

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MRes Innovation and Enterprise
Name of interim award(s):	N/A
Duration of study / period of registration:	12 Months (Full-time)
Queen Mary programme code(s):	N2Q4
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

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

N/A

Collaborative institution(s) / organisation(s) involved in delivering the programme:

KCL/Imperial/Queen Mary ESRC (LISS) Doctoral Training Centre

Programme outline

QMUL has joined with KCL and Imperial for a new Doctoral Training Partnership (DTP) which, will take its first cohort of students in September 2017.

The School of Business and Management is a member of the KCL/Imperial/Queen Mary ESRC Doctoral Training Partnership which offers high quality training to doctoral students as well as +3 and 1+3 studentships. This 12-month MRes is based on core taught research methods modules in Semesters 1 and 2, optional subject-based modules in Semesters 1 and 2 and submission of a thesis at the beginning of September. The programme will centre on in-depth study in one specific area.

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 organisation
 Particularly successful graduates will be able to use the qualification as an entry into PhD research

Aims of the programme

The MRes programme is aimed at students wanting to:

- Undertake doctoral research in business and management broadly defined
- Equip themselves for an academic or commercial career in business and management research
- Undertake, evaluate, commission or manage research in the commercial, public, or voluntary sectors

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

What will you be expected to achieve?

Students will develop skills in research methodologies and techniques that are specifically appropriate for undertaking, analysing and writing up academic research, or applied/practitioner and consultancy research, in the business and management area. They will also develop knowledge of advanced theory within a chosen sub-discipline of business and management; its application to contemporary issues, and personal and professional skills that are transferable to other areas.

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	Acquired depth of knowledge and understanding of key theories, approaches and issues in the fields of business and management research
A 2	Provide a programme of contemporary relevance to students seeking a research-related career
A 3	Provide a range of cognitive and transferable skills both generic and specific to the field of business and management

Disciplinary Skills - able to:	
B 1	Provide a critical programme of study which provides an in-depth knowledge in the fields of business and management
B 2	Provide a programme of contemporary relevance to students seeking a research-related career
B 3	Provide a range of cognitive and transferable skills both generic and specific to the field of business and management

B 4	Develop a sound understanding of contemporary business/organisational contexts
B 5	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 6	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices
B 7	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	Develop a range of personal skills including presentation skills, argumentation, evaluation, problem solving, interactive and group skills, self-appraisal, and autonomy in planning and management of learning.
C 2	Enhanced his/her career prospects by an understanding of the complexity of policies and practices in Business and Management and their similarities and differences in different jurisdictions, together with the development of cognitive and personal transferable skills
C 3	Deliver an advanced study of organisations, their management and the changing external context in which they operate;
C 4	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 5	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 6	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?

Learning:

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, culminated in a dissertation which develops the ability to write sustained coherent narratives.

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.

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?

Assessment:

Modules are typically assessed by a combination of coursework and final (two hour) examinations. But there is considerable

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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?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students will take Six modules spread between semester A and B, 1 Core 30 credit module and two 15 credit electives in each semester; followed by a dissertation of 10,000-15,000 words to be completed by the beginning of September following entry. Core modules are: the Dissertation modules and Introduction to Social Sciences Research Methods module

Options can be chosen from the range of modules available on all PGT programmes within the School of Business and Management. The range of modules on offer in any year will depend upon staff interests and availability. Students will be expected to attend and participate in the School's PhD Research Seminar Series and the School's annual Symposium.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Organisational Behaviour	BUAM069	15	7	Elective	1	Semester 1
Strategic Management	BUSM086	15	7	Elective	1	Semester 1
Leading Organisational Change	BUSM108	15	7	Elective	1	Semester 1
Digital Marketing	BUSM099	15	7	Elective	1	Semester 1
Introduction to Marketing Theory and Concepts	BUSM094	15	7	Elective	1	Semester 1
Innovation and Global Competition	BUSM177	15	7	Elective	1	Semester 1
Introduction to Marketing Management	BUSM137	15	7	Elective	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 1 - epistemology, research design, and qualitative methods I	POLM082	30	7	Core	1	Semester 1
Introduction to Social Science 2 - quantitative methods and data	POLM083	30	7	Core	1	Semester 2
New Product Development & Business Ecosystems	BUSM084	15	7	Elective	1	Semester 2
International Business Strategy	BUSM089	15	7	Elective	1	Semester 2
Risk and Crisis Management	BUSM117	15	7	Elective	1	Semester 2
Brand Management	BUSM026	15	7	Elective	1	Semester 2
Complex networks and innovation	BUSM132	15	7	Elective	1	Semester 2
Social and Sustainable Innovation	BUSM146	15	7	Elective	1	Semester 2
MRes Dissertation	BUSM093	15	7	Core	1	Semester 3

What are the entry requirements?

A first class (1:1) class honours degree or equivalent in any subject
IELTS 7.0 (with 6.5 in writing) or equivalent is required
A satisfactory research proposal that fits with research interests of staff in the School of Business and Management

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

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

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

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

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

responded to accordingly.

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

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

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

What academic support is available?

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

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

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

Programme-specific rules and facts

Students will be expected to attend and participate in the School's PhD Research Seminar Series and the School's annual Symposium.

How inclusive is the programme for all students, including those with disabilities?

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

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

Links with employers, placement opportunities and transferable skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for

the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).

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 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:

Jenny Murphy PG Programmes Manager

Person responsible for management of programme:

Dr Pietro Panzarasa

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

Date Programme Specification approved by Taught Programmes Board: