

Programme Title: MSc Management and Organisational Innovation



Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	MSc Management and Organisational Innovation
Name of Interim Award(s)	
Duration of Study / Period of Registration	12 month academic year
QM Programme Code / UCAS Code(s)	N1Q1
QAA Benchmark Group	Business and Management
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	28 May 2012
Responsible School / Institute	School of Business & Management

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

N/A

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

N/A

Programme Outline

Overview

Innovation is going to be vital to companies as they look to survive a global downturn, particularly in the UK. As a graduate of this course you will be equipped to assist with managing the innovation process and will be highly sought after.

On this programme you will examine:

- The development and operation of markets in relation to resources, goods and services
- The economic, environmental, ethical, legal, political, sociological and technological external context together with its effect at local, national and international levels upon organisations
- The role of marketing in relation to customers, their expectations and their location
- The management and development of people within organisations
- The nature of organisations - their internal functions and processes; their diverse purposes, structures and governance and the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context
- The role of business innovation, creativity and knowledge management within organisations

Aims of the Programme

Students will gain knowledge and develop understanding of:

- ☒ Markets – the development and operation of markets for resources, goods and services;
- ☒ The external context – economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations;
- ☒ Customers – the role of marketing (customer expectations and orientation)
- ☒ People – the management and development of people within organisations;
- ☒ Organisations – their internal aspects, functions and processes; their diverse nature, purposes, structures, and governance, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context;
- ☒ The role of business innovation, creativity, and knowledge management within organisations.

The School promotes active learning within a context of clear learning objectives, and students are encouraged to take responsibility for their own learning. Modules have regular coursework elements and in some this will require collaborative group work. The creation of informal work is generally encouraged. Clear guidance on basic supplementary reading is given. We consider it important to develop the ability of students to undertake basic research through both practical and theoretical means, culminating in the dissertation, which develops the ability to write sustained coherent narratives.

What Will You Be Expected to Achieve?

The School promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

Academic Content:

A 1	Develop knowledge and skills in business and management subjects
A 2	Prepare individuals for employment either related to their first degree discipline or in a management role
A 3	The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Disciplinary Skills - able to:

B 1	Develop a sound understanding of contemporary business/organisational contexts
B 2	Develop an understanding of theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context.
B 3	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.
B 4	The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

Attributes:	
C 1	Deliver an advanced study of organisations, their management and the changing external context in which they operate;
C 2	Develop the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
C 3	Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.
C 4	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

How Will You Learn?

Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School's Postgraduate webpage.

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

How Will You Be Assessed?

Modules are typically assessed by a combination of coursework (usually 30% of the total mark) and final (two hour) examinations. But there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

How is the Programme Structured?

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This covers Core and Option Modules in each Programme; Choice of Options; the Documentation Students Must Complete; Exams; Coursework and Assessment; the Student Handbook; the Dissertation (Structure; Organisation; Research and Plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes.

Curriculum development and delivery are overseen by the Programme Organiser through the relevant School Teaching Review Group which reports to the School's Teaching and Learning Committee. The School's Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination

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marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well by external sources (external examiners, and views filtered through the College's International Office).

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods for Business and Management	BUSM027	15	7	Compulsory	1	Semester 1
State, Market and Society -Concepts and Critique	BUSM063	15	7	Compulsory	1	Semester 1
International Marketing	BUSM043	15	7	Compulsory	1	Semester 1
International Human Resource Management	BUSM015	15	7	Compulsory	1	Semester 1
Dissertation	BUSM003	60	7	Core	1	Semester 3
Finance for Development	BUSM020	15	7	Elective	1	Semester 2
Organisation Theory	BUSM011	15	7	Compulsory	1	Semester 2
Knowledge and Innovation Management	BUSM042	15	7	Compulsory	1	Semester 2
Innovation and Global Competition	BUSM023	15	7	Elective	1	Semester 2
Qualitative Research Methods	BUSM013	15	7	Elective	1	Semester 2
Quantitative Research Methods	BUSM014	15	7	Elective	1	Semester 2
Multinationals and Global Business	BUSM028	15	7	Elective	1	Semester 2
Occupational Psychology	BUSM055	15	7	Elective	1	Semester 2
International Accounting	BUSM059	15	7	Elective	1	Semester 2
Corporate Governance	BUSM060	15	7	Elective	1	Semester 2

What Are the Entry Requirements?

A good upper second class honours degree or equivalent
plus
IELTS 7.0 (6.5 plus one month's pre-sessional; 6.0 plus at least two month's pre-sessional), or
equivalent

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment.

The mechanism for reviewing and developing the curriculum and its means of delivery will be principally the Teaching and Learning Committee which will also take account of views put forward by members of the School and the SSLC, ensuring quality coherence and future developments.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

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

postgraduate, UK and international at all campuses and all sites.

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

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

Links With Employers, Placement Opportunities and Transferable Skills

The School has no links with employers.

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification

Ayesha Sabri, Programme Manager

Person responsible for management of programme

Dr Dorota Bourne

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

9 May 2012

Date Programme Specification approved by Taught Programmes Board

28 May 2012