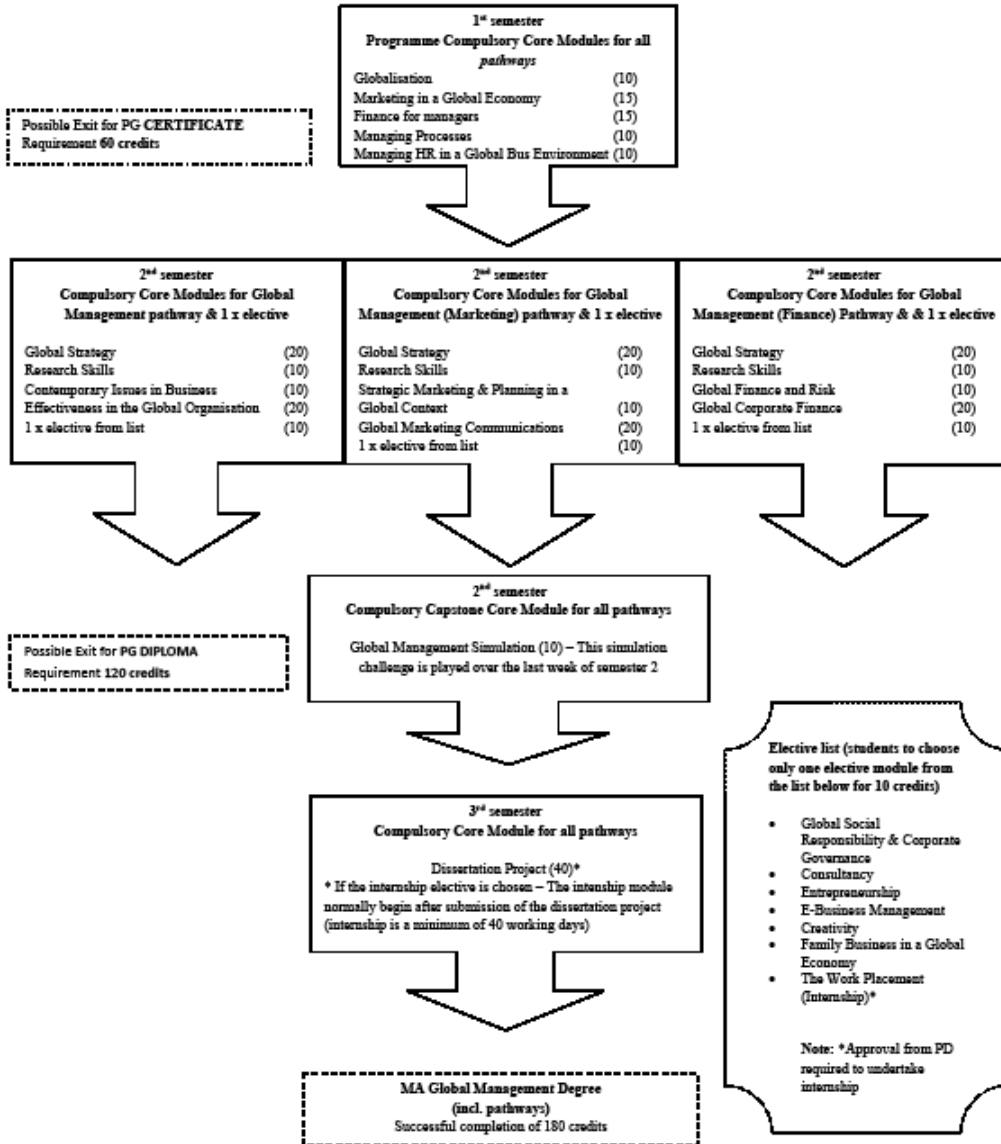
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7.2 General Structure

General Structure of the MA Global Management is full-time and divided into three stages: The first stage has core modules common for all pathways. Students are required to choose their pathway at entry to the programme. However; they will be allowed to confirm or to change their choice towards the end of semester one after further discussions with their respective point of contact with the Programme Director.



MA Global Management with Pathways Programme Route Map



7.3 General Structure of the MA Global Management Pathways

The programme is full time and is divided into three stages. There are eight core modules, two specialist modules, one elective (from seven to choose from) and the Dissertation.

The following table is an exemplar of the structure. For more details please refer to the relevant pathway that you wish to pursue:

Type	Modules	CATS Credits	ECTS Credits
	Action Learn Week and Business and Life Essential Skills Week <i>Compulsory to all students (note 1)</i>		
Core	Globalisation	10	5
	Marketing in a Global Economy	15	7.5
	Finance for Managers	15	7.5
	Managing Processes	10	5
	Managing HR in a Global Business Environment	10	5
	Global Strategy	20	10
	Research Skills <i>(note 2)</i>	10	5
	Global Management Simulation	10	5
	Dissertation	40	20
Specialist	Effectiveness in the Global Organisation (GM)	20	10
	Contemporary Issues in Business (GM)	10	5
	Global Marketing Communication (MKT)	20	10
	Strategic Marketing and Planning in a Global Context (MKT)	10	5
	Global Corporate Finance (FIN)	20	10
	Global Finance and Risk (FIN)	10	5
Elective	Common to all Pathways <i>(only one to be chosen)(note 3)</i>		
	Family Business in a Global Economy	10	5
	Consultancy	10	5
	Entrepreneurship	10	5
	Work Placement <i>(note 4)</i>	10	5
	E-Business Management	10	5
	Creativity	10	5
	Global Social Responsibility and Corporate Governance	10	5
The summative of 9 modules 'including the compulsory participation on the Action Learning Week', plus two specialist modules and one elective is:		180	75

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Note 1:

A distinctive feature of the proposed structure is that the cumulative value of all modules together, **including the full participation of the Action Learn Weeks, which includes the Business and Life Essential Skills Sessions.**

Note 2:

All three pathways have a compulsory pass requirement on SKL7500 Research Skills module to progress to the DIS7900 Dissertation level.

Note 3:

Students need to choose their elective in the first semester by week six. If not, they would be assigned an elective by the Programme Director. Please refer to page 55 for descriptions on the elective modules available on the MA Global Management with Pathways.

Note 4:

Students who have chosen the work placement (internship of minimum 40 working days or 280 hours) module as an elective and are successful in their application may need to add a further 3 - 4 months to their length of studies in the programme. e.g. September intake starters may need at least 16 months to complete and January intake starters may need at least 20 months to complete due to the summer holidays. While the Work Placement is not a requirement as it is an elective choice, most students in the past have found it enriches their learning experience.

7.4 Specific Structure for the MA in Global Management Pathway

As a summary the **specific** structure of the Global Management Pathway is as follows:

Term	Core	Specialist	Electives
1st Stage	Action Learning Week*		
	Globalisation (MGT7000)		
	Marketing in a Global Economy (MKT7200)		
	Finance for Managers (FIN7200)		
	Managing Processes (MGT7100)		
	Managing HR in a Global Business Environment (HRM7100)		
2nd Stage	Global Strategy (STG7500)	Effectiveness in the Global Organisation (BUS7750)	Choose one Module from the Electives list on page 20
	Research Skills (SKL7500)	Contemporary Issues in Business (BUS7250)	
	Global Management Simulation (MGT7900)		
3rd Stage	Dissertation* (DIS7900)		

*** Prior First Stage: All Students are required to attend Action Learning Week**

* A student can only progress to the 3rd Stage (DIS7900 Dissertation) if he / she successfully complete the SKL7500 Research Skills module.

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7.5 Specific Structure for the MA Global Management in Marketing Pathway

As a summary the **specific** structure of the Marketing Pathway is as follows:

Term	Core	Specialist	Electives
1st Stage	Action Learning Week*		
	Globalisation (MGT7000)		
	Marketing in a Global Economy (MKT7200)		
	Finance for Managers (FIN7200)		
	Managing Processes (MGT7100)		
	Managing HR in a Global Business Environment (HRM7100)		
2nd Stage	Global Strategy (STG7500)	Global Marketing Communications (MKT7750)	Choose one Module from the Electives list on page 20
	Research Skills (SKL7500)	Strategic Marketing and Planning in a Global Context (MKT7250)	
	Global Management Simulation (MGT7900)		
3rd Stage	Dissertation* (DIS7900)		

*** Prior First Stage: All Students are required to attend Action Learning Week**

* A student can only progress to the 3rd Stage (DIS7900 Dissertation) if he / she successfully complete the SKL7500 Research Skills module.

7.6 Specific Structure for the MA Global Management in Finance Pathway

As a summary the **specific** structure of the Finance Pathway is as follows:

Term	Core	Specialist	Electives
1st Stage	Action Learning Week*		
	Globalisation (MGT7000)		
	Marketing in a Global Economy (MKT7200)		
	Finance for Managers (FIN7200)		
	Managing Processes (MGT7100)		
	Managing HR in a Global Business Environment (HRM7100)		
2nd Stage	Global Strategy (STG7500)	Global Corporate Finance (FIN7750)	Choose one Module from the Electives list on page 20
	Research Skills (SKL7500)	Global Finance and Risk (FIN7250)	
	Global Management Simulation (MGT7900)		
3rd Stage	Dissertation* (DIS7900)		

*** Prior First Stage: All Students are required to attend Action Learning Week**

* A student can only progress to the 3rd Stage (DIS7900 Dissertation) if he / she successfully complete the SKL7500 Research Skills module.

25 Academic Calendar

8. Academic Calendar 2010/11

Week Commencing	Week	Event
20/09/2010	0	Action Learning & BLESS Week (Induction) and Registration for Autumn 2010 New students (ALW1) 20th - 23rd September 2010 (Autumn 2010) Returning students (ALW2) 20th - 22nd September 2010 (Spring 2010) Dissertation period end and submission date 23rd September 2010 (Autumn 2009) Online Module Registration for Autumn 2010 available from 20th September 2010 https://estudent.regents.ac.uk (Spring 2010 & Autumn 2010)
27/09/2010	1	Autumn 2010 Semester Classes commence 27th Sept. 2010 (Spring 2010 & Autumn 2010)
04/10/2010	2	
11/10/2010	3	Leadership and Teambuilding Weekend 15th - 17th October 2010 (Autumn 2010)
18/10/2010	4	
25/10/2010	5	
01/11/2010	6	MAGM Elective Module Registration available from 01 Nov 2010 (to be confirmed) (Autumn 2010)
08/11/2010	7	Programme Committee Meeting 10th November 2010, 11am - 1pm (to be confirmed)
15/11/2010	8	
22/11/2010	9	Graduation Ceremony, 26th November 2010 (time to be confirmed) Graduation Ball, 27th November 2010 (time to be confirmed)
29/11/2010	10	
06/12/2010	11 Exams & Assessments	FIN Exams, FIN 7200, FIN 7250 & FIN 7750 (actual dates and time to be confirmed) Coursework and Assessments (Spring 2010 & Autumn 2010)
13/12/2010	12 Assessment & Simulation Week	Coursework and Assessments (Spring 2010 & Autumn 2010) Global Management Simulation, MGT7900 13th - 16th Dec. 2010 (Spring 2010) Last day of class / semester is 17th December 2010 (note: all students must ensure that they have fulfilled any required team/individual assessments with their Module Leaders prior to making any earlier departure arrangements before this date) (Spring 2010 & Autumn 2010)
20/12/2010	Break	
27/12/2010	Break	
03/01/2011	Break	
10/01/2011	Break	
17/01/2011	Break	
24/01/2011	0 (Break)	Action Learning & BLESS Week (Induction) and Registration for Spring 2011 New students (ALW1) 24th - 27th January 2011 (Spring 2011) Returning students (ALW2) 24th - 26th January 2011 (Autumn 2010) Online Module Registration for Spring 2011 available from 24th January 2011 https://estudent.regents.ac.uk (Autumn 2010 & Spring 2011)
31/01/2011	1 (Diss 1)	Spring 2011 Semester Classes commences 31st January 2011 (Autumn 2010 & Spring 2011) Dissertation period start 31st January 2011 (Spring 2010)
07/02/2011	2 (Diss 2)	
14/02/2011	3 (Diss 3)	
21/02/2011	4 (Diss 4)	
28/02/2011	5 (Diss 5)	

Week Commencing	Week	Event
07/03/2011	6 (Diss 6)	MAGM Elective Module Registration available from 07 Mar:2011 (to be confirmed) Programme Committee Meeting 9 Mar:2011 2pm - 4pm (to be confirmed)
14/03/2011	7 (Diss 7)	
21/03/2011	8 (Diss 8)	Leadership and Teambuilding Weekend 25th - 27th March 2011 (to be confirmed) (Spring 2011)
28/03/2011	9 (Diss 9)	
04/04/2011	10 (Diss 10)	ICBSC 2011 4th - 10th April 2011
11/04/2011	Break (Diss 11)	
18/04/2011	Break (Diss 12)	Dissertation period end and submission date 20th Apr:2011 (Spring 2010)
25/04/2011	Break	
02/05/2011	11 Exams & Assessment	Early May Bank Holiday 2nd May 2011 FIN Exams, FIN 7200, FIN 7250 & FIN 7750 (actual dates and time to be confirmed) Coursework and Assessments (Autumn 2010 & Spring 2011)
09/05/2011	12 Assessment & Simulation Week	Courseworks and Assessments (Autumn 2010 & Spring 2011) Global Management Simulation MGT7900, 9th - 12th May 2011 (Autumn 2010) Last day of class / semester is 13th May 2011 (note: all students must ensure that they have fulfilled any required team / individual assessments with their Module Leaders prior to making any earlier departure arrangements before this date) (Autumn 2010 & Spring 2011)
16/05/2011	Break	
23/05/2011	Break	
30/05/2011	Break	Spring Bank Holiday 30th May 2011
06/06/2011	Break	
13/06/2011	Break	
20/06/2011	Break	
27/06/2011	Break (Diss 1)	Dissertation period start 27th June 2011 (Autumn 2010)
04/07/2011	Break (Diss 2)	
11/07/2011	Break (Diss 3)	
18/07/2011	Break (Diss 4)	
25/07/2011	Break (Diss 5)	
01/08/2011	Break (Diss 6)	
08/08/2011	Break (Diss 7)	
15/08/2011	Break (Diss 8)	
22/08/2011	Break (Diss 9)	
29/08/2011	Break (Diss 10)	Summer Bank Holiday 29th August 2011
05/09/2011	(Diss 11)	
12/09/2011	(Diss 12)	Dissertation period end and submission date 15th September 2011 (Autumn 2010)

27 Teaching and Learning

9. Teaching and Learning

9.1 Masters Level Teaching, Learning and Assessment Philosophy

The Programme Team believes there are eight key requirements for the successful completion of the MA. These are:

- A commitment to independent study
- Reading widely and critically
- The development of critical awareness and thinking
- The exercise of judgement
- The successful undertaking of research using traditional and electronic media and creating; potential for original thought or contribution to current knowledge
- The consequent production of pieces of work that demonstrate the successful application of the above in written form or oral presentations
- Knowledge through application and practice and team working and the appreciation of strength in diversity
- Participating in personal development programme through reflective skills and self learning and values of education

The acquisition of the above requirements is critical for the development of both independent thinking and autonomous learning - in other words, a Masters Level student.

All students are encouraged to enter extra curricular competitions and business simulation challenges organised elsewhere by the College. The experience gained by participation helps develop a range of personal and team skills. This is in addition to the core Global Management Simulation module of the end at the second semester.

9.2 Teaching and Learning Methods

The Masters in Global Management will enable you to gain a breadth of critical understanding, analysis, interpretation, synthesis and evaluation of strategic management and business issues within the chosen Pathway. You will be introduced to a range of contrasting theoretical perspectives, research models and output. This will help to both integrate and illuminate the various disciplines that contribute to the programme. A range of teaching and learning methods is utilised to support this aim, including lectures, seminars, structured workshops, case study analysis, team / group work, individual and team / group tutorials. There is much emphasis on student self-directed study, crucially in the dissertation.

9.3 Lectures and Seminars

Lectures and seminars are the common method of delivery and operate from the assumption that you, from your undergraduate study and / or personal experience, already have a wide and reasonably in-depth knowledge of some of the issues pertaining to Global Management. In this respect, it is assumed that there are some knowledge gaps. However it is also assumed that you

as a learner are sufficiently advanced that some of those gaps can be filled through independent learning, with minimal lecturer input. It is still accepted that both lectures and seminars will provide a solid underpinning foundation for the learning, and that lectures will be supplemented by handouts and directed reading.

At the start of each module, students will be provided with a 'Schedule' detailing on a weekly basis, modules offered, topics to be covered, respective assessments and marking criteria, and required readings. Students therefore know well in advance what is required of them. The Programme Academic Year Route Map provides an example of how the programme will be delivered over a typical academic year including each semester's activities and module sequencing.

Students are expected to lead seminar discussion around each article, prompted by the lecturer but not relying on him or her. We will assume that you will not only have read the relevant article, but will also have followed up on referenced background reading.

The more independent work the student puts in to the degree, the more the student will get out of it. If the student does only what is assigned, the student will not perform very well at all, and their assessment will reflect this.

9.4 Tutorials and Supervision

Tutorials and supervision form an important part of the learning process. Each module lecturer will provide individual and group support for the students undertaking their module, and will arrange individual and / or small group tutorials as when required. Small group tutorials and group work in general provide stimulus through exposure to others' viewpoints, as well as wider access to current scholastic information emanating from students' studies.

9.5 Student Feedback Process

Students receive both a qualitative and quantitative survey feedback form on each module. This is administered by the module leader and the Programme Director.

9.6 Structured Workshops

These will be used from time to time to enable you to develop the key transferable skills necessary for both employment and academic development. They will encourage you to:

- a) Exercise initiative and personal responsibility
- b) Apply decision-making techniques in complex and unpredictable situations
- c) Focus on issues of ethics, professionalism and continual professional development

9.7 Business and Life Essential Skills (BLESS) Programme

The BLESS programme runs continuously in the MA Programme. Students are encouraged to build on a skills passport to evidence their skills learning via development and application.

If you would like to have a personal passport portfolio booklet to record your learning and experiences please see the Programme Director for further details.

This programme is designed so that students can learn key transferable skills with the emphasis on 'learning by doing' to prepare them for LIFE (life in the future).

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The details of this programme are contained in the Business and in the Life Essential Skills Handbook. This book is accompanied by a BLES Skills Passport. See Programme Director for further information.

The core skills taught are:

- Teamwork and Leadership
- Writing for Business Purposes
- Project Management and Planning
- Improving Own Learning Performance
- Problem Solving
- Oral Presentation Skills
- Interpersonal skills
- Conflict Resolution
- Cross-cultural Understanding
- Time Management

10. Programme Specification in Detail

The MA in Global Management is full-time and divided into three semesters:

The first semester has a core module common for all pathways. Students are required to choose their pathway at entry to the programme. However, they will be allowed to confirm or to change their choice towards the end of Semester one after further discussions with their respective point of contact on the Programme Team.

In the third semester students are required to focus on their dissertation project.

Students can choose the Work Placement elective module. This would last for a minimum of 40 working days (280 hours) and would generally be of 3 months duration. Students doing the Work Placement elective module which is assessed, have clear guidelines and support to help ensure satisfactory completion. Work Placement module students are supported by a tutor and provided with guidance. A work placement handbook is produced to guide students through this experience and to help them get the most from it. Other Work Placement opportunities outside of this elective are supported by the Career and Business Relations (CBR) and Alumni Service.

10.1 Action Learning Week Semester One

In Semester one '1' the Action Learning Week (ALW), which includes the Business and Life Essential Skills sessions comprises a series of programme related workshops covering topics such as Plagiarism, Cross-Cultural Working, Leadership, Teamwork and a Business Simulation Challenge played by competing teams. This is followed by taught modules which begin with the integrative module on Globalisation. This module sets the scene for the programme. First semester core modules give good coverage of the functional areas in management. Care are taken by the Programme Team to ensure that there are different assessment dates in order to minimise 'bunching'.

10.2 Action Learning Week Semester Two

The second semester is preceded by another ALW which focuses on the student's own personal and professional development. This comprises a number of workshops which cover psychometric profiling to identify suitable careers, leadership diagnostic and profiling to identify key leadership attributes and areas for further development, the preparation of CVs, values education and a Brand Called You workshop.

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10.3 Core Modules and Elective Semester Two

In the second semester students undertake modules in Global Strategy and Research Skills worth a total of 30 credits; these modules are common to all three pathways. During this semester, students study their chosen pathways with 30 credits allocated to two pathway specific modules. Students are required to choose a module from a list of electives. An elective module is worth 10 credits. The taught programme ends with an integrative module on Global Management Simulation worth 10 credits, taught over a short intensive period. Thus bringing the total number of credits for the semester to 80.

10.4 Dissertation Semester Three

In the third semester students are required to focus on their dissertation project. All students must pass their Research Skills module to start this module.

Students can choose the Work Placement elective module. This would last for a minimum of 40 working days and would generally be of 3 to 4 months duration. Students doing the Work Placement elective module which is assessed, have clear guidelines and support to help ensure satisfactory completion. The Work Placement elective module is managed by a dedicated module leader and provided with guidance.

10.5 Work Placement

A Work Placement handbook is provided to guide students through this experience. Other work placement opportunities outside of this elective are supported by the College Careers and Business Relations (CBR) Department

All students are encouraged to enter business simulation competitions organised elsewhere by the School. The experience gained by their participation helps develop a range of personal and team skills. This is in addition to the core Global Management Simulation module in the third semester:

At the start of each module, students will be provided with a 'Schedule' detailing on a weekly basis, modules offered, topics to be covered, respective assessments and marking criteria, and required readings. Students therefore know well in advance what is required of them.

10.6 External Specialists RBS Connect

This is an essential element in the teaching and learning methods and will be used to provide academic and practitioner support for many modules.

To ensure that the course content reflects contemporary issues and allows you to experience a broader understanding of critical concepts, invited academics, practitioners and leading executives will contribute to learning development by way of:

- a) Lectures
- b) Complex case-study material
- c) Facilitation in structured workshops
- d) Resources to consult within student seminar or group-work

The meaning of RBS Connect is that guests speakers speak and exchange information with the students. Student Representatives organise and chair these evenings, which are held 2-3 times each semester. Connect meetings provide an informal and convivial atmosphere for discussing career opportunities and job prospects with professionals in the field.

10.7 Student Representation

Postgraduate students have very easy access to academic and administrative staff. The MA Programme Team also regularly consult students both informally and formally to ensure that their concerns are heard and addressed.

MA students elect representatives to sit on the course committees and to bring forward views from the student cohort.

The MA student representatives also assist the MA Programme Team and staff in various roles and activities to support the programme when needed. They also voice concerns on behalf of their peers.

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10.8 Dissertation

The dissertation is a major research-based activity centred in the chosen pathway concepts that have been studied in the core and specialist modules. Students will develop their ideas and focus on the research not only from the core knowledge but also from experience and existing and developing interests in the field. They will be guided and tutored by the appropriate member of staff. There is a separate handbook for the dissertation module.

This is the part of the MA programme that underpins all of its philosophical aims, as well as being the most important component (worth 40 credits). In undertaking the dissertation the student is expected to select a topic of their choice relevant to an academic area relating to the relevant Global Management Pathway.

While the student will be supported by module lecturers and dissertation supervisors, it is their own responsibility to meet the required standard for the dissertation, by:

- a) Learning about the chosen topic
- b) Carrying out a literature review
- c) Constructing a hypothesis and or research questions
- d) Controlling the design and planning of the research through feasibility studies
- e) Undertaking qualitative and / or quantitative data gathering, description, analysis and interpretation
- f) Delivering the dissertation in the required bounded format. Details in the Dissertation Handbook

In accordance with QAA M Level descriptors, studying at Masters Level at RBS requires students to shift their emphasis from a passive to an active learner; from relying on judgements of others to form their own judgement, and from utilising the research of others. In determining which topics to deal with in the dissertation, the student will be required to:

- a) Exercise judgement in considering the feasibility of a subject
- b) Determine the usefulness to their study
- c) Consider the overall relevance to the broad area of the Global Management Pathway that they are studying
- d) Justify its importance as an area of study
- e) Import a substantial range of current research and scholastic activity

Overall, it is the dissertation more than any other element of the programme that will reinforce the teaching strategy aimed at encouraging self-directed learning. For this reason, preparation for the dissertation begins relatively early in the programme structure, with the aim of reinforcing the importance of autonomy at Masters Level.

Please note, that as the pre-requisite for this module is Research Skills, students will be required to pass the Research Skills module before embarking on their dissertation.

10.9 Global Management (Management Pathway)

Ask any recruiter today and you're likely to hear that a top-notch MA by itself is not nearly enough. They're looking for skilled professionals with the global knowledge, awareness, sensitivity and experience to take their organisation or business to the next level. With the RBS MA in Global Management, students will receive a truly global practical perspective experience and a comprehensive understanding of global markets / cultures/diversity. In a nutshell, students get the global education and experience to create lasting value for an organisation, business, community and the world.

This degree provides students to develop their capability, competencies and mindset needed to be effective in the growing complexities of managing in a diverse economy including soft skills and experience to work with multi-cultures, teams and organisations in a global context.

Semester 1 (60 credits)

Core modules

- | | |
|---|------|
| • Globalisation | (10) |
| • Marketing in a Global Economy | (15) |
| • Finance for Managers | (15) |
| • Managing Human Resources in a Global Business Environment | (10) |
| • Managing Processes | (10) |

Semester 2 (80 credits)

Core modules

- | | |
|--------------------------------|------|
| • Global Strategy | (20) |
| • Research Skills | (10) |
| • Global Management Simulation | (10) |

Specialist pathway modules

- | | |
|--|------|
| • Effectiveness in the Global Organisation | (20) |
| • Contemporary Issues in Business | (10) |

35 Programme Specification in Detail

Elective

(10)

Choose one elective from:

- Family Business in a Global Economy
- Creativity
- E-Business Management
- Global Social Responsibility and Corporate Governance
- Entrepreneurship
- Consultancy
- Work Placement

(for qualifying students - specific grades and attendance records, approval needed from PD)

Semester 3 (40 credits)

Core module

- Dissertation

10.10 Global Management (Marketing Pathway)

The practitioner focus of the programme develops student's personal and professional competencies with hands-on experience and understanding in today's complex, rapidly changing global marketing environment. It will focus on key global marketing strategy issues, concepts, techniques, and tools for developing marketing strategy and marketing programmes including customer focused solutions, competitor analysis and company analysis. In addition, students will gain an appreciation of strategic issues involved in market entry, new product development, brand management, sales force management, advertising, segmenting markets, targeting markets and market positioning in the global arena. The programme will equip students with a wide range of key skills, accelerating their personal and professional development.

Semester 1 (60 credits)

Core modules

- | | |
|---|------|
| • Globalisation | (10) |
| • Marketing in a Global Economy | (15) |
| • Finance for Managers | (15) |
| • Managing Human Resources in a Global Business Environment | (10) |
| • Managing Processes | (10) |

Semester 2 (80 credits)

Core modules

- | | |
|--------------------------------|------|
| • Global Strategy | (20) |
| • Research Skills | (10) |
| • Global Management Simulation | (10) |

Specialist pathway modules

- | | |
|--|------|
| • Strategic Marketing and Planning in a Global Context | (20) |
| • Global Marketing Communications | (10) |

37 Programme Specification in Detail

Elective

(10)

Choose one elective from:

- Family Business in a Global Economy
- Creativity
- E-Business Management
- Global Social Responsibility and Corporate Governance
- Entrepreneurship
- Consultancy
- Work Placement

(for qualifying students - specific grades and attendance records, approval needed from PD)

Semester 3 (40 credits)

Core module:

- Dissertation

10.11 Global Management (Finance Pathway)

The 'practitioner focus' of the programme develops students' personal and professional competencies and focuses on helping them to gain a good understanding of the frameworks of global financial markets. It is underpinned with a global perspective and the insights from the latest finance and risk developments in the world of business and the emerging markets.

The programme enables students to appreciate and think of the challenges of global corporate finance and risk and their formulation of possible solutions in our complex global economy. Students will emerge with a wide range of key skills accelerating their personal and professional development.

Semester 1 (60 credits)**Core modules**

- Globalisation (10)
- Marketing in a Global Economy (15)
- Finance for Managers (15)
- Managing Human Resources in a Global Business Environment (10)
- Managing Processes (10)

Semester 2 (80 credits)**Core modules**

- Global Strategy (20)
- Research Skills (10)
- Global Management Simulation (10)

Specialist pathway modules

- Global Corporate Finance (20)
- Global Finance and Risk (10)

Elective

(10)

Choose one elective from:

- Family Business in a Global Economy
- Creativity
- E-Business Management
- Global Social Responsibility and Corporate Governance
- Entrepreneurship
- Consultancy
- Work Placement

(for qualifying students - specific grades and attendance records, approval needed from PD)

Semester 3 (40 credits)**Core module**

- Dissertation

39 Core Module Details

1.1. Core Module Details

All the students will be required to study the following **9** compulsory core modules and attend the Action Learning Weeks

1) Action Learning Weeks

Module 0

Credit Value – 0; ECTS – 0

Rationale

Most international students require a range of support mechanisms to make the most out of their time abroad if they are to meet the expectations of postgraduate study and adapt successfully to the learning and teaching environment of a UK University. An action learning week at the start of their programme of study is an essential component of this, and helps them to settle down quickly and more fully realise their potential. There are two scheduled ALW sessions in an academic year.

Linkages

For many students joining the MA may be their first experience of studying in a UK university. Experience on existing FT programmes suggests that an introductory week at the start of the programme is valuable to help students get up to speed quickly and feel comfortable in their new environment so as to take full advantage of their studies in the more formal taught modules. This week is also linked with Business and Life Essential Skills (BLESS) to prepare for LIFE (life in the future).

Aims

The module aims:

- Communicate to students the implications of being an MA student – their responsibilities and the Business School's
- Benchmark existing knowledge and start to move students on from that position
- Familiarise students with their programme of work
- Help engender a group feel among the student cohort

Learning Outcomes

On completion of this module participants will be able to:

- LO1 • Improve awareness of diverse cultural perspectives
- LO2 • Work effectively in a multicultural team
- LO3 • Critically reflect on their own approach(es) to learning

2) Globalisation

Code: MGT7001

Credit Value – 10; ECTS – 5

Rationale

Managers work in an increasingly global environment. They therefore need to be familiar with the structure and operations of organisations within that environment and with the forces that shaped it. Effective management in an international context is only possible through an understanding of the changing context of international management.

Linkages

This is the first taught module and helps to set the scene for this Global Management programme and integrate some of its parts.

Aims

The module aims to:

- Develop an understanding of a range of concepts and theories associated with the changing global business environment
- Develop a critical perspective about the concept of Globalisation and its impact on markets, organisations and people
- Provide programme members with a set of resources for independent thinking about the changing global environment as it affects organisations globally

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically evaluate concepts and theories associated with global production, marketing and management
- LO2 • Identify and explain the changing context of global business and management
- LO3 • Critically assess the impact of Globalisation on global markets for resources, goods and services
- LO4 • Evaluate information and knowledge of Globalisation and apply it to organisations' management

41 Core Module Details

3) Marketing in a Global Economy

Code: MKT7200

Credit Value – 15; ECTS – 7.5

Rationale

The marketing concept and its implementation underpin successful business. This module identifies the underlying principles and theory that must be fully understood by Global Management graduates.

Aims

This module aims to:

- Demonstrate that marketing is essentially about understanding that the way for an organisation in the global economy to stay in business is to serve customers better than competitors and do this over time
- Study key concepts such as consumer behaviour; segmentation and the marketing mix
- Apply this knowledge to a real marketing problem in an international setting

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically appraise the development and operation of global markets
- LO2 • Evaluate theories and concepts relating to global marketing and positioning
- LO3 • Analyse and devise a global marketing plan
- LO4 • Critically assess the impact of technology in relation to global marketing challenges
- LO5 • Prepare a report for a relevant global marketing issue

4) Finance for Managers**Code: FIN7200**

Credit Value – 15; ECTS – 7.5

Rationale

An understanding of accounting and finance is a key management requirement. Students need to study underlying concepts and principles and develop an understanding of the application of techniques in a managerial context.

They will also then be able to play a useful critical role in management planning and decision making where accounting techniques are relevant.

Aims**This module aims to:**

- Provide students with an understanding of the underlying concepts of financial accounting and a critical overview of the regulatory framework
- Enable students to understand the relevance of financial information for both external and internal users and to develop a critical appreciation of the information provided in a company's financial statements and annual report
- Enable students to understand the relevance of, and use, management accounting information for planning, decision making and control in a global context

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically assess the principle accounting statements, regulatory frameworks and the impact on stakeholders' decisions
- LO2 • Critically explain global organisational financial planning and control
- LO3 • Critically evaluate and apply short and long term financial decision making techniques
- LO4 • analyse published accounts of companies and apply the analysis to relevant global management challenges

43 Core Module Details

5) Managing Processes

Code: MGT7100

Credit Value – 10; ECTS – 5

Rationale

This course is concerned with the effective management of the activities undertaken by global organisations that produce goods or deliver services. These activities are known as operations management. Many students will find employment in this area. The module provides a framework for the understanding of the processes whereby organisations convert resources into added value outputs for delivery to customers.

Aims

The module aims to:

- Convey the significance of operations management decisions in a global context in shaping and implementing organisational strategy;
- Provide concepts tools and techniques to appraise and improve business processes of an organisation – with a focus on operations rather than on production;
- Understand appropriate techniques for the design of operations.

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Demonstrate a critical understanding of operations management and the framework models for operational analysis
- LO2 • Critically apply appropriate techniques for the assessment and development of process management in global businesses
- LO3 • Apply appropriate concepts of process management to solve business challenges of a global nature

6) Managing HR in a Global Business Environment

Code: HRM7100

Credit Value – 10; ECTS – 5

Rationale

This module is relevant to today's global manager because:

- An understanding of behavioural issues in organisations is important
- The management of people and of performance are important drivers of effectiveness and survival
- Today's managers work in a global environment

Aims

This module aims:

- Develop an understanding of a range of concepts and theories associated with organisational behaviour and human resource management and the capacity to apply these in an international setting
- Provide programme members with a set of resources for independent thinking about the management of people

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically assess major concepts and theories of work behaviour and human resource management relevant to global organisations
- LO2 • Critically evaluate specific theories and techniques relevant to a range of global organisational challenges
- LO3 • Demonstrate an understanding of effective cross-cultural management in global organisations
- LO4 • Critically analyse a specific human resource management intervention in global organisations

45 Core Module Details

7) Global Strategy

Copy: STG7500

Credit Value –20; ECTS – 10

Rationale

Strategic analysis and strategy formulation are key activities carried out by managers. This module which has a mainly external perspective identifies underlying principles of strategy development and develops understanding of the application of these techniques in a managerial context including the nature of global industries and the dynamics of global competition.

Aims

This module aims to:

- Give students a thorough grounding in the theory underpinning strategy and its development;
- Provide students with a critical overview of strategic analysis in a global context;
- Develop knowledge of formulating and implementing strategies contributing to organisational growth and sustainability in a global economy.

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically evaluate the strategic process within a global context;
- LO2 • Critically assess the impact of global factors on global organisations;
- LO3 • Develop appropriate business strategy and policies within a changing global context to meet stakeholder interests;
- LO4 • Apply a range of strategic analytical tools to address current global management challenges;
- LO5 • Conduct research, make a presentation and write a report on a relevant aspect of global strategy.

8) Research Skills**Code: SKL7500**

Credit Value – 10; ECTS – 5

Rationale

Students need the appropriate skills and knowledge to successfully complete their research project. This module prepares students for the research project by giving them the opportunity to learn skills and techniques they need. It also encourages students to plan their project by developing a focused and coherent research proposal.

Aims

The aim is to help students to develop research skills and knowledge so that they are able to successfully undertake a substantial piece of independent research.

Learning Outcomes

By the end of this module, participants will be able to:

- LO1 • Define clearly a research problem relevant to global business
- LO2 • Critically evaluate literature and relate it to the identified research problem
- LO3 • Critically assess different research methodologies and devise a logical research design
- LO4 • Produce a critically appraised, coherent and well justified research proposal

47 Core Module Details

9) Global Management Simulation

Code: MGT7900

Credit Value – 10; ECTS – 5

Rationale

This challenging and rigorous integrative module (in the form of a computer based business simulation) brings together many component parts of the programme. Students will gain knowledge and important insights relevant to the work of work by taking the module.

Aims

This module aims to:

- Provide a vehicle to test strategies in complex international business environments for students to make key decisions;
- Develop students' general management skills, team skills and to reinforce the links between theory and practice in strategic management;
- Encourage the synthesis of knowledge, understanding and skills gained in related modules.

Learning Outcomes

By the end of the module students will be able to

- LO1 • Develop strategy appropriate for a global business market in a team making use of incomplete information;
- LO2 • Critically analyse, categorise and synthesise data to solve business problems and make business decisions;
- LO3 • Compose a reflective learning account of their global management simulation experience.

I0) Dissertation Project**Code: DIS7900**

Credit Value – 40; ECTS – 20

Rationale

The integrative research project allows students to demonstrate their knowledge in a given area and produce a robust piece of business research.

Aims**This module aims to:**

- Build on the learning in the Research Skills module by developing further the skills and knowledge necessary to research and analyse a specific business problem
- Demonstrate the ability to implement a research project by applying appropriate research methods in a business context
- Critically analyse data collected and present the results in an appropriate way

Learning Outcomes

By the end of this module participants will be able to:

- LO1 • Define a research topic which relates to global management theory and practice
- LO2 • Critically evaluate literature relevant to their research topic
- LO3 • Critically describe and analyse relevant concepts to their global management research topic
- LO4 • Devise and implement a well-justified research project plan
- LO5 • Critically analyse data derived from implementing a research project and draw appropriate conclusions and recommendations
- LO6 • Write a well-justified professional research report

49 Global Management Pathway - Core Modules

12. Global Management Pathway - Two Core Modules

1) Effectiveness in the Global Organisation

Code: BUS7750

Credit Value – 20; ECTS – 10 (General Global Management Pathway)

Rationale

Students need to have a holistic view of how organisations work in a global context and be aware of some of the pressures and constraints which result in less than ideal competitive performance on a wide range of activities and measures.

Aims

This module aims to:

- Develop an understanding of organisational effectiveness and its relationship to organisational culture, and strategy development and implementation in a global arena;
- Contextualise business and organisational processes in a global setting;
- Develop knowledge about business development and the pressures, effective frameworks, processes and constraints on this;
- Provide students with knowledge and skills needed to support the development of organisational, individual and global capabilities.

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically assess the effectiveness of organisations in a global context, including where appropriate the use of information systems
- LO2 • Critically evaluate performance measurement frameworks and tools relevant to global businesses
- LO3 • Critically analyse the functions and management issues in a global business to identify ways to reduce risk and improve organisational effectiveness
- LO4 • Research contemporary issues of organisational effectiveness relevant to global organisations using a variety of qualitative and quantitative approaches
- LO5 • Critically evaluate the role of leadership and its impact on issues of global organisational effectiveness

2) Contemporary Issues in Business

Code: BUS7250

Credit Value – 10; ECTS – 5 (General Global Management Pathway)

Rationale

This course examines some of the key contemporary issues in the global marketplace / environment. It encourages students to adopt an analytical and critical focus upon issues which may be controversial, and which raise important political, social, moral and philosophical dilemmas. These issues are currently in the domain of many global managers today.

Aims

This module aims:

- Develop the understanding of contemporary issues in global businesses that illustrates the unique challenges faced by managers in the global business environment
- Develop knowledge and skills relevant to the impact on global business of contemporary issues

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically assess contemporary issues in global business
- LO2 • Critically evaluate the impact of political, social, moral, philosophical and technological issues in global markets and changing the ways in which global business is conducted
- LO3 • Demonstrate self awareness and self management to improve the ability to work independently

51 Global Management Marketing Pathway Core Modules

13. Global Marketing Pathway - Two Core Modules

1) Global Marketing Communications

Code: MKT7750

Credit Value – 20; ECTS – 10 (Marketing Pathway)

Rationale

Marketing Communications is becoming increasingly important in governing the successes of an organisation - looking to retain and gain shareholder interest for both commercial gain and competitive advantages. Aspiring managers in the global business context need to be aware of these issues because internal and external perceptions influence a given marketing activity.

Aims

This module aims to:

- Acquire the knowledge of the full range of communication tools, allowing for an appropriate and informed selection for a given organisation in a global context
- Create, build and manage competitive media campaigns - with assistance of the full communications mix for commercial gains
- Study key concepts such as branding and their relationship with the general marketing mix

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically analyse the principles and practice of marketing communications in a global context
- LO2 • Use marketing communications techniques associated with global marketing
- LO3 • Critically appraise, organising and synthesising concepts relevant to branding in global organisations
- LO4 • Critically evaluate cross-cultural issues in marketing communications
- LO5 • Communicate effectively in writing using marketing communications terminology

2) Strategic Marketing and Planning in a Global Context**Code: MKT7250**

Credit Value – 10; ECTS – 5 (Marketing Pathway)

Rationale

An understanding of strategy, marketing planning and innovating new products is the cornerstone of an organisation looking to maintain its strategic market position for sustained long-term competitive advantage. Students need to be aware of these issues and acquire techniques and knowledge to apply in a work situation.

Aims**This module aims to:**

- Inform students with the ability to strategically appraise, monitor and implement effective marketing strategy, building on the concepts and theories studied in the core marketing module
- Evaluate the strengths and weaknesses of a marketing plan / case offering suggestions for improvement and scope for further integration
- Understand the need for innovation for the purpose of commercial gains

Learning Outcomes

At the end of the module participants will be able to:

- LO1 • Critically evaluate the development and operation of strategic marketing in global markets
- LO2 • Develop an appropriate marketing strategy framework for a relevant global business challenge
- LO3 • Conduct research into relevant strategic marketing and planning issues in global organisations

53 Global Management Finance Pathway Core Modules

14. Global Management Finance Pathway - Two Core Modules

1) Global Corporate Finance

Code: FIN7750

Credit Value – 20; ECTS – 10 (Finance Pathway)

Rationale

There are a variety of models that have been developed by international economists and financiers that help to understand and evaluate investment projects and their profitability in a global arena. Students need to be familiar with these tools as without them many medium and large global companies will be unable to make informed decisions on projects and project financing.

Aims

This module aims to:

- Introduce students to the global financial environment in which business activity takes place
- Cover financial strategy and its place in the overall corporate strategy of global organisations.
- Understand the calculations and considerations surrounding raising finance in a global context.
- Be conversant with issues surrounding global investment decisions and how these decisions are evaluated.
- Understand the affect on working capital of operating in a global context.

Learning Outcomes

At the end of the unit participants will be able to:

- LO1 • Demonstrate the importance of financial strategy in setting and carrying out overall corporate objectives in a global environment
- LO2 • Calculate future cash flows and appraise investment projects in a global context, including acquisitions and mergers
- LO3 • Critically evaluate global investments using appropriate financial frameworks.
- LO4 • Calculate a global organisation's cost of capital
- LO5 • Critically evaluate the significance of the long-term capital structure of a global business and the management of its working capital

2) Global Finance and Risk**Code: FIN7250**

Credit Value – 10; ECTS – 5 (Finance Pathway)

Rationale

Organisations which operate globally are exposed to a wide range of economic and financial risks, trading and investing globally. This module builds on earlier modules introducing finance and accounting in a global context, emphasising risks which organisations are exposed to and how they attempt to mitigate and manage these risks.

Aims**This module aims to:**

- Equip students with a range of appropriate financial decision-making techniques in the context of trade and investment globally;
- Describe and explain the international financial markets and the economic environment in which exporters, importers and multinational corporations operate;
- Enable students to appreciate and assess the increased risks (and rewards) of operating internationally, including exchange rate, interest rate and country / political risk and have an understanding methods of managing these risks.

Learning Outcomes

At the end of the unit participants will be able to:

- LO1 • Critically evaluate the impact of global financial markets on corporate decision-making;
- LO2 • Apply a range of financial decision-making techniques to address global financial challenges;
- LO3 • Critically interpret uncertainties of global currency markets in relation to appropriate finance and risk management instruments.

55 Electives

15. Electives - Common to all Pathways - 7 choices:

1) Family Business in a Global Economy

Code: BUS7440

Credit Value – 10; ECTS – 5

Rationale

Family run businesses account for the majority of enterprises globally and with globalisation affecting most developing economies, there is an urgency to address competitive issues relating to these businesses. RBS students, many of whom will be going into their family business on graduation will find this an invaluable experience in their programme of studies and in the work place.

Aims

The module aims to:

- Provide students with an insight into the complex nature of family businesses in a global context
- Enable students to recognise and apply concepts so that they can understand and work more effectively in family businesses

Learning Outcomes

By the end of this module participants will be able to:

- LO1 • Categorise and critically evaluate a range of models and frameworks used to analyse and understand family businesses in a global context
- LO2 • Demonstrate critical understanding of key family business issues in a global economy
- LO3 • Write a business report and make a presentation about a relevant family business issue

2) Consultancy

Code: MGT7440

Credit Value – 10; ECTS – 5

Rationale

Postgraduates are frequently called on to undertake interventions, e.g. research and training - perhaps in their own organisation, as consultants to other divisions, or as fully employed management consultants.

This module provides the opportunity to both apply functional skills learned on the programme and exercise consultancy skills which are primarily concerned with initiating and implementing technological, organisational and behavioural changes.

Aims

This module aims to enable students to:

- Carry out a consultancy project that is of practical and useful benefit
- Demonstrate the application of analytical and evaluative skills gained in this and other modules on the programme
- Work closely with others, as part of a team, directed towards a tangible and timely outcome

Learning Outcomes

By the end of this module participants will be able to:

- LO1 • Produce a management report which illustrates a process of management consultancy and provides a workable recommendation with justification
- LO2 • Critically analyse key management and development problems and suggest solution(s) by applying relevant global management knowledge
- LO3 • Reflect on the process of a consultancy project and their experience in formulating their advice on the module

57 Electives

3) Entrepreneurship

Code: MGT7460

Credit Value – 10; ECTS – 5

Rationale

The development of innovation and creativity in organisations is an increasingly sought after skill in managers. This module applies and builds on the range of competences developed in the core Masters programme and addresses the business need for a more entrepreneurial manager.

Aims

This module aims to enable students to:

- Develop and present a proposal for a new business with a national or international perspective
- Demonstrate the application of analytical and evaluative skills gained in this and other modules on the programme

Learning Outcomes

At the end of this module participants will be able to:

- LO1 • Create a business plan for a new global business based on research
- LO2 • Demonstrate the ability to create new ideas and critically analyse them
- LO3 • Critically assess management of finance issues for making decisions relevant to the development of a new global business enterprise
- LO4 • Solve problems and make business decisions in teams suitable for a new global business enterprise

4) E-Business Management**Code: MGT7420**

Credit Value – 10 ECTS – 5

Rationale

The emergence of a networked world, symbolised clearly by the high profile of the World Wide Web, has a potentially profound effect on the way in which business can be conducted. With the advent of new business models many of which threaten the survival of old forms of business managers should be aware of the threats and opportunities posed by a networked world.

Aims**This module aims to:**

- Examine objectively the content, business opportunities, implications and issues regarding e-business (including risk), making use of frameworks and models for critical analysis
- Enable students to participate in the evolution and management of an e-business strategy, including the use of frameworks / models

Learning Outcomes

At the end of this module successful participants will be able to:

- LO1 • Critically evaluate the nature of e-business and the relevant components and dimensions for global businesses
- LO2 • Critically analyse information and develop a strategy for integrating an e-business model in a global business
- LO3 • Coherently present findings on a topical e-business model

59 Electives

5) Creativity

Code: DSM7450

Credit Value – 10; ECTS – 5

Rationale

Most organisations and their managers aspire to ride the cutting edge of innovation, so as to be better able to manage their future success and future risk. An understanding of organisational and personal creativity is important in today's competitive business environment, and this module will enable participants to play a fuller role in this area of organisational development.

Aims

This module aims to:

- Examine the psychological and cultural components of creativity and its impact on organisational systems, structure and success
- Enable students to understand and develop their own creative potential in the context of organisational scenarios

Learning Outcomes

At the end of this module successful participants will be able to:

- LO1 • Acquire through research relevant information about creativity and its impact on global organisations
- LO2 • Critically assess their own creative potential and develop the skills necessary to enhance it
- LO3 • Construct innovative solutions to organisational challenges

6) Global Social Responsibility and Corporate Governance

Code: MGT7480

Credit Value – 10; ECTS – 5

Rationale

Issues of social responsibility and corporate governance are playing an increasingly important role in the global management context.

This module challenges common assumptions about the way organisational principles, practices and processes impact on stakeholders and the environment, and also gives students an understanding of their individual responsibilities in the global marketplace.

Aims

This module aims to:

- Develop students' awareness of, and ability to deal with, complex moral, social and ethical issues confronted in global business
- Provide students with frameworks of social responsibility and corporate governance

Learning Outcomes

By the end of this module participants will be able to:

- LO1 • Critically assess the nature and complexity of global social responsibility and corporate governance
- LO2 • Apply a range of frameworks to critically explore corporate governance dilemmas and challenges from a global perspective
- LO3 • Identify and critically evaluate current global trends and managerial practices that encourage socially responsible behaviour

61 Electives

7) Work Placement

Code: ILE7500

Credit Value – 10; ECTS – 5

'Tell me and I'll forget. Show me and I might remember. But INVOLVE me and I will learn'.
Anonymous

Rationale

The Work Placement is an optional module of the MA in Global Management programme. Through the internship, students learn to adapt to new situations, develop their communication and social skills, and gain insight into the workings of a professional environment. These work experiences gained by students are valuable in today's ever changing global economies and environment as it also provides a practical understanding of the wider spectrum of challenging issues in global workplaces.

Additionally, the Work Placement enables students to meet the needs and requirements of their chosen field. It will involve placement in an organisation which agrees to provide supervised experience at a level corresponding to the student's academic development and career goals. The Work Placement is viewed as an opportunity to integrate concepts acquired on the programme with the practical problems and opportunities that occur in the real world.

Students undertake their work placement in a small or large organisation within the global economies. Work placement roles may include marketing, education, management, administration, research and other possible challenging opportunities.

This option may not be suitable for all students. Interested students must meet with the Programme Manager to discuss eligibility and possibilities before making this option their choice.

(Note: The terms 'internship', 'work placement' and 'placement' are used interchangeably throughout this module.)

Aims

This work placement aims to:

- Provide students with the opportunity to complement their academic learning of the taught Global Management (GM) modules with practical experience in the workplace. It may also be linked to their dissertation
- Provide students with field experience which should facilitate the application of theory and skills gained in the classroom to work-related problems and experiences
- Provide students with field experience which facilitates the acquisition of new understandings, ideas, cultural understandings, customs, skills and team synergies that cannot be achieved in the classroom

Learning Outcomes

At the end of this module successful participants will be able to:

- LO1 • Critically reflect on their own practice and experience relating to organisational culture and management challenges via a management report
- LO2 • Apply a variety of transferable skills including two-way communication, critical thinking and evaluation of information in a business environment
- LO3 • Demonstrate that they are aware of how to improve their personal effectiveness

63 Learning Environment

16. Learning Environment

16.1 Programme Directorship and Management

The Programme Director and the Deputy Programme Director in consultation with Associate Dean of Quality and Operations, is responsible for overseeing the academic delivery of the Programme and ensuring that teaching, learning and assessment strategies are met. In this task, the Programme Director is supported by academic staff and by the administrative team.

16.2 Academic Staff

Academic staff with specialist knowledge of areas within the field, deliver appropriate elements of the course in accordance with the specified teaching, learning and assessment strategy. Appropriate administrative staff support the academic management of the course.

16.3 General

RBS aims to provide appropriate support to students at all times and to ensure that any information they may require regarding his / her studies is available.

There are key members of staff, both academic and administrative who are able to provide information on all aspects of the programme of studies.

16.4 Faculty Registry

The Faculty Registry is the central administrative office supporting all courses and programmes and is also responsible for monitoring and maintaining quality assurance.

16.5 Quality Assurance and Enhancement

The School is dedicated to continually developing and enhancing the quality arrangements. Of particular importance is the need to achieve greater impact on improving student academic output. This has required the development of a system that both 'assures' and 'enhances' quality.

This is led by the Associate Dean of Quality and Operations enabling quality issues across RBS programmes to be dealt with efficiently. He / she has regular contact with Student Representatives but he does not teach on the programme.

The Associate Dean of Quality and Operations has ultimate responsibility for programme quality enhancement on the MA.

17. Research

The aims of research support are to:

- a) Enable RBS Faculty and staff to engage in scholarly activity so as to create new intellectual capital such as articles, books, teaching materials - especially to contribute to the delivery of the Masters programmes
- b) Stimulate applied research, especially about global management, global marketing, innovation, corporate studies, market entry, entrepreneurship, global banking and finance
- c) Help in bridging specialisations and disciplines to create new intellectual capital that is practical and credible
- d) Enable researchers to link with scholars and practitioners at other institutions

The final 40 credit Dissertation Project aims to integrate students' learning and emphasises self-directed study, students would be expected to have gained a degree of competence by this stage of the programme. The Research Skills module introduced at the start of the second semester underpins the Dissertation Project, and also allows time for students to think about, and prepare for their Dissertation Project.

A submission date set at the beginning encourages students to focus their efforts within a 12-week, full-time period at the end of their course.

Whilst Research is formalised into the Dissertation Project at the end of the programme, students are encouraged to research in a more general sense throughout the programme. The Dissertation Project is the element of the programme that earns students their Masters Degree, the programme will provide underpinning preparation to help students to achieve this successfully. Students will be provided with a detailed handbook as guidance in addition to classes and individual supervision.

65 Student Support Services

18. Student Support Services

18.1 Whom To See	Programme Director or Deputy Programme or Director	Head of Student Support Room T201	Business and Management Faculty Registry Room T008
Programme			
Academic Queries	•		
Administrative Queries			•
Timetabling			•
Transitional Arrangements		•	
Work Placements			
Module			
Academic Queries *	•		
Administrative Queries			•
Assessment Feedback			
Assessment			
Module Assessment	•		
Results / Transcript			•
Procedures for Academic Appeals			•
Extended Absence from Classes	•	•	
Personal			
Advice on Personal Issues with Regard to Academic Studies	•	•	
Information on Support Services Available on Site.		•	
Fees & Financial Aid			
Payment of Fees			
Student Loans, Grants & Awards			•
General			
Academic References	•		
Accommodation			
Confirmation of Enrolment			•
Extra-Curricular Activities			
Graduation Ceremony			•
Registration			•
Student Records – Amendments to Personal Details			•

* In the event of an academic issue within a module, students should first consult the Module Lecturer and then, if necessary, the Principal Lecturer or Programme Director.

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18.2 Student Support Services

Regent's College wishes to ensure that effective support systems are in place for you during your studies. The Head of Student Support, Academic Advisors, Programme Directors, Faculty Registry, the Student Centre, Student Representatives, and various support services are available to provide you with support and advice on a variety of issues.

18.3 Programme Directors

Each programme has a designated Programme Director who, with the support of colleagues, is available to offer support to students on a wide range of matters.

18.4 Head of Student Support

Pastoral Care

If you encounter any difficulties during your studies or have personal problems which are interfering or may interfere with your work or attendance, the Head of Student Support will be able to provide you with support and advice within a confidential setting.

18.5 Disabilities

The Head of Student Support liaises with the Central Disability Officer with regard to students who have disclosed a disability.

General

The Head of Student Support liaises with the Student Council and Student Representatives on a regular basis concerning general queries and / or concerns students may have. The Head of Student Support is a member of the Course Committee and, when possible, attends Student Council Meetings.

Contact details:

Pam Taylor

Head of Student Support

Room: Tuke 201

Telephone: 0044 (0)20 7487 7593

e-mail: taylorp@regents.ac.uk

19. Deferral of Studies

Students may temporarily interrupt their academic studies for emergency or personal reasons provided they have notified and obtained approval from the Programme Director and have informed the Faculty Registry.

19.1 Deferral Approval

Students seeking to take a break in studies should notify the Faculty Registry. This process requires the approval of the Programme Director.

Deferrals in study are approved on a semester by semester basis. Normally, students cannot take a break of studies for more than two consecutive semesters.

It is the responsibility of the Programme Director to inform the Faculty Registry Administrator supporting the specific programme of study whether approval has been given or not.

19.2 Refunds

Students who begin a course and then wish to withdraw must advise the Faculty Registry (room Tuke 008).

Accreditation, alumni and registration fees are not refundable. Refunds of tuition fees will be made in full only if notification of withdrawal is received in writing from the student before the official Registration Day for the academic semester that has been pre-paid. Refunds will be made by cheque within 45 days of receipt of a valid request for a refund.

Students who begin a programme and then withdraw by the end of the fourth week of the academic semester; must make a request for a refund in writing to the Commercial Manager; within two weeks of their official withdrawal (in writing) from the school.

Refunds of the full semester tuition fees will be made on the following scale:

- Withdrawal within the first two weeks after the official registration date: 80% of fees
- Withdrawal within the third week after the official registration date: 60% of fees
- Withdrawal within the fourth week after the official registration date: 40% of fees
- Withdrawal after the fourth week after the official registration date: no refund

If a student is suspended or expelled from RBS London due to misconduct, no refund of fees for that academic semester shall be paid. Refunds of tuition fees are made payable to whomever paid the fees to RBS London.

69 Purpose and Philosophy of Assessment

20. Purpose and Philosophy of Assessment

20.1 Preamble

High quality assessment, which is high in validity and reliability, is an essential element of the student learning experience. By reliability we mean that assessment must be accurate and repeatable: the processes for the designing, setting, marking and moderation of assignments must be transparent and consistent. By validity we mean that assessment must be effective in measuring the intended learning outcomes. This may mean that the assessment tasks will reflect the nature of the subject.

Assessment enables students to demonstrate that they have fulfilled the objectives of the MA programme of study and achieved the standard required for the validated award from the Open University. Assessment must reflect the achievement of the individual student in fulfilling these objectives, and at the same time relate this achievement to a consistent national standard for awards. The course team has ensured that the assessments, in their scope and character, reflect the programme specification in general and the programme learning outcomes in particular. The system of assessment aims at a transparent exposition of what constitutes an appropriate level of achievement, given the demands upon students.

20.2 Purpose of Assessment

Assessment for the programme as a whole is based on a combination of Module-Work, both during the semester and in exam periods, and a dissertation. At the end of the programme students will receive a grade of Pass or Fail, with no specified percentage score or alpha mark. An additional grade of Pass with Distinction may be given for work of exceptionally high quality.

20.3 Philosophy of Assessment

The assessment strategy has been developed in conjunction with the aforementioned Teaching and Learning Strategy. Assessments are designed to support a student who can manage independent self-directed learning and operate autonomously in planning and implementing tasks. The programme moves the student towards full autonomy, whereby he / she takes full responsibility for managing his / her work. For this reason, for example, there will not be examinations on the MA programme, except in the Financial modules and in special circumstances where self-directed forms of output are less appropriate.

Altogether, the purpose of the postgraduate assessment strategy is to provide a set of consistent, transparent, institutional Masters Level benchmarks and measures that academic staff can implement and students can achieve through largely self-directed work.

The course team intends to ensure that:

- a) Open University policies and regulations concerning assessment are followed;
- b) The assessment objectives of the postgraduate programme are fully met;
- c) Students are appropriately assessed to the level.

Furthermore, the Programme Team has ensured that assessments in their scope and character fully reflect the range of programme aims and objectives. At the same time, they have ensured that the level of assessments is appropriate and that they demonstrate progression in depth and complexity. For this purpose, the course team intends to utilise the framework for higher education qualifications in England, Wales and Northern Ireland (January 2001), developed by the Quality Assurance Agency. More specifically, they intend to draw on the section, 'Descriptors for a qualification at Masters (M) Level: Masters Degree' as the key determinant of RBS-L assessment strategy at M Level.

The course team's thinking has been further informed by 'The Revision to the SEEC Descriptors' (April 2001) from the South East England Consortium for Credit Accumulation and Transfer and the conference 'Developing Masters Courses' (Oxford Brookes University: April 2001). Furthermore, the assessment strategy, building on the 'Teaching and Learning Strategy', reflects the background and type of students coming onto the programme. In this respect, application of assessment relating to industrial and commercial practice will be greatly encouraged. However, the key focus of the strategy will be on the assessment of student critical thinking and awareness; their ability to develop analytical, dialectical and rhetorical argument, supported by reference to current research, particularly refereed journals.

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21. Generic Criteria to be Assessed for a Masters Level Student

- a) The student is incorporating a systematic knowledge of current issues and critical awareness most of which is at the forefront of research
- b) The student is operating at the boundaries of knowledge
- c) The student uses some of his / her own research data to support arguments
- d) The student is able to demonstrate originality in the solution of very complex problems
- e) The student produces at least one piece of work that builds on existing knowledge, or shows some originality of outcome or method of enquiry
- f) The student is able to formulate his / her own hypothesis or research problem
- g) The student can engage in epistemological debate and discriminate between methods
- h) The student is able to critically interpret and evaluate a range of research work from differing perspectives
- i) The student can engage in debate with the academic community relevant to the discipline
- j) The student has a technical mastery of M Level skills
- k) The student works autonomously with the minimal degree of tutor facilitation
- l) The student's work is underpinned by reference largely from refereed research output
- m) The student can import ethical procedures and practices into their work with reference to relevant professional bodies

Assessment of Module-Work and the DIS7900 Dissertation Project must meet the general assessment criteria for assignments presented above. Tutors will also be expected to produce an assignment front sheet for the students that will include at a minimum:

- a) The assignment criteria to be met
- b) A list identifying the Masters Level generic criteria that are specifically being assessed in that piece of work

This general assessment strategy is intended to ensure that all Masters Level generic criteria will have been undertaken by every student and thoroughly examined by lecturers. Each lecturer will be expected to present a copy of his / her assessment criteria to the Programme Director, who will monitor the assessment of the programme to ensure that all Masters Level objectives have been covered.

21.1 Submission of Module-Work Assessments

Unless otherwise specified in module documentation, Module-Work assessments must be submitted to the BAM Registry office on the ground floor of Tuke Building, room 008 by the deadline indicated by the module lecturer. All submissions must be accompanied by a Module-Work Cover Sheet completed and attached to the front of the assessment.

Should the Registry office be closed (ie. after 5pm), Module-Work assessments should be submitted through the letterbox situated near the office entrance door. Module-Work Cover Sheets will be available by the side of the letterbox.

All Module-Work assessments submitted when the Registry office is closed, via the letterbox, are collected when the first person arrives on the morning of the next working day (this time varies, and is not necessarily 9am when the office officially opens); these assessments are date stamped as submitted on the previous working day.

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21.2 Penalties for Late Submission of Module-Work / Assessment

In the event of a late submission of Module-Work / assessment without justification, the following penalty will be applied:

- If the assignment achieves a pass mark or above, it will be capped at 50%.

In the absence of submitting a request for extenuating circumstances, no Module-Work / assessment will be accepted for marking beyond two weeks after the submission date.

21.3 Exam and Test Assessment

Once a student commences an examination or test, they have deemed themselves fit to take the examination or test, and cannot subsequently make a retrospective claim for extenuating circumstances.

21.4 Roles of Assessment

The programme of study for a Masters Degree is made up of a number of modules.

Each module has:

- A title, which indicates the discipline or specific study area
- Number of credits allocated which indicates how many hours students should expect to spend studying
- Rationale – why this module is included
- Aims – what we expect students to get from this module
- Learning Outcomes the specific things students should be able to do at the end of the module
- Indicative Content – the main topic areas that will be covered. Note that not all may be covered to the same extent
- Assessment – an indication of the type of assessment vehicle that will be used

The Programme uses a wide variety of assessment vehicles depending on the content of the module, the expected outcomes and the overall balance in with the programme. The primary role of assessment is to measure the achievement of outcomes. In all cases students should be able to see a connection between the aims, LOs (Learning Outcomes) and assessment. For example, in the Finance module of the first semester students are expected to have acquired a critical understanding of global organisational financial planning and control. This is tested by an exam. Marks will be awarded for both calculations and commentary.

Other modules have what is known as 'Coursework' or 'Assignments' which are done in the student's own time, either individually or as a member of a group and submitted by a deadline. Typically the tasks set are 'Active' rather than 'Passive'. Students are required to work on their own, to research and develop ideas rather than simply remember and repeat what they have been told in the classroom. Assessment is therefore part of the learning process.

Assessment also provides RBS with a record of a student's achievement; this is essential in awarding them their degree. Transcripts of marks are evidence of the level of a student's achievement. It is therefore important that coursework submitted is the student's own (except where group work is specifically required). The mechanisms used to ensure this are discussed elsewhere.

21.5 Types of Assessment

Each piece of assessment will specify the format to be used. The most common formats are explained below. Modules have more than one piece of assessed work. Often there is a smaller, interim piece of work for which students receive feedback. There is a link between the number of credits and the size of the assessment task.

21.5.1 Reports

Many tasks require a 'Business Style' report reflecting the requirements of business. This is different from an essay in that it is not intended to be read necessarily as a whole, although it is expected to have a logical structure. Reports tend to use headings and sub-headings and may also use a numbering system which makes cross-referencing and searching easier. This document which is currently being read has many of the characteristics of a report. It has a contents page and although there is a logical structure it would be possible for the reader to go straight to a sub-heading and it should make sense without reading everything that went before. Guidance will be given about what makes a good report.

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21.5.2 Presentations

At work, students are increasingly required to make / give presentations to peers, subordinates, superiors or clients. These can be stressful experiences, particularly if the student is presenting in a second language. Students should have the opportunity to try out presenting in a 'safe' environment – i.e. in the classroom. Usually the student will be asked to prepare and make the presentation in a group, which relieves the pressure in one way but in another makes it important that the student works well with their class mates. Presentations are usually made to a member of staff who will have a colleague or an outside visitor with him or her. Students will have many opportunities to make presentations during the course of their programme.

21.5.3 Case Study

Case studies are used widely either as exploration learning for an individual report, individual presentation, portfolio or examination. This is to provide the student with a more in-depth understanding of an issue.

21.5.4 Essays

This is a general term that is used for what is now seen as traditional academic work, where students will be asked to write about a specific topic (or a choice of topics). Because business and related disciplines are referred to as 'Applied', students will often be asked to relate theory to either practice or current real world issues. Examiners will be looking for both content, that is the range of material students have used and how it relates to the question; and structure, that is how students have assembled and presented the material. It is common in this type of work to use ideas and material from other sources, but it is essential to provide a reference of the source so that we can identify what is the student's own original work. Students will be given guidance on referencing other people's work.

21.5.5 Examinations

Many of the students will be familiar with this kind of assessment. They are usually used for the 'Knowledge' modules where it is possible to assess their understanding of the principles of the subject with a set of questions. This medium is also used for assessing some 'Application' modules with case studies so that students can apply their knowledge to a particular situation. Sometimes the case studies are issued in advance so that students can do some preparation.

For security and fairness, examinations take place in a formal setting at a prescribed time and students will be provided with clear instructions about the process. Students will be identified by their number and not name for security. Examinations allow checks to be made on students' progress and to provide records of work that is solely theirs. Examiners try to design the exam so that it adds to their learning rather than just being a test of memory.

21.5.6 Portfolio

Portfolio tasks are used during or mid semester and usually require students to research a topic / carry out a task(s) in a time frame between one or more class sessions. Written or verbal presentations are made in class and feedback given. Both depth and breadth of learning can be accommodated in this formative work. The portfolio principle can also be used for non-credit bearing work. They develop students' ability to research and work quickly, to discuss with peers from a position of knowledge a given topic, and to receive timely feedback from faculty.

21.5.7 Reflective and Learning Diary

The Learning Diary is a Reflective piece of work in which the students describe their learning experiences in the specific module or assessment and reflect on this experience from their viewpoint. The MA Programme has an applied focus and one aim is to nurture work-related skills such as learning through reflection, and building on and using integration related skills. This is of great importance especially if a student chooses the Work Placement elective module.

21.5.8 Team / Group Work

Recognising that we work increasingly in groups or teams, particularly in an international / global work setting, it is important that students gain experience in this type of work environment.

In the workplace, tasks are usually carried out by a team / group of people. It is important that individuals understand how groups operate. This is called 'Task' and 'Process'.

Team working activities are structured to explore both sides. It recognises that the Masters Degree is awarded to individuals, so in all modules where team work is used there is an element of individual assessment. This may include a Reflective and Learning Diary that explores what students have learned through the process.

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21.6 MA Protocol on Team Working / Marking

The Programmes include modules that are assessed through team activities.

Lecturers select a balance of working and assessment patterns to maximise the learning opportunities for students.

The guidelines below indicate different ways in which teams are selected, work is assessed, and how lecturers and course management ensure the smooth operation of the process.

21.7 Team Selection

Lecturers will make it clear to participants the basis for selection, as this will vary dependent on the objectives of the work. Possible means are:

- Lecturers may use psychometric profile selection information: usually to gain a balance of skills for a particular task
- Self-selected: For example: in the Global Management Simulation Module (MGT7900)
- Self-selected: according to preferred working relationships

21.8 Team Assessment

Often team work requires a presentation and a written report – usually split 50/50 for marking purposes.

Presentations are often given a team mark, with all members assumed to have contributed equally.

The team as a whole may be required to submit written reports, with all members getting the same mark, or individual reports with individual marks may be given.

Peer team assessment is sometimes used, but the lecturer will make it clear why this is being used, what level of influence it has on the marks, and all participants will need to agree to the process.

21.9 Resolving Difficulties

Part of the value of working in a team is taking part in the process of managing team relationships while achieving the team task. There may well be times when one or more team members feel that others are too dominant or some are not playing their part. The primary responsibility for resolving these difficulties lies with the team, and this is a valuable learning process. If a team feels that differences cannot be resolved in this way then the members should discuss the problem with the Module Lecturer responsible for the module, who may involve the Programme Director. This process should lead to a satisfactory solution.

21.10 Business Simulations

Students are required to participate as teams in the core Global Management Simulation module at the end of the second semester. The Global Management Simulation encapsulates all that has been learned on the programme in Semesters one and two.

Students will be tested from a mix of assessments including reading computer generated information, scenario outcomes, leadership, teamwork, analysing, forecasting, report writing, oral presentation, organising, effective use of time, strategy tools application, strategic choices and skills and much more. It is a highly charged and interactive intensive module.

Students are also encouraged to enter other business simulation competitions or competitions organised elsewhere by the School / College. The experience gained by their participation helps develop a range of personal and life essential skills.

21.11 Viva Voce

This may be used as an alternative or additional assessment where valid reasons for poor performance have been established in order to satisfy the internal exam board.

In a different situation a Viva can also be used to determine difficult or borderline cases of assessment, but only to raise and not lower a student's mark.

21.12 Work Submission

What is expected?

- Each Module has a schedule which indicates assignment dates and deadlines. This is set to provide students with a balanced workload. There will usually be some assignments to complete during the module and also one at the end of the taught part of the Module
- The modules are designed as a coherent whole and there is an assumption that students have completed all the work before progressing to the next stage
- The student will receive a briefing sheet for the assignment which will specify the format required and indicate, where appropriate, weightings of the marks. Written assignments are normally word-processed and a well-presented work as befits postgraduate level work is expected

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21.13 Defining Tasks

Each module has its own assessment, set by the lecturer responsible for delivering the module and agreed by the Programme Team. This is usually indicated in the module 'Schedule' which gives full details of a module.

Students will be issued with a set of instructions that explain what is required to complete the work. They may well be directed towards particular sources or texts that might prove useful in preparing their assignment. In some modules, particularly where case studies are used, the lecturers may offer specific workshops to help students develop their ideas.

For examinations, samples of past papers are available and advice will be given on the specific format for examination in time to help with revision. The instructions for both assignments and examinations will clearly indicate the allocation of marks to particular aspects of the task if appropriate.

21.14 Role of Literature in Assessment

Much reference is made to the word 'Literature' during the Programme. This term is used generically to refer to a wide range of sources of material. The word is used mainly to signify what is written about a subject and is central to academic debate as it is the permanent record of the debate.

Please see Appendix on Referencing, page 97.

21.15 Types of Literature

The obvious form of literature is books. Text books are written to provide instruction about a particular topic area. In some cases a module is structured around a specific text. Students will be expected to buy these books. A typical example of this would be the Research Skills module.

The second major form is journals which are published regularly on a wide range of topics. The library subscribes to the most important and others are available through online services. In recent years the web has become a major source of literature, either directly by having information and debate posted directly onto sites or by access to more conventional material such as journal articles through databases. Students will receive instruction from the staff on how to access all forms of literature.

21.16 Using the Literature

Students are expected to read during the programme. Text books are a source of knowledge about a topic. They are written by experts in their field and often bring together a range of other peoples' work on the topic in a digestible form for students. Some such as those in Accounting and Finance also give instruction in techniques that students need to learn. Each module will have a list of suggested texts at the start of the module.

The literature is also the place for academic debate and knowledge development. It is where the results of research are published and opposing views are debated. Academic journals have a particular role to play in debate and it is in these that students will find up-to-date material, although increasingly the web is being used for conducting such debates.

When using the literature to support their work, students must make reference to the original author. This is known as 'citing' and the University uses the Harvard referencing system. This allows the reader to identify the original source and provide enough information to consult and check the source.

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22. Module Assessment Criteria Map	Context, Rationale and Organisation	Analysis, Synthesis, Evaluation	References
General Statements	The student is able to operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice. If working individually will exercise imitative and personal responsibility. If in group setting work effectively as a group member. Is a self critical learner.	The assessment demonstrates the depth and systematic understanding of knowledge in specialised / applied areas. Ability to synthesise and evaluate from research and findings. The assignment is expressed in a coherent and precise manner.	Sourcing and application of relevant models and frameworks. Proper academic standards of citation and reference. References backed up in the bibliography.
A Range Distinction (70% - 100%)	Demonstrates an analytical conceptualisation of the context, rationale and process. Able to identify and discuss the pertinent issues in depth. If appropriate, the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions. Has a comprehensive understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a leader or member.	Excellent analysis and well justified evaluation of theories and concepts. Provides outstanding interrogation of these issues, models, & or frameworks etc applied in a way that supports explanations, analysis etc, that cover the entire scope of the assessment. Coherent realistic interpretation of incomplete or contradictory areas of knowledge. Offers well founded cautious personal interpretations with original insights. Clear objective evaluation and reflection. Methodology justified with 1 imitations provided. Illustration by use of well-chosen examples.	Provides a critical review of a wide range of frameworks, models. Accurate and full references using the Harvard Referencing system used to support analysis, discussion, etc usefully extending the scope of the taught material. If necessary evidence of primary research conducted. At this level at the forefront of the academic discipline. This is backed up in the bibliography.
B Range Merit (60% - 69%)	Appropriately organised. Identifies pertinent issues and discusses them effectively. If appropriate, some awareness of the implications of ethical dilemmas. Has sound understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a member. Limitations in terms of methodology or self evaluation not fully explored.	Models / Techniques used are relevant but may lack justification. Some identification linked to analysis of relevant results. Methodology and assumptions may need justification & critical analysis. Understanding of the issues are evident but not fully explored. Some examples provided.	Relevant ancillary resources identified but not exploited fully. Reading list could be enhanced or broader in terms of sources, e.g. websites, referred journals, etc. Over reliant on secondary sources of information.

Presentation	Integration of relevant theory and practice	Conclusion (& if appropriate, Recommendations)
<p>Work clearly structured, with a variety of sources such as tables. If in group setting can engage in academic and professional communication with others. Also reflective of own and others to improve performance. Expressed in a coherent and precise manner.</p>	<p>The report is clearly organised in such a way as to demonstrate critical understanding of the relevant theoretical concepts and applying these in the appropriate setting.</p>	<p>The production of conclusions that logically follow from the analysis, together with justified recommendations (if appropriate)</p>
<p>Effective report structure including introduction and conclusion sections. Useful titles to sections. Clear written presentation, organised. Formal writing style, including introduction and conclusion sections. Accurate use of language and appendices (supporting documents). Error free spelling and grammar. Effective and attractive layout. Effective integration of tables, diagrams, etc. If appropriate has worked as a key member in a group environment.</p>	<p>Exceptional use of results of analysis to derive (typically) a comprehensive proposal, answer or solution. Theories and models applied across the main areas in a way that supports the explanations. Evidence of reading around the subject area and outstanding ability to articulate the main variables. Synthesising information in a manner that may be innovative. Ability to delve into relevant professional experience that are well justified by analytical results and other evidence. Can demonstrate self direction and originality in problem solving.</p>	<p>Work of outstanding quality showing perceptive and critical thought. Successfully draws together the various points made, and the main strands of the argument. Honest and insightful appraisal of own work that emphasises the key issues impacting on the main conclusions. Demonstrates that effective learning has taken place, and if possible identifies opportunities for further learning.</p>
<p>Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.</p>	<p>Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.</p>	<p>Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.</p>

Continued over leaf

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	Context, Rationale and Organisation	Analysis, synthesis, evaluation	References
C Range Satisfactory (50% - 59%)	Adequate structure showing awareness of pertinent issues but with some discussion or commentary. If appropriate, limited awareness of the implications of ethical dilemmas. Has limited understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work but not without conflict as a member.	Limited range of models / techniques applied. Use may not be completely appropriate or accurate. Inability to comprehend the full range of variables and issues. Links to the analysis may not be explicit. Examples (if provided), may not be appropriate.	Relevant ancillary resources identified but not used effectively. Reading list limited and at superficial level. Over reliant on secondary sources of information.
MF Range Marginal Fail (45% - 49%)	Not yet competent standard and is referred for further development. Not demonstrated evidence of understanding the key issues, and has not taken initiative & responsibility in either individual or group setting.	Not yet competent standard and is referred for further development. Sub-marginal analysis, synthesis and evaluation.	Not yet competent standard and is referred for further development. Would require evidence of wider reading and editing to bring it up.
F Range Fail (0% - 44%)	Could be a non-submission of work, or work handed after the due date, or an unsatisfactory level of work.	Unsatisfactory, must be re-done entirely	Unsatisfactory, must be re-done entirely

Presentation	Integration of relevant theory and practice	Conclusion (& if appropriate, Recommendations)
<p>Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.</p>	<p>Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.</p>	<p>Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.</p>
<p>Satisfactory report, with a possible number of omissions or errors. These do not interfere with the communication of ideas, but do not enhance the quality of the assignment. Presentation has a number of flaws that need remedying.</p>	<p>Descriptive selection of a range of techniques, models applied in a way that supports the explanations and analysis that covers the scope of the assignment at a satisfactory level.</p>	<p>Adequate but pedestrian work. Shows evidence of the use of a limited number of references. Covers some areas for opportunities for further learning.</p>
<p>Not yet competent standard and is referred for further development. Would require substantial improvement in either the written work or presentation to bring it up. Unsatisfactory, must be re-done entirely</p>	<p>Limited description of techniques and models. Application not linked to the theory, or the application is not thought through. Scope of the assignment does not reach the competent standard & referred for further development. Unsatisfactory, must be re-done entirely</p>	<p>Not yet competent standard and referred for further development. No self-criticism evident or superficial learning has taken place. Unsatisfactory, must be re-done entirely</p>

85 Assessment Classification and Criteria

23. Assessment Classification and Criteria

23.1 Classification of the taught modules and the DIS7900 Dissertation Project

For each module within the programme, including the Dissertation Project, students will receive one of the following alphabetical grades:

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory (Pass)
FB	45-49	Failed Coursework an Examination, but reparable with re-work with each mark capped at 50%
F	44 or below	Fail (Re-take)

To pass the programme as a whole, a student must pass each module, including the Dissertation, with a minimum grade of 'C', equating to a Total Module Mark (TMM) of 50% or above. The Total Module Mark is achieved by averaging the sum total of each component that contributes to the assessment of the learning outcomes of the module.

Each assessment for a module is either given equal weighting, or may have specified weightings for each assessment component. Each component of an assessment must achieve a minimum threshold of 40% or above in order to demonstrate that a student has reached a minimum level of competency.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment of a module, then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

23.2 Classification of the MA programme as a whole

At the end of the programme students will receive a classification of:

- a) Distinction
- b) Merit
- c) Pass
- d) Fail

23.2.1 'Pass' Award

A classification of Pass will be awarded for the programme as a whole if each module, including the Business Project, has been given a grade of 'C' or above.

A classification of Fail will be given for the programme as a whole if one or more modules, including the DIS7900 Dissertation Project, have been given a grade of F.

23.2.2 'Merit' and 'Distinction' Awards

The normal requirements for a Masters award with Merit or with Distinction:

- A student who has been credited with at least 180 defined credits at Level M will normally be awarded the Masters Degree
- A student who has achieved a credit-weighted aggregate mark of at least 60% may be considered for the Masters award with Merit
- A student who has achieved a credit-weighted aggregate mark of at least 70% may be considered for the Masters award with Distinction
- Otherwise in marginal cases at the discretion of the Final Assessment Board

87 Assessment Classification and Criteria

23.3 Compensation for Students Who Are Due to Graduate.

The Final Assessment Board when classifying students, may, having taken consideration of a student's overall profile of marks, award a compensated pass in respect of one module in which the student failed.

The purpose of the Compensation regulation is to offer an opportunity for the Final Assessment Board to award a 'Compensatory Pass' to a student who is due to graduate and who has narrowly failed in one module in his or her final semester. A student who achieves a TMM of between 48 - 49% will be considered for a 'Compensatory Pass'. The consideration of the Board will be that the overall profile of the student merits compensation and the student's graduation will otherwise be delayed.

Students are NOT eligible for a Compensatory Pass for their Dissertation.

The transcript will still show the original final TMM but will be denoted by a 'CP' to illustrate that this is a 'compensated pass.'

23.4 Assessment Criteria for the Module-work

Assessment of the taught modules is based on the expected learning outcomes declared at the outset in the module descriptors, and will therefore vary from module to module. The MA will rely primarily on qualitative forms of assessment, due to the nature of the material for study.

Assessment is at the discretion of the lecturers and moderators, if any, are involved in the assessment process. Marks may be given for a variety of assessment methods, including but not limited to the following:

- a) Activities in class
- b) Presentations
- c) Papers
- d) Essays
- e) Simulation exercises
- f) Fieldwork
- g) Research-based projects
- h) Written or oral examinations with seen or unseen questions
- i) Any other form of learning with a measurable outcome

24. Assessment Regulations

The regulations governing assessment of the Masters programme conform to those of the Open University Handbook for Validated Awards and are informed by the Level M Descriptors of the Quality Assurance Agency (QAA). They also conform to the institutions' 'Assessment Strategy' and to the 'Quality Enhancement Handbook'.

All assessment for the Masters Programme goes through a rigorous procedure at both module and institutional level. At module level, the appropriate lecturers initially assess academic module-work, while Business Projects are marked twice.

24.1 External Examiners and Exam Boards

RBS appoints specialist examiners with the approval of the OUVS to assess elements of assessment. At institutional level, structured assessment boards are in place, with the above mentioned external examiners appointed to approve and moderate overall marking.

From a student point of view, External Examiners are required to comment on how standards compare with other similar courses and do this by seeing all assessed tasks, including examinations and reviewing samples of student work.

Student assignment work may therefore be retained and sent to the external examiner for review. It is possible that this review process may result in a change of marks, which is why all marks are subject to Board of Examiners' approval. Once marks are approved they will become part of the student transcript. The Final Assessment Board alone has the power to confer awards.

Once the Board has made its decisions the results are posted to students. This means that after the end of each semester students will receive a record of their marks up to that point.

24.2 Assessment Feedback

Students will receive written feedback on their assignment work. In normal circumstances the student will receive this within two (2) working weeks of submission, although it may be longer, for example when the expected hand back date is close to a meeting of the Board of Examiners. Some modules may also provide general feedback to all students on how well the task had been carried out. As already discussed, assignments are designed to aid and reinforce student learning as well as testing for their award so feedback is helpful in improving their work.

Students will be advised of the mark they have gained on assignments by their lecturer; but this will always be subject to confirmation by the Board of Examiners. If a student fails an assignment, the student may be permitted to resubmit for a pass. Because of their nature it is not easy to give individual feedback on examinations although lecturers will provide general feedback, including model answers where appropriate. If students fail an examination they will normally be allowed to re-sit for a pass. Students will be advised whether they need to re-sit / resubmit after a meeting of the Board of Examiners.

24.3 Communication of Results

Students will receive a full transcript of their results within a reasonable time after the Subject Board following the end of each semester. The transcript will contain:

- a) A statement of the modules completed
- b) A statement that all marks are 'subject to ratification by the Final Assessment Board'

89 Assessment Regulations

The Final Assessment Board will meet at the end of every degree programme, following the submission of all work assigned to students for each programme as a whole. At a reasonable time following each meeting of the Final Assessment Board, students will be issued with a ratified transcript, stating the modules taken and the grades given (on a Fail / Pass / Merit / Distinction basis).

24.4 Progression

Students need to pass all modules in order to graduate with an MA Global Management Degree. Where a student does not achieve an overall Pass in a module then the following regulations on a Marginal Fail (MF), Fail (F) and retakes will apply.

24.4.1 Marginal Failure (MF)

The mark of MF stands for 'Marginal Fail' and denotes work in a module (or modules) that failed to meet the minimum standard to pass (mark of 50%) but which has a TMM of between 45% and 49%.

If a student receives a mark of MF in a piece of coursework and / or exam, he / she will be given one opportunity to satisfy the examiners by re-sitting the relevant coursework and/or exam at the first available opportunity. The form and arrangements for such opportunity will be decided by the Module Leader in Consultation with the Programme Director whenever this is practicable. All such arrangements will be reported to the next Subject / Assessment Board.

24.4.2 Re-sits

The maximum mark obtainable for any re-sit is a borderline pass for that element. If both coursework and examination elements have been re-sat then the maximum mark obtainable for that module is a borderline pass.

All coursework and / or exams taken under the 'MF' regulations will be capped at 50%. The re-sit opportunity is an option offered to students so as not to delay progression. The student will still have the right to retake the module in its entirety without a 'cap' if they so wish, but in such an event, the 'retake' regulations (see below) will apply.

24.4.3 Marginal Failure for the Business Project

Given the nature and weighting of the Dissertation, any student who achieves a mark between 45% and 49%, (i.e. a 'Marginal Fail') for the Dissertation will be given one opportunity to 'repair' the Dissertation. A 'repair' is defined as a piece of work that failed to meet the minimum standard to pass (mark of 50%) but which, with minor re-work and / or additional work and through guided supervision, is capable of attaining a minimum grade of 50%.

A 'repaired' DIS7900 Dissertation Project will be capped at 50%.**24.5 Failure (F) and Retaking**

An assessment decision of 'F' denotes Failure and designates work that has failed to demonstrate that the minimum learning outcomes have been met for a module. A student who achieves a Total Module Mark (TMM) of 44% or below will be deemed to have failed the module and will be required to retake the module in its entirety at the next available opportunity.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment component of a module, (even if the TMM is 50% or above), then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

Students will have only one opportunity to retake any one module in its entirety. If a student fails to pass the second time on a repeated module, then that student will be deemed to have failed the course and will be withdrawn from the Programme.

Any student who fails three or more modules with an 'F' in any one semester will be withdrawn from the programme.

The form and arrangements for resubmission of the failed component will be decided, in the first instance, by the Programme Director in conjunction with the Module Leader and reported to the Subject Assessment Board. The form and arrangements for the resubmission will then be sent to the relevant External Examiner for approval, which will then be reported to the next Final Assessment Board. The resubmission should normally be completed within one month of the Subject Assessment Board.

24.6 Postponement of the Dissertation

The Dissertation forms an integral part of the educational experience at Masters Level, and therefore must be completed within an appropriate timeframe after the completion of the taught component. In exceptional circumstances, a student may wish to postpone the submission of the Dissertation Project. In order to do this, he / she must present a case in writing to the Programme Director, with copies to the Dissertation Module Leader and the Dissertation Project Supervisor. The student will be required to present:

- a) The reasons for the request for postponement
- b) Any relevant documentation relating to the reason for the request
- c) The length of time the student wishes the postponement to last

91 Assessment Regulations

Failure to comply with this procedure, including simply not submitting on time without explanation or excuse, will result in a suspension of any supervisory activity, possible capping to 50% of final mark and potentially long delays in graduation. For cases of unexplained nonsubmission, the Programme Team reserves the right to shift the student onto the assessment diet of the following year, or to suggest a new submission schedule within that year, or any such other action as the Team deems appropriate.

Please note: It is the student's responsibility to maintain communication with the school on all matters pertaining to dissertation scheduling, supervision, writing, submission, extension, etc. The supervisor and other members of staff will not 'chase up' dissertation students who do not comply with normal procedures and timing.

The Programme Director will meet with the Dissertation Supervisor to discuss the merits of each case and reach a decision. Valid exceptional circumstances upon which permission for postponement will be granted include but are not limited to:

- a) Close bereavement
- b) Serious health problems
- c) Sudden illness or accident
- d) Reasonable work-related difficulties

Whether or not to grant a postponement shall be at the discretion of the course team. The maximum period for postponement will be one year. In the event that postponement is granted, the fee remains payable in the current year. The fee must have actually been received before any further supervision or assessment of the postponed dissertation can be conducted. Please contact the Commercial Manager for arrangements.

24.7 Extenuating Circumstances

Under normal circumstances, the MAGM programme does not allow for deferrals in modulework. It is the sole responsibility of the student to submit work for assessment by the date(s) required, as specified in each module booklet distributed, and be present for class assessment.

For more details on Extenuating Circumstances please refer to the Regent's College Student Handbook.

24.8 Academic Appeals

Academic appeals are governed by the conditions laid down by both the Faculty and the Open University Validation Services. Students may appeal against any decision of the Final Assessment Board on the grounds of procedure, but not academic judgement. Exceptionally, the Appeals Board may require the Final Assessment Board to reconsider its decision:

- If a candidate requests such a reconsideration and establishes to the satisfaction of the Appeals Board that his or her performance was adversely affected by illness or other factors which he or she was unable or, for valid reasons, unwilling to divulge before the Final Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Board
- If the Appeals Board is satisfied on evidence produced by a candidate that there has been a material administrative error; or that the assessments were not conducted in accordance with the current regulations for the programme, or that some other material irregularity relevant to the assessments has occurred

To be considered, any appeal must be submitted in writing to the Deputy Faculty Registrar not more than two weeks after the publication of the results from any assessment period. Alongside relevant documentation students are required to fill up and submit an Academic Appeal Form available at the Faculty of Business and Management Registry.

If after reconsideration, in the circumstances detailed in the second criteria above, the Final Assessment Board does not modify its decision, the case will be referred to the Senate. The Senate may annul the decision of the Final Assessment Board if in its opinion due and proper account has not been taken of the relevant factors as specified in the second criteria above.

Note that the Appeals Board is not empowered to alter a recommendation for an award. Only the Final Assessment Board (or the Senate in some cases of the second criteria above) may alter a recommendation.

When internal procedures are exhausted, the 'OUVS Formal Appeals and Complaints Procedures for Students' shall apply, a copy of which is available from the Faculty Registry.

93 Assessment Regulations

24.9 Academic Integrity and Academic Misconduct

For detailed information please refer to the Regent's College Student Handbook.

24.10 Attendance Policy

For detailed information please refer to the Regent's College Student Handbook.

24.11 Aegrotat and Posthumous Awards

Before an Aegrotat or Posthumous Award is made it must be established that the award will not cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the School.

24.11.1 Aegrotat Awards

When the Final Assessment Board decides that not enough evidence of a student's performance to award a degree with pass or honours classification exists but is satisfied that but for certified illness / absence or other valid reason that the student would have achieved the required standard then an Aegrotat Award may be awarded dependent upon the student's level, as follows:

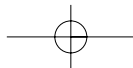
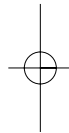
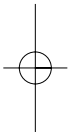
Postgraduate Certificate
Postgraduate Diploma
Masters Degree

Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.

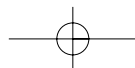
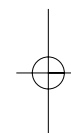
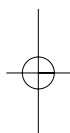
Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

24.11.2 Posthumous Awards

Any award listed in this handbook may be conferred posthumously by the Final Assessment Board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. The Assessment Board will decide whether to award an Aegrotat Award (as outlined above) where all conditions are not met to make a classified award. The certificate will not refer to the award being conferred posthumously.



95 Notes





APPENDICES



97 Referencing

1. Why Cite?

It is essential that references in essays and dissertations are sufficiently detailed to enable your reader to trace the originals. Apart from showing that you have researched your subject thoroughly, a properly referenced citation shows that you are not plagiarising the original work. Citations will appear throughout your work. References to the citations will appear at the end in a bibliography.

Remember to record the details of an item as you use it. You may not be able to find it again.

2. Consistency

In order that all of your references are consistent there are several published citation systems which you can copy. Two such systems are outlined here: The Harvard Citation System and the Numeric Citation System. Your faculty might advise you to use a specific system.

3. Websites

The same rules apply to websites as to any other medium. Websites often do not give a publication date, so do not guess when it was published. However, you must give the full Uniform Resource Locator (URL) and the date when you looked at it (see example 4c).

4. The Harvard Citation System

This uses a full bibliography at the end of the piece, linked to a shorter bibliographic reference in the text itself. In the bibliography, each item is in alphabetical order of the first author's surname.

The order of reference in this system is:

1. Author(s) name
2. Year of publication
3. Title of the publication
4. Place of publication and publisher
5. Numeration (volume, edition and page numbers)
6. Location or type of the item if rare or non-print format
(website, archive film, TV programme)

If a newspaper article does not have an author, use the newspaper's name instead, putting the date at the end of the reference

The format of the references must be followed exactly in this system: Author's surnames must be in upper case, followed by a comma and the initials or first names in lower case. Where there are three or more authors, only the first needs to be cited, followed by et al. Where there is more than one publication by an author in the same year, they should be differentiated by letters (a, b, etc) after the date. If the source is an organisation, the organisation is the author. Year of publication must be followed by a full stop. Titles must be in italics or underlined.

4a. Example of a book reference in the Harvard Citation System

ANDERSON, David R (1993) *Statistics for business and economics*, Minneapolis: West Publishing Company (6th ed.) p45

If this is a part of the bibliography, the citation in your text could be (Anderson, 1993, p.45)

4b. Example of a journal reference in the Harvard Citation System

BENHABIB, Seyla (1993) 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, pp.97-114

4c. Example of a website reference in the Harvard Citation System

SHIELD, Graham & WALTON, Graham (2001) *Cite them right!* Available URL <http://www.unn.ac.uk/central/isd/cite/> Viewed 24.3.03

5. The Numeric Citation System

In this system, all that is given in the text is a number, either in brackets or with superscript. The bibliography at the end will correspond to these numbers. The following is an example of a section of bibliography in this system:

- 1 Okin, Susan Moller, 'Humanist liberalism', in Nancy L. Rosenblum, (ed.) *Liberalism and the moral life*, Cambridge, Massachusetts: Harvard University Press, 1989, p.48
- 2 Okin, Susan Moller, *Justice, gender and the family*, New York: Basic Books, 1989, pp. 49-60
- 3 Benhabib, Seyla, 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, May 1993, p.103

99 Glossary

A Core Module is a module which is a compulsory element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines.

An Elective Module is a module which is an optional element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

The European Credit Transfer and Accumulation System (ECTS) was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

A Module-Work Assessment Criteria (MAC) is a mechanism which allows the module lecturer to show the student how the Module-Work has been evaluated and assessed. An MAC sheet which details this information, will be attached to the marked Module-Work that is returned to the student (See Appendix 3).

A Multi-Disciplinary Modular Degree is a flexible programme which allows the student to learn differing academic disciplines, and is delivered as distinctive and self-contained modules.

The Open University Validation Services is an organisation which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

Outcomes-Based Learning is an approach to teaching and learning which helps students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated and the relationship of the programme and its study elements to the qualifications framework.

The Quality Assurance Agency is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

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