

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.

EBS London 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 EBS London we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, 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 EBS London, 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, International Events Management, or one of our postgraduate Masters degrees (MA Management pathways, MSc in Global Banking and Finance or MBA in International Business) we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of EBS London at Regent's College.

Martin Timbrell
Dean of the Faculty of Business and Management.

Welcome to EBS London and the MA in Management with pathways in Entrepreneurship, Human Resource Management, International Business Management and International Marketing

In recent years there has been a growing awareness of the central importance of organisations and International Management to the global economy, but it is still true that relatively few graduate business programmes are dedicated to helping focus on what we believe are the business cornerstones of success, entrepreneurship, human resource management, international business and international marketing.

The programme has been designed with these disciplines in mind. We have called them Pathways, in that after successfully completing core modules you can pursue your specialist route. The beauty of the programme is that even after choosing your pathway, you can decide to choose an unrelated elective module to broaden your learning experience in the sphere of Management.

An extremely significant feature of EBS London is its international and multicultural student body. This programme of study aims to accommodate various teaching and learning strategies to reflect the diverse cultural perspectives and mature learning environment. We have for example a unique core module called Business in Linguistic Cultural Environment, which recognises the importance of culture in doing business in the 21st century. Another ingredient is the strong link with our employing organisations, corporate relations and alumni. The MA builds on these multicultural business networks to support the learning experience. If you have an owner manager in mind, and you feel that you can offer some form of support you may be interested in our Small Business Mentoring module elective!

Whichever Pathway you choose, you will receive solid academic exposure to the most up-to-date thinking in the discipline as well as strong practical experience and fieldwork to critically apply various theories or models into practice.

The following handbook will be a resource for you throughout the programme. It contains information about the modules you will take, the format of the programme, description of the modules, the skills and competencies that you would enhance, the lecturers and tutors who will teach you, and the rules and regulations of the School.

On graduation, you will be able to apply the management principles of your chosen pathway in almost any professional context.

We hope you will find your time with us fulfilling and rewarding and we encourage you take full advantage of the many resources available to you during your course of study. Welcome!

Azam Ali Programme
Director MA Pathways

EBS London / Regent's College

EBS London 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 EBS London. They delegate the day-to-day management of EBS London 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 EBS London to ensure the smooth running of your course whilst you are at EBS London. The College Senate is responsible for academic matters.

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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. EBS London 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 EBS London, you are agreeing to abide by the rules and regulations of EBS London 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 EBS London and Regent's College's Regulations and are not a substitute for reading the rules and regulation policies of EBS London and Regent's College. The summaries in this handbook do not take precedence over EBS London and Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's college and EBS London.

| | |
|---|---|
| Accredited institution: | European Business School London |
| Programme Director: | Azam Ali |
| Qualification: | MA in Management with pathways in: - Entrepreneurial Management - International Business - Human Resource Management - International Marketing |
| Programme Type: | Multidisciplinary Modular |
| Date of (Re) Validation Event: | June 2007 |
| Date of programme Commencement: | September 2007 |
| Approval status: | Validated until Academic Year 2010/11 |
| Delivery Site: | European Business School – London (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 month duration |
| Total Credit Value: | 180 CATS points |
| Main Subject or Disciplinary Components: | Management with Pathways in: - Entrepreneurial Management - International Business - Human Resource Management - International Marketing |
| Maximum Period of Registration: | Four years |
| UCAS code | TBA (full-time variant) |
| Relevant QAA Subject Benchmarks: | QAA Level Descriptors QAA for Masters Awards in Business 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 European Business School London are validated by the Open University. EBS London is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills |
| Awarding body: | Open University |

I. Programme Specification

I.1 Qualification: **MA**

I.2 Title: **Management**

I.3 Programme type: **Specialist Modular, with four pathways:**

- Entrepreneurial Management
- International Business Management
- Human Resource Management
- International Marketing

I.4 Benchmarking: QAA Master Level Descriptors for Masters Awards in Business and Management Type I-A (Specialist, Career-Entry)
South East England Consortium for Credit Accumulation and Transfer (SEEC) Level Descriptors HE4 and Dearing Level 7

I.5 Educational Aims

The overall programme aims to:

- a) Promote critical and reflective debate around the current discourses in management, emphasising human resources
- b) Take a wide-ranging view of management as a key focus in organisational development, especially in the international dimension of technological, market and global change
- c) Specifically in the field of human resources focus on the key issues as they pertain to different management styles, and are variously relevant to organisations in a wide arena of sizes, cultures, structures, and stages of change
- d) Enable students to cover the key contemporary areas of study and research that are germane across management studies through the core modules common to all pathways, to intensify study through the specialist modules specific to each pathway, (in this case human resources) to extend interest into other areas through a range of appropriate electives, and to work toward concentrated application in the individual dissertation.
- e) Present teaching and learning in a manner that facilitates self-direction, personal responsibility, initiative and ethical awareness
- f) Establish an analytical research-based approach to learning that is initiated, managed and

- owned by the students, and that has an international context
- g) Convert theory into practice by presenting current empirical research (cases, articles, fieldwork, etc), so as to enhance contemporary managerial knowledge and skills in a manner appropriate to Human Resource Management
 - h) Provide students with a portfolio of relevant knowledge, attributes and skills that meet the needs of all potential managers, whether working in the disciplines represented by the pathways or in other capacities, especially in an international context
 - i) Enable students to carry into their careers technical mastery and relevant knowledge, as well as an ability to analyse critically in complex situations, so that they may take creative and effective decisions, become effective team players, and communicate effectively in almost any situation.
 - j) Achieve technical mastery of high-level skills

2. Programme Outcomes

2.1 Outcomes Based Learning

Like all degree Programmes at EBS London, the MA is based on a concept called "Outcomes Based Learning". This breaks up the educational activity into categories of knowledge and ability that consist of specific things a student should know and be able to do upon completion.

Each outcome is assessed at various points during the course of the programme, and the learner will be told in advance of each module exactly which outcomes are being assessed, as well as how and why, using a code based on the table below.

For example, the learner might be told that an essay is set in order to assess the learner knowledge and understanding of the chief theories pertaining to a particular subject area (Outcome A1), to assess the learner cognitive skills in evaluating how applicable those theories are in a given practical situation (Outcome B4), the learner Power-Point presentation skills (C3), and so on.

2.2 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.

I "what a graduate should know and be able to do on completion of the programme"

3 Programme Outcomes

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

2.3 Programme Learning Outcomes

The Programme Learning Outcomes (PLOs) for the MA in Management with the four pathways in Entrepreneurial Management, International Business Management, Human Resource Management and International Marketing are provided in the table below. They are broken down into four key areas:

- Knowledge and Understanding
- Intellectual and cognitive Skills
- Transferable Skills
- Practical Skills

The tables below and on the next page provide an important guide as to what is expected from students, when undertaking their assessments. Students are encouraged to refer to it consistently throughout the programme.

Programme Learning Outcomes (PLOs) for the MA in Management with the two pathways in Entrepreneurship and International Business Management

| PLO | Knowledge and Understanding: |
|------------|---|
| A | |
| 1 | Demonstrate deep knowledge and understanding of management in general, and the management pathway in particular |
| 2 | Place the management pathway within a wider organisational and contextual framework |
| 3 | Understand current issues and thinking along with techniques applicable to research in relation to the management pathway |
| 4 | Be critically aware of the role of the management pathway within a complex organisation and managerial environment |
| 5 | Know about and understand contemporary issues, debates and management practices relating to corporate responsibility and sustainability |

PLO Intellectual and Cognitive Skills:

B

- 1 Master the theoretical perspectives on the management pathway and understand how to apply them in practice
- 2 Master the applications within the management pathway across a range of specialist skills relevant to organisations in which specialist managers may operate
- 3 Master critical awareness of current published research and research methods
- 4 Demonstrate the integration of the management pathway with modern management theory
- 5 Engage with contemporary theoretical foundations of corporate responsibility and managing for sustainability

PLO Transferable Skills:

C

- 1 Use research skills within a business and management context in general, and within the management pathway context in particular; individually and in teams.
- 2 Use communication skills within a business and management context in general, and within the management pathway context in particular; individually and in teams
- 3 Demonstrate the ability to make presentations before variety appropriate audiences
- 4 Achieve strategic positioning of knowledge and skills appropriate to pathway, within a complex organisation or environment
- 5 Translate knowledge and theory of corporate responsibility and sustainability into appropriate management practice

PLO Practical Skills:

D

- 1 Receive and act on criticism from others and oneself for effective problem solving in organisational and management contexts
- 2 Make effective use of the supervisory relationship
- 3 Act as a change agent, rather than a passive recipient of information, by creating unique opportunities in interdisciplinary and multicultural settings
- 4 Generate new ideas in unpredictable and unfamiliar situations by being flexible and adaptable
- 5 Integrate corporate responsibility & sustainability into management practice

3. Masters Level Teaching, Learning and Assessment Philosophy

3.1 MA in Management: Programme Learning Strategy

The learning and teaching strategy has been designed to enable students to achieve the learning outcomes of the programme at an optimal level. Whichever pathway the students follow, students will go through a student-centred approach to both teaching and learning that will enable the participants to draw upon their experience with each other. Students will be introduced to contrasting theoretical perspectives through tutor input and reading. The participants will be encouraged to synthesise the theories and models to real - life practical situations. They will also be encouraged to applying theory to practice in the form of working with companies as part of their assessment. At Masters Level, students are encouraged to draw on their readings and critically share and challenge concepts, frameworks and experiences.

Students enrolled on this programme tend to come from an academically diverse disciplinary background with different cultural backgrounds as well as varied work and professional experiences.

With this in mind the Teaching Learning and Assessment strategy has been tailor-made to enable the student to achieve their maximum potential. The Teaching and Learning Strategy resonates the core values of the Mission Statement (internationalism and professionalism) within the multicultural and plurilingual learning environment.

The programme team believes there are six 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
- . 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

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

3.2 Teaching and Learning Methods

The various teaching and learning strategies adopted by module leaders on the MA Programme, include lectures, seminars, structured workshops, case study analysis, group work, individual and group tutorials, debates, in-house participation, simulation, remain the staple format. However within the last two years for example, innovative practices such as MICA, and elements of experiential learning, peer and self evaluation and group vivas embedding elements of the Personal Development Plan and self - directed autonomous learning for being encouraged. An example of the later exponent is the Business Research Methods [BUS403] module. Whatever techniques are used, the aim is to enable the learner to gain a breadth of critical understanding, analysis, interpretation, synthesis and evaluation of concepts, models or frameworks within the chosen Management pathway. Module leaders are encouraged to introduce a range of contrasting theoretical perspectives, research models, papers and output in their pathway discipline. This will help to both integrate and illuminate the various disciplines that contribute to the programme. It will also reflect the dynamism of a constantly changing business environment.

3.3 Pathways

Since the OUVS validation in 2006, there have been many developments in the learning and teaching strategy. We recognise that the four pathways require different disciplines reflecting the very nature of the Pathway. For example for the Entrepreneurial Management pathway, as most of these students want to set up their own business, there is a stronger emphasis on individual reflection and group work in areas such as innovation, business plan development or pitching for venture capital, whereas for the Marketing Management pathway most students are looking for a career in the field of Marketing, and thus the team believes that the students need to build on the academic and critical knowledge in the subject discipline - in areas such as segmentation, marketing mix, customer relationship marketing etc.,. On the other hand the International Business Management pathway, there is a view by the nature of the cohort, that students want to be corporate advocates in the domain of international business, where the concept of ethics, sustainability, corporate social responsibility, financial governance etc., to name but few are significant issues affecting the global economy today. Thus the module lecturer for the International Business Economics [INB452] module encourages the students to debate the current issues of the day and challenge each others viewpoints underpinned by academic theory or frameworks.

3.4 Delivery

In terms of specific examples for the Entrepreneurship and New Business Creation [EMG450] module, students undergo student-led discussion through the MICA process, following a debate format. In the Strategic Human Resource Management [HRM450] module, students are required to research a company and "pitch" their business to their fellow students. Winners of the pitch are then required to build a team or group who will now work on the successful pitch. Students are expected to conduct both primary and secondary research and write a case study of the company. They are also expected to write accompanying "teaching notes" to demonstrate their knowledge of theory, models and frameworks and their application to real-life business and organisational problems. Students then present their work to their fellow peers and then ask questions and discuss their answers based on the "teaching notes". Underpinning this is the need for students to receive summative timely feedback in the form of progress reports.

Another significant development has been taken for the Business Research Methods [BUS403] module. Here the standard lectures are still provided, but instead of having seminars following the lectures, students now study within their pathway and after being broken into smaller manageable groups of no more than eight are assigned a Business Research Methods supervisor. Here the students meet in their groups twice to discuss a general specific pathway case study or paper so that they can relate to pathway related issues. Later in the semester the students then have two opportunities to meet their supervisor on a one to one basis to discuss their own Research Methods proposal. It is hoped that by talking and constantly challenging and questioning the students in a verbal one to one relationship, will facilitate the students learning in terms of enquiry and questioning resulting in a well constructed Research Proposal. This is a radical movement away from the traditional lecture - seminar format - again recognising the need that the students are the centre of the learning process, rather than being dictated by the lecturer indicative content.

It should be noted that a number of modules are now using the Moodle to upload their material and using this VLE also as a mechanism of communicating and feeding back to students. One colleague for the Family Business [EMG453] module encourages students to use google.docs to place ideas and comments in an open forum. This is accessible to the module leader who can also provide their comments and it also signals to the students that learning can take place outside the classroom and at any time - i.e. it is not restricted to the timetable and school environment.

3.5 Lectures and Seminars

Lectures and seminars still remain the common method of delivery and operate from the assumption that the learner, from their undergraduate study and/or personal experience, already possess a wide and reasonably in-depth knowledge of some of the issues pertaining to their chosen pathway discipline. They are studying the postgraduate programme to build on their knowledge gap. It is also assumed that the learner are sufficiently advanced that some of those gaps can be filled through independent learning, with minimal tutor 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 (usually one or two refereed articles or other substantial literature). In one particular module Strategic Human Resource Management [HRM450] module, the module leader has devised workbooks for each lecture, whereby students are encouraged to complete the various exercises and as part of the seminar are encouraged to discuss the questions and tasks covered within the workbook. Students have found this an invaluable learning tool for their examination.

At the start of each module, the learner will be provided with the weekly timetable and substantial reading references to follow up for the seminar sessions. The learner is expected to lead seminar discussion around each article, prompted by the tutor but not relying on him or her. We will assume that the learner will not only have read the relevant article, but will also have followed up on referenced background reading. The more independent work the learner places into the degree, the more the learner will get out of it. If the learner does the bare minimum the student is likely to struggle. All module leaders stress to the learners that the nominal hours per module as stated in the Module Outline Booklets are the minimum hours expected. This is reinforced by the Programme Director in the Professional Development Plan - where "Managing Time" is one of the areas covered.

As stated above, the traditional method of lecturing and seminar/workshop activity is the main teaching and learning delivery mode for the International Marketing and International Business Pathway. This is particular the case for the Marketing Management [MKT450] and International Marketing [MKT451] modules. In the latter case, the module leader has arranged with the publishers of textbooks to combine various chapters of various books to create a dedicated textbook for the module. The team are conscious that Masters level students should be autonomous learners and read beyond the given text, so journals and other papers reinforce the content covered in the lecture. Students are guided in this area by having clear reading - either essential or recommended under each teaching week within the Module Outline Booklets.

It is expected that if students read around the topic area before the lectures and or seminars, then we expect students to question, challenge and indeed debate areas raised by the lecturer or by their peers.

4. Purpose and Philosophy of Assessment

4.1 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.

4.2 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. To pass the programme as a whole, a student must pass each module including the dissertation with a grade of C or above. Without a passing mark in all modules, a student will fail. A mark of Pass with Distinction may be awarded to students who achieve a mark of A in at least four modules, an A in the dissertation, and no lower than B on all other modules or otherwise at the discretion of the Programme Director.

4.3 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 may not be examinations on the MA in Management with pathway in Entrepreneurial Management, except in some option modules and in special circumstances where self-directed forms of output are less appropriate. Key components come together in overall assessment at the Masters Level will be the Dissertation, and the marks for the core, specialist and option modules.

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 effective assessment of students is one of the most crucial aspects for the delivery of a postgraduate programme of study. This section aims to outline the ways in which 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 and
- c) Students are appropriately assessed to the level

Furthermore, the course team has ensured that assessments in their scope and character fully reflect the range of course 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 EBS-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.

4.4 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 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 final Dissertation 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; and
- 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 tutors. Each tutor 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.

4.4.1 Submission of Module-work Assessments

Unless otherwise specified in module documentation, modulework 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 tutor. 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 Sheet 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.

4.4.2 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 modulework / assessment will be accepted for marking beyond two weeks after the submission date.

4.5 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.

4.6 Assessment - The MA Experience

Assessment is informed through feedback from students and staff delivering the programme as well as external feedback commentary, discussions in various Committees such the Course Committee or at the Programme Debriefings. Thus over the period of running the postgraduate programme, changes have occurred based on the module leaders reflecting on the outcome, process and rigor of the assessments. For the International Business Economy [INB452], module, for example the module leader felt that the Conference assessment scheme in the Spring Semester 2008 was sub-optimal and that the students as whole provided insufficient work at the required level. There was also potential for "weaker" students to "free ride" during the conference itself. Thus the assessment was changed to prevent the above and the textbook was changed as this was too International Political Economy-oriented. For the International Marketing [MKT451 and INB/MKT451] module, both the teaching team and External felt that the original international marketing module was not adequately distinguished from a generalist marketing module, particularly regarding the assignments. The sector focus of the assignments as M&S was selected as a single case. Secondly, some students had difficulties in scheduling the work and meeting the deadlines which resulted in the submission of poor quality work. Regarding the content and assignment, the reading list and content were rearranged to evidence a clear demarcation from the generalist marketing modules. The new essential text book is now a customised book including chapters from Hollensen (2007), Keegan and Green (2008), Usunier and Lee (2005) and to strengthen the research component in the module two chapters from Janssens et al (2008) are added. The coursework has also redesigned. The sector focus has been removed to allow variety and enrich class discussion. The module leader has encouraged students to provide more in-depth and conceptual analysis. Now students are required to apply one or two models but discuss more in-depth. To solve the time planning and poor quality work issue, a brief mid-term report was added: a research plan for the group work specifying the team members' roles and describing the work to be done along with a clear timetable is required. This will form only a small fraction of the final grade, but hopefully has improved the student learning experience.

Another example of a module leader reflecting of their own module can be provided for the Managing the Growing Business [EMG451] module. Here, the assessment strategy was changed to introduce more Masters level quality work. Previously, the only assessment components were class participation and a group project, which allowed the students to pass with a minimal amount of effort and with unmotivated student's "free riding" on the backs of good students. Thus an exam was created based on a seen case study. The aim was to evidence the student ability to synthesised learning and at the same time provide a motivational tool to keep students focused on the continuous assimilation of knowledge throughout the semester.

The above provide some examples of changes to the assessment regime - suggesting that the programme team are constantly reviewing and reflecting. It also suggests that the team feel that they can make alterations without repercussions which are indicative of a true learning environment.

As noted in the Mission statement one area is professionalism. Apart from being "Masters" in their subject area in terms of academic and conceptual knowledge, the students need to demonstrate professionalism at a personal level. This is where a structured Professional Development Plan (PDP) comes in. Even though this is not summatively assessed, this is such an important component of the Programme in that all students have PDP in their timetable. Thus it is compulsory. PDP covers areas such as Self Analysis - including a skills audit, Orientation to study, Learning Styles, Group Dynamics using Belbin, DISC and LSDN, reading critically, presentation skills, stress management and career development. All the modules within the Human Resource Management pathway encourage either summatively or formatively students to reflect on areas within their PDP. However this is not mutually exclusive - all students are encouraged to see the Programme Director for the MA Pathways and arrange one to one tuition to discuss their PDP.

It should also be noted that also students are encouraged to do the Belbin™ psychometric test. Students are encouraged to do this test in the Induction week. This has been a useful and successful tool for the MA Programme. Not only do students have the opportunity to receive a computerised report from Belbin™, but they can also complete a Belbin™ Questionnaire on their fellow peers.

To develop the students financial competence, students have also successfully taken part in Profitability simulation workshops. It is intended that students will now receive some of report after attending this workshop. This enhances the strong academic content of the various half weighted financial modules [EMG/INB/HRM/MKT404]

Finally by way of value added, students have responded very positively to the Simulation weekend. This is summatively assessed within the Strategy in Action [BUS402] module and it has been known that students have used these reports by way of evidencing their skills, competences and knowledge to improve their chances of employment. That is they have used this document as part of the evidence for interviews.

4.7 Tutorials and Supervision

Tutorials and supervision form an important part of the learning process. Each module tutor will provide individual and group support for the students undertaking their module, and will arrange individual and/or small group tutorials as and 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.

4.8 Structured Workshops

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

4.9 External Specialists

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 the learner to experience a broader understanding of critical concepts, invited academics and practitioners will contribute to learning development by way of:

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

4.10 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 60 credits). In undertaking the dissertation, the learner is expected to select a topic relevant to an academic area relating to the relevant Management pathway.

While the learner will be supported by module tutors and dissertation supervisors, it is the learner 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 accordance with QAA M Level descriptors, studying at Masters Level at EBS London requires the learner to shift the learner emphasis from a passive to an active learner; from relying on judgments of others to forming the learner own judgment, and from utilising the research of others to undertaking the learner own research. In determining which topics to deal with in the dissertation, the learner will be required to:

- a) Exercise judgment in considering the feasibility of a subject
- b) Determine the usefulness to the learner study
- c) Consider the overall relevance to the broad area of Management Pathway that the learner is 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 Methods, the learner will be required to pass the Research Methods module before embarking on the dissertation.

5. Assessment Classification and Criteria

5.1 Classification of the taught modules and the Dissertation

Assessment for the programme as a whole is based on a wide-ranging combination of coursework (module-work), including examinations and a Dissertation. The approach utilises modern assessment instruments and encourages student involvement in self and peer assessment.

For each module within the programme, including the dissertation, 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) |
| MF | 45-49 | Marginal Fail, but reparable with re-work |
| F | 44 or below | Fail (Re-take) |

To pass the programme as a whole, a student must pass each module, including the Business Project, 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.

5.2 Classification of the MA programme as a whole

5.2.1 Grading System

At the end of the programme students will receive a grade of Pass or Fail, with no specified percentage score or alpha mark. Additional grades of Pass with Merit or Distinction will be given for work of good or exceptionally high quality.

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

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

5.2.2 "Pass" Award

A classification of Pass will be awarded for the programme as a whole if each module, including the Dissertation, 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 Dissertation, have been given a grade of F.

5.2.3 "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.
- A viva voce examination may be required at the discretion of the Programme Director in consultation with the Module Leader.
- Otherwise in marginal cases at the discretion of the Final Assessment Board

5.2.4 Compensation for students who are due to graduate

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

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."

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

5.2.5 MODULE ASSESSMENT CRITERIA GRID FOR THE MA PROGRAMMES

| | Context, Rationale and Organisation | Analysis, synthesis, evaluation | References | |
|--|---|--|--|--|
| General Statements | .A continuous evaluation of the Mentoring process with the mentee. | The quality of the report in terms of reflection, analysis and commitment during the mentoring process | Sourcing and application of relevant models and frameworks. Proper academic standards of citation and reference, overall structure. | |
| A Range Distinction (70% - 100%) | Demonstrates an analytical conceptualisation of the context, rationale and process. Able to identify and discusses the pertinent issues in depth. | Excellent analysis and evaluation of theories and concepts across the main areas. Coherent realistic interpretation. Provides both outstanding interrogation of these issues and similarly informed and rigorous criteria and reasoning. Clear objective evaluation and reflection. Methodology justified. | Provides a critical review of a wide range of frameworks, models. Accurate and full references using the Harvard Referencing system | |
| B Range Merit (60% - 69%) | Appropriately organised. Identifies pertinent issues and discusses them effectively. | Very good analysis and evaluation of theories and concepts across the main areas. Some effective use of relevant analytical concepts/tools/ frameworks and some identification linked to analysis of relevant results. Methodology and assumptions may need justification & critical analysis. | Shows knowledge of a wide range of sources | |
| C Range Satisfactory (50% - 59%) | Adequate structure showing awareness of pertinent issues but with some discussion or commentary | Descriptive account with some personal reflection. Level of reasoning will be adequate with inability to comprehend the full range of variables and issues. Links to the analysis may not be explicit. | Use of sufficient range of sources | |
| MF Range 45% - 49% | A relatively weak organisational structure: Limited discussion or commentary. Not yet competent standard and is referred for further development. | Limited descriptive account with some personal reflection. Adequate analysis & evaluation. Analysis will tend to be marginal. Not yet competent standard and is referred for further development. Sub-marginal analysis. | Use of a limited range of sources. Not yet competent standard and is referred for further development. Would require editing to bring it up. | |
| F Range 44 or below | Unsatisfactory, must be re-done entirely. | Unsatisfactory, must be re-done entirely. | Unsatisfactory, must be re-done entirely. | |

| | Presentation | Integration of relevant theory and practice | Conclusion (& if appropriate, Recommendations) |
|--|---|---|---|
| | The work is clearly laid out, with a variety of sources such as tables. Their interpretation of the mentoring meetings and the Observation reports, plus notes from the surgeries | The report is clearly organised in such a way as to demonstrate critical understanding of the relevant theoretical concepts and their application into the mentoring process | The production of conclusions that logically follow from the analysis, together with justified recommendations (if appropriate) |
| | 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 integration of tables, diagrams, etc. | Exceptional knowledge and understanding of the theories and models applied across the main areas in a way that supports the explanations and analysis that covers the scope of the assignment thoroughly. Evidence of reading around the subject area and outstanding ability to articulate the main variables. | Work of outstanding quality showing perceptive and critical thought. 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. |
| | Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up. | A very good knowledge and understanding of the theories and models applied across the main areas a way that supports the explanations and analysis, that covers the scope of the assignment thoroughly. Very good ability to articulate the main the concepts across the main areas. | Work of good quality showing knowledge, understanding and application. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Covers some areas for opportunities for further learning. |
| | Satisfactory report, with a possible number of omissions or errors. These do not interfere with the communication of ideas. | Solid and a more 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. | Adequate but pedestrian work. Shows evidence of the use of a limited number of references and of their possible relevance for future generic developmental work. |
| | Variable presentation with some errors. Not yet competent standard and is referred for further development. Would require substantial editing to bring it up. | Limited consideration of the application of present knowledge/ experience to the mentoring. Not yet competent standard and is referred for further development. | The work is not without merit but does not achieve the standards required at this level. No self-criticism evident or superficial learning has taken place. Not yet competent standard and is referred for further development. No self-criticism evident or superficial learning has taken place. |
| | Unsatisfactory, must be re-done entirely. | Unsatisfactory, must be re-done entirely. | Unsatisfactory, must be re-done entirely. |

6. 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 tutors initially assess academic module-work, while the final Dissertation is marked twice.

6.1 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 with an alphabetical grade against each module;
- b) a statement that all marks are "subject to ratification by the Final Assessment Board"

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).

6.2 Progression

Students need to pass all modules in order to graduate with an MA Management with Pathways 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.

6.2.1 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, s/he 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.

6.2.2 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.

6.2.3 Marginal Failure for the Dissertation

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' Dissertation will be capped at 50%.

6.3 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.

6.4 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. In order to do this, he/she must present a case in writing to the Programme Director, with copies to the Dissertation 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

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 and potentially long delays in graduation. For cases of unexplained nonsubmission, the Course 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.

6.5 Extenuating Circumstances

Under normal circumstances, the MBAIB 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.

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

6.6 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.

6.7 Academic Integrity and Academic Misconduct

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

6.8 Attendance Policy

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

6.9 Aegrotat and Posthumous Awards

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

6.9.1 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.

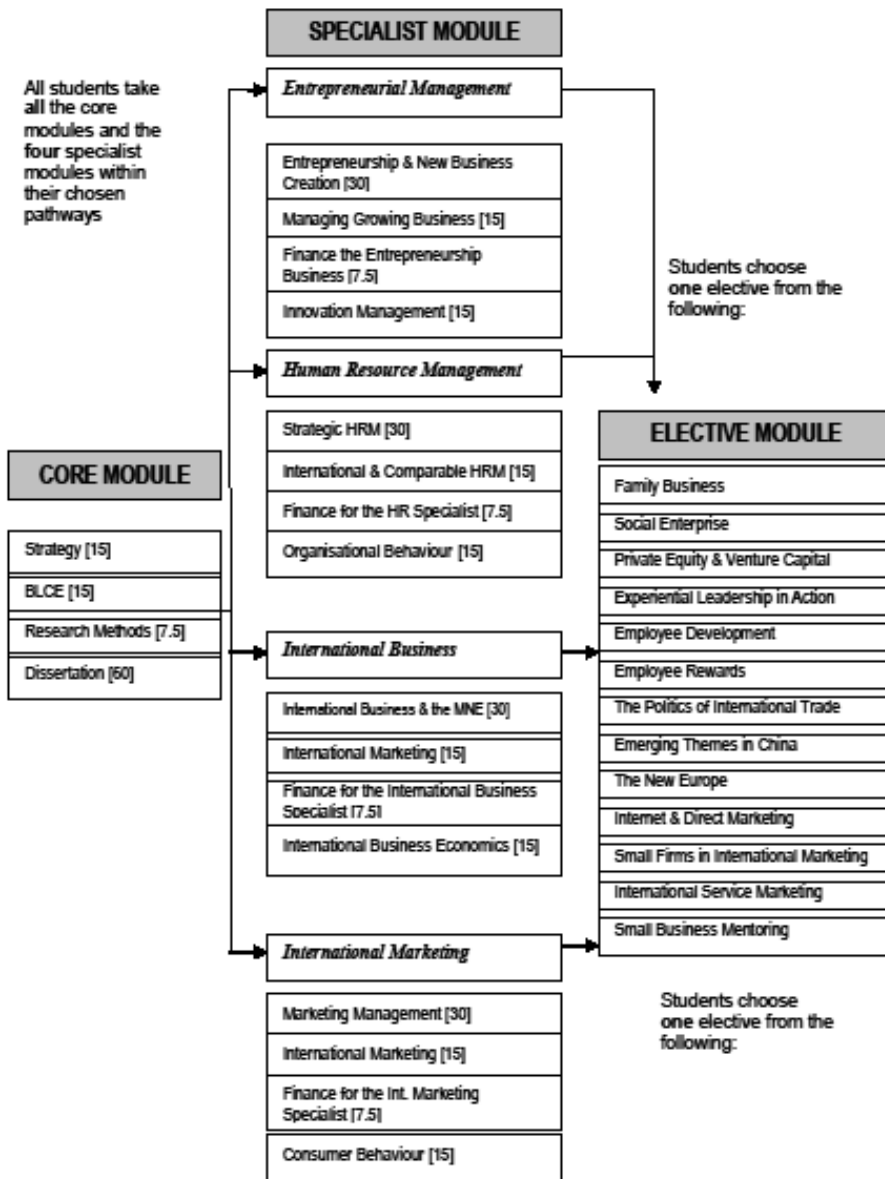
Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

6.9.2 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.

7. Structure of the Programme

7.1 Diagram illustrating the relationship of the MA in Management and the four pathways:



7.2 General Structure of the MA Pathways

Components

The programme is full time and is divided into three semesters. There are four core modules, four specialist modules, one elective (from thirteen to choose from) and the Dissertation.

The following is an exemplar of the structure. For more details please refer to the relevant pathway that the learner wish to pursue i.e the tables covered in section 1.8.2.

A distinctive feature of the structure is that the core and specialist modules can be taken in any order and do not necessarily have pre-requisites or co-requisites. The cohort starting in September takes two out of three specialist modules in the first semester; whereas the cohort starting in January takes one, and each cohort begins with a different part of the core. Each module has been designed to reflect this, and not to require or function as pre-requisite material to any other module. The cumulative value of all modules together becomes relevant at the level of the dissertation, which cannot be commenced until all "taught" modules are completed. The general components of the pathway can be illustrated as follows:

| Type | Modules <i>(note 1)</i> | CATS Credits | ECTS Credits |
|--------------------------|---|--------------|--------------|
| Core | Strategy in Action | 15.0 | 6.50 |
| | Business in its Linguistic & Cultural Environment | 15.0 | 6.50 |
| | Business Research Methods (half-weight) | 7.5 | 3.25 |
| | Dissertation (quadruple-weight) | 60.0 | 23.00 |
| Specialist | Finance for the HR Specialist <i>(note 2)</i> (half-weight) | 7.5 | 3.25 |
| | Specialist Module A (double-weight) | 30.0 | 13.00 |
| | Specialist Module B | 15.0 | 6.50 |
| | Specialist Module C | 15.0 | 6.50 |
| Elective <i>(note 3)</i> | | 15.0 | 6.50 |
| | TOTAL | 180.0 | 75.00 |

Note 1:

Students commencing in January will start by joining the September cohort for the four Spring Semester modules. Then, after the summer vacation, in which they will be encouraged to do an internship and supported in finding one, they will take the four Autumn Semester options. While the internship is not a requirement, most students in the past have found it enriches their learning experience and compensates for the interruption in the course of study that the summer break entails. The learning experience is certainly different for September and January starters. We have made every effort to render the two routes equivalent if not identical, and closely monitor the specific circumstances, requirements, and experiences of each cohort to achieve this equivalence.

Note 2:

All two pathways have a compulsory finance module.

Note 3:

Students need to choose their elective in the first semester by week six. If not, they would be assigned an elective from the pathway leader.

7.3 Specific Structures for the MA in Management

Diagram showing the specific structure for the MA in Management with a pathway in Entrepreneurial Management

| Term | Core | Specialist | Electives |
|---------------|---|--|----------------------------|
| Autumn | Business in its Linguistic and Cultural Environment | Entrepreneurship and New Business Creation | |
| | Research Methods | Managing the Growing Firm | |
| Spring | Strategy in Action | Innovation Management | One Elective from thirteen |
| | Research Methods | Finance for Entrepreneurship Management Specialist | |
| Summer | Dissertation | | |

Diagram showing the specific structure for the MA in Management with a pathway in Human Resource Management

| Term | Core | Specialist | Electives |
|---------------|---|-------------------------------------|----------------------------|
| Autumn | Business in its Linguistic and Cultural Environment | Strategic Human Resource Management | |
| | Research Methods | International & Comparable HRM | One Elective from thirteen |
| Spring | Strategy in Action | Organisational Behaviour | |
| | Research Methods | Finance for the HR Specialist | |
| Summer | Dissertation | | |

Diagram showing the specific structure for the MA in Management with a pathway in International Business Management

| Term | Core | Specialist | Electives |
|---------------|---|---|----------------------------|
| Autumn | Business in its Linguistic and Cultural Environment | International Business and the Multinational Enterprise | |
| | Research Methods | International Marketing | One Elective from thirteen |
| Spring | Strategy in Action | International Business Economics | |
| | Research Methods | Finance for the International Business Specialist | |
| Summer | Dissertation | | |

Diagram showing the specific structure for the MA in Management with a pathway in International Marketing

| Term | Core | Specialist | Electives |
|---------------|---|--|----------------------------|
| Autumn | Business in its Linguistic and Cultural Environment | Marketing Management | |
| | Research Methods | International Marketing | One Elective from thirteen |
| Spring | Strategy in Action | Consumer Behaviour | |
| | Research Methods | Finance for the International Marketing Specialist | |
| Summer | Dissertation | | |

It should be noted that students are encouraged to sit the Research Methods in the first semester that they enroll. It is the only module that is offered in both semesters. Thus, if students fail this module they are adversely delayed by another year.

7.4 General Structure and credits

A participant will be awarded the MA in Management after having successfully completed 180 CATS credits in the programme, of which 60 have been obtained through submission of the Dissertation. Because of our many European students, we also account for ECTS credits, as shown below.

The general structure of the programme is as follows.

| Autumn | Spring | Summer | Autumn | Spring |
|---|----------------------|--|--------------------|--------------------|
| September Cohort – e.g. Sept 2008 – Aug 2009 | | | | |
| 1.5 Core * | 1 Core | | | |
| 3 Specialist | 1.5 Specialist | | | |
| | 1 Elective | Dissertation (Sept) | | |
| 67.5 M-level credits | 52.5 M-level credits | 60 M-level credits | | |
| January Cohort – e.g. Jan 2009 – Dec 2010 | | | | |
| | 1.5 Core * | | 1 Core | |
| | 1.5 Specialist | | 3 Specialist | Dissertation |
| | 1 Elective | Internship (for Jan. starters if possible) | | |
| | 60 M-level credits | | 60 M-level credits | 60 M-level credits |

Key * Business Research Methods is taught in the Autumn semester for the September starters and for the January starters in the Spring Semester.

| Week Commencing | Week | Event |
|------------------------|------------------------|--|
| 20/09/2010 | 0 | Induction and Registration New Students: 20/09/10 (Aut 10) Returning Students: 23/09/10 (Sp10) |
| 27/09/2010 | 1 | Classes commence 27/09/10 (Sp10 Aut10) 04/10/2010 2 |
| 11/10/2010 | 3 | Results published 13/10/10 |
| 18/10/2010 | 4 | |
| 25/10/2010 | 5 | Online Module Registration for Sp11 available to students. Appeals deadline 29/10/10 |
| 01/11/2010 | 6 | |
| 08/11/2010 | 7 | Programme Committee Meeting 10/11/10 |
| 15/11/2010 | 8 | Draft exam timetable published 19/11/10 Distribution of student feedback questionnaires |
| 22/11/2010 | 9 | |
| 29/11/2010 | 10 | Final exam timetable published 29/11/10 |
| 06/12/2010 | 11 | |
| 13/12/2010 | Exams & Assessments | |
| 20/12/2010 | Break | |
| 27/12/2010 | Break | Online registration opens for returners (to be confirmed) |
| 03/01/2011 | Break | |
| 10/01/2011 | Break | |
| 17/01/2011 | Break | Provisional results published 19/01/11 |
| 24/01/2011 | 0 | Induction and Registration New Students: 24/01/11 (Sp11) Returning Students: 27/01/11 (Aut10) |
| 31/01/2011 | 1 | Classes commence 31/01/11 (Aut10 Sp11) |
| 07/02/2011 | 2 (D1) | January 2010 Starters Dissertation Supervision and Development |
| 14/02/2011 | 3 (D2) | |
| 21/02/2011 | 4 (D3) | |

| Week Commencing | Week | Event |
|-----------------|---------------------|--|
| 28/02/2011 | 5 (D4) | Online Module Registration for Autumn 11 available to students |
| 07/03/2011 | 6 (D5) | MA Programme Committee Meeting 09/03/11 |
| 14/03/2011 | 7 (D6) | |
| 21/03/2011 | 8 (D7) | Draft exam timetable published 25/03/11 Distribution of student feedback questionnaires |
| 28/03/2011 | 9 (D8) | |
| 04/04/2011 | 10 (D9) | Final exam timetable published 04/04/11 |
| 11/04/2011 | 11 (D10) | |
| 18/04/2011 | (D11) | Break |
| 25/04/2011 | (D12) | Break Submission of Final Dissertation - September Starters 29/04/11 |
| 02/05/2011 | Exams & Assessments | |
| 09/05/2011 | Exams & Assessments | |
| 16/05/2011 | Break | |
| 23/05/2011 | Break | |
| 30/05/2011 | Break | |
| 06/06/2011 | Break | |
| 13/06/2011 | Break | |
| 20/06/2011 | Break | Results published 24/06/11 |
| 27/06/2011 | (D1) | Dissertation period start - 27th June 2011 (Autumn 2010) |
| 04/07/2011 | (D2) | |
| 11/07/2011 | (D3) | |
| 18/07/2011 | (D4) | |
| 25/07/2011 | (D5) | |
| 01/08/2011 | (D6) | |
| 08/08/2011 | (D7) | |
| 15/08/2011 | (D8) | |
| 22/08/2011 | (D9) | |
| 29/08/2011 | (D10) | Summer Bank Holiday - 29th August 2011 |
| 05/09/2011 | (D11) | |
| 12/09/2011 | (D12) | Submission of Final Dissertation - September Starters 15/09/2011 |

9. Module Details

9.1 Core Modules

All the students will be required to study the following core modules:

Strategy in Action

Code: BUS402

Why is it that some firms are more successful than others or better at doing business than their competitors? Why is it that one firm can be said to have a 'competitive advantage' in one industry while other firms in the same industry provide 'average' returns? These and other similar questions are at the heart of strategic management as a discipline. This Module aims to provide participants with an insight into a complex and often contradictory subject area where the perspectives are as diverse as there are writers on the subject.

The primary goal of this module is to increase the depth and breadth of the discipline by providing the relevant contexts in which strategy is formulated, executed and evaluated. In addition to the in-depth coverage of the theoretical debates on the subject, a tighter focus will be placed upon the practical application of various differing theoretical frameworks, concepts, schools of thought and developing strategies for implementation appropriate to the relevant organisational context. Participants will need to draw upon their previous knowledge of the functional aspects of an organisation in an integrative way and determine their overall contribution to the strategic whole.

Business in its Linguistic and Cultural Environment

Code: BEN401

This module will examine the relationship between culture and economic activity in a number of societies. Literature on the subject focuses mainly on the influence of culture on the means for achieving economic development. Culture itself is capable of quite dramatic adaptation to changing economic circumstance. To lead companies through the process of regional and global integration, managers need the 'traditional' skills and attributes of managing change, vision, adaptability in new situations, achieving targets and open-mindedness. In addition, managers will need skills which are related to cross-cultural ability and experience, such as international strategic awareness, ability to motivate cross-border teams, and sensitivity to different cultures. Language reflects underlying values and motivations which inform business practice. Attention and sensitivity to the use of language will facilitate communication and be helpful in relating to other people's linguistic and conceptual frame of reference. This module will bring together, and build on the existing knowledge and experience of, students from a variety of different language study pathways. It will focus mainly on countries in Asia and/or Europe and study the respective business cultures in a mainly comparative approach.

Research Methods**Code: BUS403**

The MA degree is a research degree, and this Module provides specific attention to the appropriate methods and techniques for conducting research, particularly for the MA Dissertation.

The expectations and conventions of social science research in general are covered: topic selection, research design, hypothesis formation, selecting research questions, use of sources and evidence. These form the basis for further, subject specific study in each dissertation.

The purpose of this course is to provide an overview, discussion, and practical advice on the steps involved in conducting MA Dissertation research. Each class session is organised around a major stage in this process.

For each class recommended readings are provided for students to use in familiarising themselves with the subject and relevant issues within it, and to provide a base for further self-directed exploration of methodologies and topics for research. You must pass this module before studying the dissertation.

Dissertation**Code: BUS401**

The dissertation is a major research-based activity centred in the entrepreneurial concepts that have been studied in the core 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.

Please note that students can only commence the MA dissertation once they have passed **all** of the taught modules in their programme of study.

9.2 Specialist Modules

There are four specialist modules for each pathway. Each will be discussed in the relevant specialist pathway section in this Handbook.

| Entrepreneurial Management Pathway | Human Resource Management Pathway | International Business Pathway | International Marketing Pathway |
|---|---|---|--|
| Entrepreneurship & New Business Creation [EMG450] [30] | Strategic and International HRM [HRM450] [30] | International Business & the MNE [INB450] [30] | Marketing Management [MKT450] [30] |
| Managing the Growing Firm [EMG451] [15] | International & Comparative HRM [HRM453] [15] | International Marketing [INB451] [15] | International Marketing [MKT451] [15] |
| Financing the Entrepreneurial Business [EMG404] [7.5] | Financial Issues in HRM [HRM 404] [7.5] | Financial Issues in International Business [INB404] [7.5] | Financial Issues in Marketing [MKT404] [7.5] |
| Innovation Management [EMG452] [15] | Organisational Behaviour [HRM 451] [15] | International Business Economics [INB452] [15] | Consumer Behaviour [MKT452] [15] |

*9.2.1 Specialist Modules in the Entrepreneurial Management Pathway***Entrepreneurship and New Business Creation****Code: EMG450**

This module provides an opportunity to review and research the concepts, theories and practices of entrepreneurs and entrepreneurship in its earliest phases. Students are encouraged to utilise contemporary research and experiential data to analyse and evaluate these issues at individual and social levels, as well as the level of the firm - especially in relation to their own cultural context and personal objectives. These concepts will apply across all the entrepreneurial electives of the MA, and form a basis for an approach to business activity generally. Within this module particularly the focus will be on start-up issues of opportunity, innovation and entrepreneurial processes. Lectures, activities and guest speakers will present the various issues and challenges confronting a new venture. Work will integrate a wide range of high-level skills, including quantitative and qualitative research as well as writing and presentation techniques, and will culminate in a consultancy project or the writing of a business plan. In general, the module links theory to the "real-world" issues surrounding the initial phases of the entrepreneurial process.

Managing the Growing Firm**Code: EMG451**

This module aims critically to analyse the problems and opportunities associated with small business growth-particularly the iterative nature of the decision-making processes that small business managers face in moving through complex, hyper-competitive environments. Students will engage in critically evaluating the managerial complexities faced by micro and small enterprises that are pursuing growth objectives and strategies. Lectures, activities and coursework will provide a comprehensive and analytical framework within which students can research and explore issues of securing sustainable resources, the tensions that exist between resource development and control, as well as the learning that exists within the growing firm's key stakeholder network. Finally, this module will establish an analytical research-based approach to learning that is initiated, managed and owned by the students, and that has an international context reflecting their particular circumstances and interests.

Innovation Management**Code: EMG452**

This specialist module examines entrepreneurial management within the larger organisation exploring the concepts of corporate venturing and Innovation. More broadly considered as part of a company's innovation process, this is a vital business issue that has generated much research and analysis in recent years, and will continue to do so as corporate managers investigate how to release creative and innovative potential within large organisations. The term 'Innovation' was first used in 1985 to describe entrepreneurial activity inside a corporation, where individuals will champion new ideas from development to profitable reality. The term has been refined to identify five broad types of internal entrepreneurship: administrative, opportunistic, imitative, acquisitive, and incubative.

Companies are focusing on a need to be innovative, to manage change and become flexible learning entities to sustain competitive advantage. The requirement for managers to be entrepreneurial, to gain unique knowledge and complement the market research process requires new structural designs to facilitate Innovation. Technological innovation, increasing competitiveness, smaller/more flexible new entrants and shorter product and company life cycles have all contributed to the evolution of Innovation in a wide variety of organisations. These pressures, and the need for flexibility, are especially important in global and multicultural corporations, and are driving the growth of intrapreneurial activity and corporate venturing so much in evidence today.

Financing the Entrepreneurial Business

Code: EMG404

Financing is of course essential for starting any new venture. The wide variety of options is often overwhelming to the entrepreneur; who can waste precious time and money pursuing money s/he is very unlikely to find. The purpose of this module is to provide an overview, discussion, and practical advice on the kinds of finance available and appropriate for entrepreneurial businesses; and to develop some familiarity with the modelling skills necessary to understand how much money is needed and for what purposes. This is a short course, and as such is an overview not a deep exploration of the topic. It is intended to expand on some of the same material also taught in other modules, and to provide information to the self-directed MA student about how to investigate the idea further; both for academic and professional purposes.

9.2.2 Specialist Modules in the Human Resource Management Pathway

Strategic and International Human Resource Management (double module)

Code: HRM450

This module reinforces the idea that human resource management determines an organisation's success or failure, and analyses the various ideas about how to manage resources most effectively. The premise of Strategic HRM is that organisations can be more effective not only by responding to the external environment, but also if HR policies and practices reflect the competencies of the organisation. Effective SHRM is based on a partnership between the organisation and relevant stakeholders such as customers, employees, managers, government, etc. The module enables students to critically analyse and evaluate various models and theories and the various applications by which companies can achieve competitive advantage.

Organisational Behaviour

Code: HRM451

Organisations by their varied composition and nature are extremely complex entities, and are essential to the way our societies operate in the world. They shape the conditions under which we live; they have an impact on every individual and community. Thus understanding the behaviour of organisations and the people in them goes to the very heart of the process of management. In particular, leadership requiring managers to work in groups, especially in an international setting, must be people-centred and also committed to innovation and change through the best use of human resources. The main reason for studying Organisational Behaviour is that organisations consist of people, and thus effective managers must be capable of relating individuals, groups and formal structures to the organisation's needs. In short, this module, combines the study of behaviour at the individual, group and organisational levels.

International and Comparative HRM

Code: HRM453

Globalisation of business is forcing managers to grapple with complex issues as they seek to gain or sustain competitive advantage. Faced with unprecedented levels of foreign competition and changes in legislation, firms are finding that nurturing the human resources required to implement an international or global strategy is of critical importance (Dowling et al, 2004). In this module, students not only gather the basic principles of international human resource management, but also understand that the specific theories might not be applicable for a certain country, necessitating comparative study. Students also discuss cutting edge research and developments in the field of international human resource management to enhance understanding of this complex and dynamic subject.

Financial Issues in Human Resource Management

Code: HRM404

This short course is designed to examine management finance, specifically from a human resources perspective. This practically-oriented course is aimed at MA students with a limited financial background. The basic aim of the course is to empower students with the key analytical tools by which to understand how decisions made in the management of human resources have financial implications that ultimately affect the value of the organisation.

9.2.3 Specialist Modules in the International Business Management Pathway

International Business & the Multinational Enterprise (double module)

Code: INB450

With International Business accounting year in year out for an increasing percentage of economic activity, a large proportion of EBS-L graduates will be employed in an international environment as soon as they leave the school, and will be asked to participate proactively in international operations. Our MA students appropriate a wide range of business theories, logics and thought processes – but their understanding may be at a generalised and/or domestic level. This module will help them to see how cross-border phenomena are enacted in a host of specific contexts, thereby enhancing their capacity for relativisation. It offers the international perspective that our learners absolutely require if they are to gain a realistic perception of the cognitive framework that applies in international business interactions. It starts with a macro/contextual/qualitative approach to the subject before moving on to a micro/advantage-seeking/quantitative orientation.

International Marketing [cross listed with MK module]

Code: INB451

Today we live in a global marketplace. In order for a company to survive in this world-wide business climate, it is becoming increasingly necessary for it to compete on an international or even global level. Accordingly, it is essential for business students to understand the intricacies and complexities of marketing products and services around the world both on an operational and strategic level. Thus, the International Marketing course will serve to provide students with a framework of concepts and real-life business practices to which they can adhere once they enter the business world.

International Business Economics

Code: INB452

International Business Economics is a specific field of study focusing on the philosophical underpinnings of national policy decision frameworks and outcomes. It highlights all of the macro-economic phenomena and actors affecting a country or region's insertion into the international arena, including development and inequality issues, and is therefore broader in scope than the Politics of Trade elective (INB 453), which concentrates on specifically cross-border economics and actors. IBE will give learners an opportunity to acquire and / or hone their recognition and mastery of macro and micro-economic variables, thereby enhancing their ability to critically analyse the economic context within which their international business initiatives will take place. The module also calls attention to the political aspects of economic decision-making, and discusses to what extent economic processes are endogenous or embedded in more of a cognitive framework.

Financial Issues in International Business Management

Code: INB404

This short course is designed to examine management finance, specifically from an international business perspective. This practically-oriented course is aimed at MA students with a limited financial background. The basic aim of the course is to empower students with the key analytical tools by which to understand how management decisions made in the international dimensions of businesses have financial implications that ultimately affect the value of the organisation as a whole.

9.2.4 Specialist Modules in the International Marketing Management Pathway

Marketing Management (double module)

Code: MKT450

This module aims to give students an appreciation of the importance of marketing as a management discipline in securing the long-term success of private, public and not for profit sector bodies. It seeks to cultivate a broad understanding of the managerial functions of the marketing department, in both a domestic and international context. The module will have a practical focus on the planning and decision making processes that marketing managers will have engage in as part of their regular, daily business activities.

International Marketing [cross listed with IB module]

Code: MKT451

Today we live in a global marketplace. In order for a company to survive in this world-wide business climate, it is becoming increasingly necessary for it to compete on an international or even global level. Accordingly, it is essential for business students to understand the intricacies and complexities of marketing products and services around the world both on an operational and strategic level. Thus, the International Marketing course will serve to provide students with a framework of concepts and real-life business practices in which they can adhere to once they enter the business world.

Consumer Behaviour

Code: MKT452

Consumer behaviour is complex and is influenced by many factors. A thorough analysis and understanding of these factors allows organisations to plan effective marketing activities suitable to their target market. This module enables students to understand the importance of the consumer in the marketing process. The concept of marketing within management strategy is to maintain a consumer focus at all times. Thus the study of consumer behaviour is fundamental to a marketing oriented organisation in the 21st Century. This module will examine the theoretical models and frameworks within the discipline and how they are implemented within specific areas, for example, Product and Brand Management, Retail Marketing and Marketing Communications.

Financial Issues in Marketing

Code: MKT404

This short course is designed to examine management finance, specifically from a marketing perspective. This practically-oriented course is aimed at MA students with a limited financial background. The basic aim of the course is to empower students with the key analytical tools by which to understand how management decisions made in the marketing dimensions of businesses have financial implications that ultimately affect the value of the organisation as a whole.

9.3 Electives Modules

There are thirteen electives to choose from. Each of which will be discussed in the relevant pathway section in this Handbook.

For the sake of clarity we have categorised the electives against the respective pathways. However, it should be noted that students can choose any one of these electives, irrespective of the pathways that they are studying. All the electives are worth 15 credits.

| Entrepreneurial Management Pathway | Human Resource Management Pathway | International Business Pathway | International Marketing Pathway |
|---|--|--|---|
| Family Business [EMG453] | Experimental Leadership in Action [HRM452] | The Politics of International Trade [INB453] | Internet & Direct Marketing [MKT454] |
| Social Enterprise [EMG454] | Employee Development [HRM454] | Emerging Themes in China [INB455] | Small Firms in Int. Marketing [MKT453] |
| Private Equity & Venture Capital [EMG455] | Employee Rewards [HRM455] | The New Europe [INB455] | International Services Marketing [MKT455] |
| Small Business Mentoring [MEN401] | | | |

In week 5-6 of the Fall semester, students will be able to choose electives online, using the College student records system.

In exceptional circumstances, the Associate Dean of Quality and Operations in consultation with the Programme Director will decide whether to run an elective with fewer than five registered students.

Students enrolling on the January programme will be given a list of electives to choose from based on the uptake of elective modules by the September starters.

Students wishing to study the Small Business Mentoring elective are advised to refer to page 30 – Other Elective Modules.

9.3.1 Elective Modules in the Entrepreneurial Management Pathway

The following electives will be available, subject to demand. One of them, Private Equity and Venture Capital, has strong links to the core modules. This will give students with specific interests an opportunity to extend the core analysis. The remaining nine electives will be discussed within their pathway inside the Handbook.

Private Equity and Venture Capital

Code: EMG455

This module aims to enable students to develop their knowledge, intellectual expertise and professional skills in their ability to apply economic and financial theory to a) the functioning and development of the European venture capital market and b) how venture capitalists operate to provide venture capital for entrepreneurial projects and companies. It further aims to enable students to develop a technical mastery in the design of an organisation for a new venture; the preparation of plans, inclusion of guiding government policy, the project implementation and on-going management; and the mechanics of deal making. Students will be expected to examine critically the institutional and investment market stratagems based on latest research and empirical data of the venture capital providers, thus to be able to interact effectively with venture capital professionals, specialists, and innovators in new ventures.

Family Business

Code: EMG453

Family businesses account for a significant proportion of businesses throughout the world. This fact alone renders them worthy of study. Furthermore, it is the case that significant proportions (70% in the USA) of family businesses do not survive the death or retirement of the founder. Consequently, it is important to consider ways of combating such high attrition rates. It is therefore crucial that a deep understanding and appreciation of the family business sector is gained. Family businesses are often complex structures that involve striking a difficult balance between the needs of the family and the business. These two goals are sometimes mutually exclusive. A major feature of the module is to consider ways in which these two needs can be accommodated and effective succession planning developed.

Social Enterprise

Code: EMG454

Social Enterprise is one of the newest areas of activity in entrepreneurship research and teaching, balancing questions of ethics and career choice with managerial concepts. "Social Enterprise" can be defined as the practice of identifying opportunity, designing business models, and starting ventures that emphasise social improvement of some sort in equal measure to profitability and growth. More basically, it is about people starting and managing organisations where the main motivation isn't money, and finding new and better ways to create social value.

9.3.2 Elective Modules in the Human Resource Management Pathway

Experiential Leadership in Action

Code: HRM452

This module is structured around mindsets, and centres on catalysing action, contingent on context, and change signature. catalysing action is about change, challenge, experience and discovery; contingent on context is about changing environments and cultures and change signature identifies who we are. These ideas about Human Resources are explored through current studies in management and leadership that focus in particular on the development of self-awareness and fulfilment, experiential components, and personal development mechanisms. In this module, the mechanisms we shall use include the dramatic arts; students produce and perform a play as part of a structured exercise in understanding mindsets, action, context and change.

Employee Development

Code: HRM454

The development of human resources incorporates the full remit of professional training and management of employees. Particularly in the last ten years, with the rapidity of technological advances and multi-media resources available for the workplace, employers have revisited this core subject area in order to evaluate and successfully manage employee retention strategies, job design, succession planning within corporate management and innovation in the area of flexible working employment. Professional development and training has gained popularity on HRM programmes in order to enable and cater for the ever-changing responsibilities of the successful HR manager. The aim of this module is to enable the future practitioner of HRM to source and identify professional training and development needs in the workplace through the systematic study of all employee positions in the organisation. Identification of training and development requirements through need assessment activities using both online and multi-media assessments will establish the clear basis for training and development objectives, supported by the development of in-house training resources and evaluation training methodologies.

Employee Rewards

Code: HRM455

Employee Reward covers how people are rewarded in accordance with their value to the organisation. It is concerned with the formulation and implementation of strategies and policies to reward staff fairly, equitably and consistently in accordance with their value to the organisation and to help the organisation achieve its strategic goals. This module has been included in the MA programme for many reasons. The ways that the performance of staff are assessed and valued make a considerable impact on the effectiveness of the organisation and are at the heart of the employment relationship. Reward management policies and practices aim to help attract, retain and motivate high quality staff and getting this wrong can have a significant negative effect on the morale of employees. The links between reward management and other HRM practices are crucial and approaches to reward that are not integrated with both the business objectives and associated human resource objectives are liable to fail. To enable the student to critically examine the effectiveness of reward strategies in theory and in practice. In short, the course aims to evaluate and critically analyse the theories and best practice techniques of managing employee reward structures.

9.3.3 Elective Modules in the International Business Management Pathway

The Politics of International Trade

Code: INB453

Most EBS-L MA graduates will be employed in an international environment as soon as they leave the school, and will be asked to participate proactively in international operations. The common preconception of business students is that everyone they encounter during their business careers is on board for the current avatar of neo-liberal globalisation, but this is a fallacious supposition that obfuscates the existence of real hurdles that savvy professionals know how to overcome.

This module gives students an opportunity to assess a whole range of attitudes towards international trade and its main representative institutions (WTO, EU, etc.) – including their own. By enhancing their general culture and self-awareness, it will enhance their understanding of the various receptions they are likely to encounter as international business persons. In addition, the module provides concrete input on the mechanics of cross-border transactions. It focuses specifically on trade/FDI-related operations rather than macro-economic policy, which is the crux of INB 452 International Business Economics.

Emerging Themes in China

Code: INB454

China is a must for international companies, but very few know how to get there. Having joined the World Trade Organisation (WTO) in 2002, China is now officially fully open for business and may soon be the biggest economy in the world. No-one studying the field of International Business can afford to ignore a market that comprises one-fifth of the world's population. This module provides a contextualised opportunity for students to put into practice theoretical cross cultural business development frameworks and undergo a number of simulated practices dealing with the relevant issues in the context of China.

The module approaches this from a contrastive perspective and focuses on developing students' understanding of Chinese way of thinking with its underlying cultural tradition and their analytical as well as practical skills in working with Chinese, by incorporating a cultural component so that students can understand the intricacies of business language and culture, and by analysing through case studies Western companies that have succeeded or failed in China so that we can learn the experience and lessons from them. Thus, it is imperative that students have a product in mind and have assigned themselves groups so that they can fully achieve the desired learning outcomes of the programme.

Working within the context of business development in China, this module complements the core module Business in its Linguistic and Cultural Environment.

The New Europe

Code: INB455

The expansion and development of the European Union has ushered in a new approach to the study of European countries, European institutions and the international relations of Europe within 21st century globalisation. The significance of changes to the dynamics of the world polity since 11th September 2001, including the terrorist attacks in London and Madrid, has also impacted hugely on the configurations of European states in their relations with each other and with the wider world. It is essential that a key area of academic and professional investigation should be the developments taking place within, and to, the continent of Europe. The principal issues of security, political economy, democracy, Europe-wide institutions, climate change, demographic developments, environmental policies, energy supply and conservation, and so on will be examined throughout the module. In addition to the macro changes in the new Europe, there will be a focus on the nature of the single market within the expanding continent as goods, people, services and capital move freely between participating states. For the managers of the future, the ways of doing business are changing significantly as companies develop new European strategies and management skills, and need to recruit, train and retain people in different forms of employment.

Within the module, more sophisticated distinctions will be made than the simplistic one between the new and the old Europe that had arisen over the last decade and that was frequently used by conservative political analysts in the USA (and elsewhere) to describe post-communist European countries. There is a more complex debate to be had about the identities of nations, states, communities and groups within the continent of Europe.

Overall, it is essential that students of the management of International Business have the opportunity to explore the largest single market in the world, other than China, and the one with some of the world's key business organisations based in it. The evaluation of Europe's future cannot be separated from the development of European-owned and Europe-based companies.

9.3.4 Elective Modules in the International Marketing Management Pathway

Small Firms in International Marketing

Code: MKT453

According to Daniels, Radebaugh and Sullivan (2006), '90% of US companies that export are small businesses and the bulk of those have less than 20 employees'. They also state that these businesses account for one fifth of the value of exports from the United States. The most recent data they have collected shows that small businesses in the US are further expanding their export capacity year on year. Since the 1980's there has been a significant growth in the role and importance of Small and Medium Enterprises (SMEs), particularly in the USA where they have always been strong, but increasingly in Europe.

SMEs have come more centre-stage for government policies as sources of innovation, growth and employment. The study of SMEs and the related concept of Entrepreneurship are seen as an integral part of the study of contemporary business. In this context there is a need to understand how the international marketing activities of the small firm differ from those of their larger counterparts.

This class aims to enable students to understand the place of small firms in the global economy. It seeks to allow students to analyse and evaluate the internationalisation process of the SME and the contrasting management and decision making activities of the SME and the larger business.

By the end of the course students should be able to demonstrate knowledge of the particular problems facing small firms in the international marketing context and apply marketing strategies and tactics suitable for their survival and growth. A key outcome of the course will be that students will be able to produce credible analytical research reports about small firms and their international marketing opportunities and develop appropriate international marketing plans that consider the size and resources of the smaller business.

Internet and Direct Marketing

Code: MKT454

Direct marketing and Internet marketing are the growth areas of marketing. The term Direct Marketing has come to mean any marketing activity that is directly targeted to specific consumers with the intention of building a long lasting relationship between buyer and seller. Increasingly the strategic tool used to form and build this relationship is the database and the marketing channel that is being used as an integral method of marketing for all companies across a broad spectrum of industry sectors is electronic commerce.

As business becomes increasingly competitive the strongest method for a company to achieve long term competitive advantage and profitability is through customer loyalty. Relationship marketing has emerged at the forefront of the academic marketing discipline with the practical application emerging in the direct marketing industry.

International Services Marketing**Code: MKT455**

The service sector accounts for 4 out of ten jobs in the UK and this is a pattern replicated in many advanced economies around the world. Service marketing is wide in terms of specific areas of growth from financial services, leisure tourism and hospitality, to not for profit and charity organisations, most of which have a strong international dimension.

Marketing services is very different from marketing physical products; the difference arises in the design of the extended marketing mix and its implementation. Services are not limited to service industries, but they do represent a huge growing percentage of the world economy Zeitmal, Bitner and Gremler (2006), which adds to the growing phenomena of the internationalisation of services.

This course will seek to give students the knowledge to demonstrate the key differences between the international marketing of goods and the international marketing of services.

It will also enable them to identify, evaluate and apply the marketing mix elements to the international services sector. By the end of this module the students should be able to debate the key issues and challenges of marketing services across international borders and critique relevant academic theory on services marketing in an international context.

*9.3.5 Other Elective Modules***Small Business Mentoring Module****Code: MEN401**

This module is not particularly linked to any of the above pathways, hence it is discussed as an isolated and stand-alone Elective. Due to the unique nature of this module, it is advisable that students are aware of certain caveats that they must comply in order to choose this module.

Rationale

Mentoring is a recognised and growing field in the business community. The objective of this module for the student is to demonstrate and apply mentoring principles in the field of business. This module will provide hands-on experience to support real-life MSMEs (if possible). Students will be provided a range of mentoring tools with the aim of developing their own portfolio of skills and awareness and thus enhancing their existing managerial experience through the mentoring experience. Students will also provide their mentees with additional managerial and analytical skills, abilities and business awareness through the mentoring relationship to improve the business performance and operational practices. Students will be assessed as to how they conducted the mentoring process via observation sessions, and by writing various reports, one of which is a Situational Analysis that would be given to the mentee at the end of the programme.

Selection Criteria for choosing the Small Business Mentoring Module

As this module is an experiential learning module, where the success of achieving the desired learning outcomes rests on a work experience, preferably at supervisory/ managerial level and also on the openness and professionalism of the mentee, the School must be confident that the relationship between the student and the mentee is firmly established.

In order to establish this, the student must complete the Mentor Request Form (MRF) from the Faculty Registry. If a student has enrolled for the Spring semester; and wishes to study this Module, they must complete these two Forms when they register onto the Programme. The Mentor Request Form will seek evidence that the student provided:

Evidence of at least three years work experience in a supervisory/ management position;

- a clear rationale for choosing this Module and in particular the mentee/person/business
- the name and contact details (including email) of the person/mentee
- the nature/type of the business and

The Mentor Request Form, will also seek evidence that:

The Mentee / Person has agreed to:

- support the student providing data and information (in confidence) so that they can complete their assignments
- attend two workshops session
- attend two mentee surgery sessions
- attend two observation sessions in the presence of an EBSL tutor
- If they are unable to continue with this agreement (to last no more than 12 weeks), to inform the Programme Director and/or Module Tutor immediately.

If both parties countersign the above Form, and if the Programme Director and/or Module Tutor are satisfied with the above, then the student can enroll onto this module. Please note, the Programme Director and/or Module Tutor may contact either party at any time, and reserves the right of rejecting the applicant if they are not satisfied with the information provided.

10. Learning Environment

10.1 Programme Directorship and Management

The 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.

10.2 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.

10.3 General

EBS-L 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.

10.4 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.

10.5 Quality Assurance and Enhancement

The School is dedicated to continually develop and enhance 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 EBS-L programmes to be dealt with efficiently. S/he 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.

11. Research

The aims of research support are to:

- a) Enable EBS London 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 entrepreneurship, global banking and finance, and European cultural and linguistic studies
- 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

| 12. Student Support Services | Programme Director | Head of Student Support Room T201 | Business and Management Faculty Registry Room T008 | |
|---|--------------------|-----------------------------------|--|--|
| 12.1 Whom To See | | | | |
| Programme | | | | |
| Academic Queries | • | | | |
| Administrative Queries | | | • | |
| Timetabling | | | • | |
| Transitional arrangements | | • | | |
| Work Placements | | | | |
| Module | | | | |
| Academic Queries * | • | | | |
| Administrative Queries | | | • | |
| Assessment Feedback | | | | |
| SPA Elective Module Selection | • | | | |
| 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 tutor and then, if necessary, the Principal Lecturer or Programme Director:

12.2 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.

12.3 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.

12.4 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.

12.5 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: +44(0)20 7487 7593

e-mail: taylorp@regents.ac.uk

13. Admissions

13.1 Introduction

EBS London 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.

13.2 Aim

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

13.3 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 appertaining 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

13.4 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.

13.5 Direct Entry

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 2.4 Language Requirements above); it is also desirable for applicants to have knowledge of a second language.

13.6 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, where 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 in Entrepreneurial Management

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 clerical
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 an entrepreneurial undertaking or in an executive position within an entrepreneurial undertaking
3. Which in either instance has been held for at least three years

14. Enrolment and Registration

14.1 Enrolment

Students enroll 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.

14.2 Registration

Official Registration Day

EBS London has an official Registration Day for returning students at the start of each semester. Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days 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 induction week.

Following registration there is a programme of activities prior to the commencement of classes in the following week

14.3 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.

14.4 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.

14.5 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.

14.6 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. Timetables are issued during the registration period. 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 during the registration period.

Classes timetabled 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).

14.6.1 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 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.

14.7 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.

14.8 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.

15. Deferral of Studies

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

15.1 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.

16. 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 EBS 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 EBS London.

APPENDICES

Module Outline Booklet (Front Page)

Title of Module

Module Code: XXX101

Module Title: XXX...

Academic Level: Level X

Credit Value: X/ ECTS XX

Status: Elective or Core

Formal Student Hours: Contact: XX Hours
Self-directed: XXX Hours

Pre-requisites: XXX

Module Leader: XXX

Programme Level Learning Outcomes: Example: A1, B2...)

Assessment Methods: (Example Individual written assignment, exam...)

Rationale for Module

Explanation of how the subject area fits into the MA Pathways programme and why the module is appropriate for inclusion in the MA Pathways offering (in terms of the programme level learning outcomes).

Aims

The main aims of this module are to: ...

Programme Level Learning Outcomes

On completion of this module students should be able to demonstrate...(Example Codes) A14, B16, C17, C18 and D20

Subject Area Core Skills Content

Teaching/Learning Strategy

The teaching/learning strategy for this module has been designed to ensure that the programme level learning outcomes outlined above have been acquired. The teaching/learning strategy is...

Assessment Methods

Explanation of overall assessment strategy and how it relates to the teaching and learning strategy.

For example, exams are not appropriate for this module because...(Evidence of reflection on assessment methodology) Particular methods (such as) were rejected because...and... modulework (consisting of a presentation, individual written assignment, and a time constrained assignment) was deemed appropriate because...relationship to learning outcomes...

Then, each assessment to have its own heading.
E.g. Assessment 1

Under each heading the following should be explained:

- What is being assessed
- How marks are allocated for each grade (see Module Assessment Criteria)
- How it fits into the scheme of the module
- How it fits into the overall degree programme
- How much time you have to do the assignment
- Any academic restrictions on marks through the application of a penalty, clearly linked to learning outcomes

Distribution Date To Students

Date for Submission

Venue for submission of modulework:

Rationale for Assignment:

Learning Outcomes to be met by the assignment (eg A1, B3, C4 etc)

Knowledge and Skills to be assessed

The following statement to be inserted:

"If a time-constrained learning outcome has been listed above, you should be aware that failure to meet that outcome will result in a mark of zero being awarded for the modulework. However, if there are genuine reasons as to why that outcome could not be met, you should consult and follow the procedure outlined in the section called "Extenuating Circumstances" in the Student Handbook"

Indicative Content

Intro...

Reading

Essential

Useful websites

| Curriculum Map for the MA in Management with 4 Pathways | | | | | | |
|---|------|--------|--|----------|-------------|-----------------------|
| pathway | Sem | Code | Module | Type | Modulework | Type of assignment |
| All | F09 | BUS401 | Dissertation | Core | Module Work | Dissertation |
| All | SP10 | BUS402 | Strategy in Action | Core | Module Work | Group Report |
| All | | BUS403 | Strategy in Action | Core | Module Work | Weekend |
| All | | BUS404 | Strategy in Action | Core | Exam | Exam/Case Study |
| All | SP10 | BUS408 | Business Research Methods | Core | Module Work | Assignment |
| All | SP10 | BILCE | Business in its Linguistic & Cultural Env. | Core | Module Work | Group Presentation |
| All | | BILCE | Business in its Linguistic & Cultural Env. | Core | Module Work | Written Individual |
| Ent | F09 | EMG450 | Entrepreneurship & New Business Creation | Special | Module Work | Participation |
| Ent | | EMG450 | Entrepreneurship & New Business Creation | Special | Module Work | Assignment |
| Ent | | EMG450 | Entrepreneurship & New Business Creation | Special | Module Work | Group Presentation |
| Ent | F09 | EMG451 | Managing the Growing Firm | Special | Module Work | Participation |
| Ent | | EMG452 | Managing the Growing Firm | Special | Module Work | Team Research |
| Ent | F09 | EMG453 | Managing the Growing Firm | Special | Module Work | Exam |
| Ent | SP10 | EMG404 | Finance the Entrepreneurship Business | Special | Module Work | Participation |
| Ent | | EMG404 | Finance the Entrepreneurship Business | Special | Module Work | Group Report |
| Ent | SP10 | EMG452 | Innovation Management | Special | Module Work | Classm Activity |
| Ent | | EMG452 | Innovation Management | Special | Module Work | Research Project |
| Ent | SP10 | EMG453 | Family Business | Elective | Module Work | Group Project |
| Ent | | EMG453 | Family Business | Elective | Module Work | Group Presentation |
| Ent | | EMG453 | Family Business | Elective | Module Work | Written Individual |
| Ent | SP10 | EMG454 | Social Enterprise | Elective | Module Work | Participation |
| Ent | | EMG454 | Social Enterprise | Elective | Module Work | Group Report |
| Ent | | EMG454 | Social Enterprise | Elective | Exam | Unseen Paper |
| Ent | SP10 | GBF453 | Private Equity and Venture Capital | Elective | Module Work | Presentation & Report |
| Ent | | GBF454 | Private Equity and Venture Capital | Elective | Module Work | Written Individual |
| lmkt | SP10 | MKT404 | Financial Issues in Marketing | Special | Module Work | Participation |
| lmkt | | MKT404 | Financial Issues in Marketing | Special | Module Work | Group Report |
| lmkt | F09 | MKT450 | Marketing Management | Special | Module Work | Individual Report |
| lmkt | | MKT450 | Marketing Management | Special | Module Work | Presentation & Report |
| lmkt | F09 | MKT451 | International Marketing | Special | Module Work | Ind & Presentation |
| lmkt | | MKT451 | International Marketing | Special | Module Work | Presentation & Report |
| lmkt | SP10 | MKT452 | Consumer Behaviour | Special | Module Work | Individual Report |
| lmkt | | MKT452 | Consumer Behaviour | Special | Exam | Exam/Case Study |
| lmkt | SP10 | MKT453 | Internet and Direct Marketing | Elective | Module Work | Written Individual |
| lmkt | | MKT453 | Internet and Direct Marketing | Elective | Module Work | Presentation & Report |
| lmkt | SP10 | MKT454 | International Services Marketing | Elective | Module Work | Written Individual |
| lmkt | | MKT454 | International Services Marketing | Elective | Module Work | Group Presentation |
| lmkt | SP10 | MKT455 | Small Firms in International Marketing | Elective | Module Work | Written Individual |
| lmkt | | MKT455 | Small Firms in International Marketing | Elective | Module Work | Presentation & Report |
| IIB | SP10 | INB404 | Financial Issues in International Business | Special | Module Work | Participation |
| IIB | | INB405 | Financial Issues in International Business | Special | Module Work | Group Report |
| IIB | F09 | INB450 | International Business & the Mul. Enterprise | Special | Module Work | Participation |
| IIB | | INB450 | International Business & the Mul. Enterprise | Special | Module Work | Written Individual |
| IIB | | INB450 | International Business & the Mul. Enterprise | Special | Module Work | Written / Pairs |

| Group/Individual | Submission wk | Weight (%) | OUTCOMES | | | | | | | | | | | | | | | | | | | | |
|------------------|---------------|------------|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | | | A | | | | | B | | | | | C | | | | | D | | | | | |
| | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | |
| Individual | AS09 wk 01 | 100 | x | x | | x | | x | x | x | x | | x | x | | | | | | x | | x | |
| Group | AS WK 10 | 30 | x | | | x | | | | x | | | | | x | x | | | | | | | |
| Individual | AS WK 6 | 30 | | | | x | | | | x | x | | x | | | | | | x | x | | x | |
| Individual | Exam Week | 40 | x | | | x | | | | x | x | | x | x | | | | | | | | | |
| Individual | AS WK 9 | 100 | x | x | | x | | x | x | x | x | | | | | | | | | | | | |
| Group | SS WK 11 | 40 | x | | | x | | | | x | | | x | x | x | | | | | | | x | |
| Individual | SS WK 12 | 60 | x | | | | x | x | x | | | | | | | | | | | | | x | |
| Individual | AS WK 11-13 | 30 | x | x | x | x | | x | | | | | | | x | x | x | | | | | x | |
| Group | AS WK 6 | 20 | x | x | x | x | | x | x | | x | | | | | | | | | | | x | x |
| Group | AS WK 11 | 50 | x | x | x | x | | x | x | x | | | | | | | | | | | | x | x |
| Individual | AS WK 7-11 | 50 | x | x | x | | x | x | | | | x | | | x | | x | | | | | x | x |
| Group | AS WK 7-12 | 25 | x | | x | | | x | | | | | x | x | x | | x | | | | | x | x |
| Individual | Exam week | 25 | | | | | | | x | | x | | | | | | | | | | | | |
| Individual | AS WK 11 | 30 | | x | x | | | x | x | x | | | | | | | | | | | | | |
| Group | AS WK 11 | 70 | x | x | x | x | | | x | x | | | x | x | | x | | x | x | | | x | |
| Individual | AS WK 2-11 | 50 | x | x | x | | x | x | x | x | | | | x | | | | | | | | x | x |
| Individual | AS WK 11 | 50 | x | | x | | | x | x | | | | x | x | x | | | | | | | x | x |
| Group | AS WK 9-11 | 40 | | | x | | x | x | | | | | x | x | | | | | | | | x | |
| Group | AS WK 6-11 | 10 | | | x | | x | x | x | | x | | | | x | | | | | | | x | x |
| Individual | AS WK 11 | 50 | | | x | | | x | x | | x | | | | | | | | | | | | x |
| Individual | SS WK 12 | 50 | x | x | x | x | | x | x | | x | x | x | | | | | | | | | x | x |
| Group | AS WK 6-10 | 30 | | x | x | x | x | | x | x | | x | x | x | | | | | | | | x | x |
| Individual | Exam week | 20 | | | | | x | x | x | | | x | | | | x | x | | | | | | |
| Group | SS WK 12 | 50 | | x | | x | | x | | x | | | x | x | | | | | | | | x | |
| Individual | Exam Week | 50 | | x | | x | | x | | x | | | x | x | | | | | | | | x | |
| Individual | SS WK 11 | 30 | | x | x | | | x | x | x | | | | | | | | | | | | | |
| Group | SS WK 11 | 70 | | x | x | x | | | | x | | | | | | | | | | | | | |
| Individual | AS WK 7 | 50 | x | x | x | | x | x | | x | | | | | x | | | | | | | | |
| Group | AS WK 11 | 50 | x | x | x | | x | x | | x | | | | x | x | x | | | | | | x | x |
| Individual | SS WK 9 | 60 | x | x | x | | x | x | | x | x | | | x | | | | | | | | | |
| Individual | Exam Week | 40 | x | | x | | | x | x | | | | | | | | | | | | | | |
| Individual | SS WK 10 | 50 | x | x | x | x | | x | x | x | | | | | | | | | | | | | |
| Group | Exam Week | 50 | x | | x | x | | x | x | | x | | | | x | | | | | | | x | x |
| Individual | SS WK 10 | 50 | x | x | x | | x | x | | x | x | | x | | | | | | | | | | |
| Group | SS WK 8-10 | 50 | x | x | | | x | x | | x | x | | | x | x | x | x | | | | | | x |
| Individual | SS WK 9 | 50 | x | | x | | x | x | | x | | | | | | | | | | | | | |
| Group | SS WK 8-10 | 50 | x | | | | x | x | | x | x | | | | x | | | | | | | | x |
| Individual | SS WK 11 | 30 | | x | x | | | x | x | | | | | | | | | | | | | | |
| Group | SS WK 11 | 70 | | x | x | x | | | | x | | | | | | | | | | | | | |
| Individual | AS WK 3-11 | 20 | x | | x | | | x | x | x | x | | x | x | x | | | | | | | x | x |
| Individual | AS WK 6-13 | 20 | x | | x | | | x | x | x | | x | x | x | | | | | | | | x | x |
| Pairs | Exam Week | 50 | x | | | | | x | x | x | x | | x | | | | | | | | | | |

| | | | | | | |
|-------|------|--------|---|----------|-------------|--------------------------|
| IB | | INB450 | International Business & the Mult. Enterprise | Special | Module Work | Participation |
| IB | F09 | INB451 | International Marketing | Special | Module Work | Ind & Presentation |
| IB | | INB451 | International Marketing | Special | Module Work | Group Report |
| IB | SP10 | INB452 | International Business Economics | Special | Module Work | Written Individual |
| IB | | INB452 | International Business Economics | Special | Module Work | Group Report |
| IB | | INB452 | International Business Economics | Special | Module Work | Written Individual |
| IB | SP10 | INB453 | The Politics of International Trade | Elective | Module Work | Written Individual |
| IB | | INB453 | The Politics of International Trade | Elective | Module Work | Written Individual |
| IB | SP10 | INB454 | Emerging Themes in China | Elective | Module Work | Simulation |
| IB | | INB454 | Emerging Themes in China | Elective | Module Work | Group Presentation |
| IB | SP10 | INB455 | The New Europe | Elective | Module Work | Written Individual |
| IB | | INB455 | The New Europe | Elective | Module Work | Presentations |
| HRM | SP10 | HRM404 | Financial Issues in HRM | Special | Module Work | Participation |
| HRM | | HRM404 | Financial Issues in HRM | Special | Module Work | Group Report |
| HRM | F09 | HRM450 | Strategic Human Resource Management | Special | Module Work | Group Report |
| HRM | | HRM450 | Strategic Human Resource Management | Special | Exam | Exam/Case Study |
| HRM | SP10 | HRM451 | Organisational Behaviour | Special | Module Work | Presentation |
| HRM | | HRM451 | Organisational Behaviour | Special | Module Work | Group Report |
| HRM | F09 | HRM453 | International & Comparative HRM | Special | Module Work | Written Individual |
| HRM | | HRM453 | International & Comparative HRM | Special | Module Work | Group Report |
| HRM | SP10 | HRM452 | Experiential Leadership | Elective | Module Work | Written Individual |
| HRM | | HRM452 | Experiential Leadership | Elective | Module Work | Written Individual |
| HRM | SP10 | HRM454 | Employee Development | Elective | Module Work | Written Individual |
| HRM | | HRM454 | Employee Development | Elective | Module Work | Group Presentation |
| HRM | | HRM454 | Employee Development | Elective | Module Work | Group Presentation |
| HRM | | HRM454 | Employee Development | Elective | Module Work | PDP |
| HRM | SP10 | HRM455 | Employee Rewards | Elective | Module Work | Written Individual |
| HRM | | HRM455 | Employee Rewards | Elective | Module Work | Presentations |
| HR/EN | SP10 | MEN401 | Small Business Mentoring Module | Elective | Module Work | Process Report |
| HR/EN | | MEN402 | Small Business Mentoring Module | Elective | Module Work | Situational Analysis Rep |
| HR/EN | | MEN403 | Small Business Mentoring Module | Elective | Module Work | Programme report |

| | | | | | | | | | | | | | | | | | | | |
|------------|--------------|-------|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|
| Individual | AS WK 6 - 13 | 10 | | x | | | | x | | | x | | | | | | | | |
| Individual | AS WK 7 | 50 | x | x | x | x | | | x | x | | | | x | | x | | | |
| Group | AS WK 11 | 50 | x | x | x | x | x | x | x | | | | | x | x | x | | | x |
| Individual | SS WK 6 | 33.33 | x | | x | x | x | | | | | | | x | | | | | |
| Group | SS WK 11 | 33.33 | x | x | x | x | | | | | | | | x | | | | x | x |
| Individual | SS WK 12 | 33.33 | x | | x | | | | x | x | x | | | | | | | | |
| Individual | SS WK 10 | 50 | x | x | x | | | | x | | | | | x | | | | | x |
| Individual | SS WK 12 | 50 | x | | x | | | | | | | | | x | | x | | | x |
| Group | SS WK 7 -11 | 60 | x | x | | x | x | x | x | x | x | x | | x | | x | x | x | x |
| Group | SS WK 12 | 40 | x | x | | x | x | x | x | x | x | | | x | | | | | x |
| Individual | Exam Week | 50 | x | x | x | x | | | x | | | | | x | | | | | x |
| Pair | SS WK 7 | 50 | x | | x | | | | x | x | x | x | | x | | | | x | x |
| Individual | SS WK 11 | 30 | x | x | | | | | x | x | x | | | | | | | | |
| Group | SS WK 11 | 70 | x | x | x | | | | x | x | | | | x | x | | | x | x |
| Group | AS WK 8 | 50 | x | x | | x | x | | | | | | | x | x | x | | | x |
| Individual | Exam Week | 50 | x | | | x | x | x | | | | | | x | | | | | |
| Individual | SS WK 10 | 50 | x | x | | x | | | | | | | | x | | | | | |
| Group | SS WK 6 - 10 | 50 | x | x | | x | | | | | | | | x | x | x | x | x | x |
| Individual | AS WK 9 | 50 | x | | x | | | | x | x | x | | | | | | | | |
| Group | AS WK 7 - 11 | 50 | x | | x | | | | | | | | | x | | x | x | x | |
| Individual | SS WK 11 | 50 | | | | | | | x | x | | | | | | | | x | x |
| Individual | SS WK 12 | 50 | | | | | | | x | x | | | | | | | | x | x |
| Individual | SS WK 7 | 20 | x | x | x | | | | | | | | | | | | | | |
| Group | SS WK 8- 10 | 20 | x | x | | | | | | | | | | x | x | | | | |
| Group | SS WK 8- 10 | 30 | x | x | x | | | | | | | | | | | | | | |
| Individual | SS WK 12 | 30 | | | | | | | | | | | | | | | | | |
| Individual | SS WK 12 | 50 | x | | x | x | | | | | | | | | | | | | |
| Pair | SS WK 7 - 11 | 50 | | | | | | | | | | | | | | | | | |
| Individual | SS WK 10 | 45 | x | | | | | | | | | | | | | | | | |
| Individual | SS WK 11 | 35 | x | | | | | | | | | | | | | | | | |
| Individual | SS WK 12 | 20 | | | | | | | | | | | | | | | | | |

1. Why Cite?

It is essential that references in essays and dissertation 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

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 tutor to show the student how the module-work has been evaluated and assessed. A 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 by 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 help 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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