

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:	Master of Science in Management
Name of interim award(s):	N/A
Duration of study / period of registration:	12 Months (Full-time)
Queen Mary programme code(s):	PSMAN/N1P1
QAA Benchmark Group:	N100 Business and Management
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:

N/A

Programme outline

The programme consists of three compulsory taught modules and one optional taught module in the first semester and four compulsory taught modules in the second semester, and a final dissertation. Students can select from a range of electives (subject to availability) in semester one.

Aims of the programme

The programme aims to:

- offer the opportunity to students who may not have any background or experience in business and management to gain subject-specific knowledge in areas such as markets, customers, finance, operations, communication, information technology

and business policy and strategy;

- address the demand for a more generalist programme within the Masters portfolio within the school;
- deliver a range of modules which provide an understanding of the different areas in business and management;
- encourage a range of learning skills including independent learning;
- prepare students for employment through strengthening their skills.

What will you be expected to achieve?

Students who successfully complete the programme will be able to:

- identify business and management as an area of theoretical and academic study as well as practise;
- identify the theoretical underpinnings of management and recognise its inter-disciplinary nature;
- use, compare and contrast relevant qualitative and quantitative research methods to examine a variety of management problems;
- gain personal skills for employability through the taught components.

Academic Content:

A 1	Engage with a range of subjects, theories, methods and approaches applicable to the management of people and organisations in an international context;
A 2	Critically use and appraise a variety of sources of information about business and its social context and make practical recommendations;
A 3	Design and use analytical tools to analyse and interpret management problems, challenges and risks in a changing context;
A 4	Develop a critical understanding of the economic, social and political environment which affects the structure, processes, functioning and culture of an organisation.
A 5	

Disciplinary Skills - able to:

B 1	Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin management in a global context;
B 2	Develop an understanding of the interdisciplinary nature of business and management approaches to decision-making;
B 3	Plan and conduct research through independent study in the relevant field using appropriate methods ;
B 4	Evaluate and synthesise relevant theories and empirical data and competently apply these to different business and management contexts;
B 5	Develop analytical skills in using data from different sources related to broad range of management problems.
B 6	

Attributes:

C 1	Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills;
C 2	Acquire a global and culturally-sensitive approach to the field of business and management;
C 3	Demonstrate effective oral and written communication skills.
C 4	

How will you learn?

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

How will you be assessed?

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

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.

Each module has an outline description highlighting the aims, expected learning outcomes, assessment methods, syllabus and reading and teaching materials. This information is available on-line on the Postgraduate web-pages of the respective Schools. Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes will contribute to a more active learning experience by facilitating student interaction through discussions, exercises, problem sets, case studies and presentations (as appropriate).

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Entrepreneurship	BUSM134	15	7	Compulsory	1	Semester 2
Risk and Crisis Management	BUSM117	15	7	Compulsory	1	Semester 2
Introduction to Marketing Management	BUSM137	15	7	Compulsory	1	Semester 2
Complex Networks and Innovation	BUSM132	15	7	Elective	1	Semester 2
Leadership in the Public Sector	BUSM149	15	7	Elective	1	Semester 2
Corporate Social Responsibility and Business Ethics	BUSM175	15	7	Elective	1	Semester 2
Selected Issues in commercial and company Law	BUSM179	15	7	Elective	1	Semester 2
Organisational Behaviour	BUSM069	15	7	Compulsory	1	Semester 3
Strategic Management	BUSM086	15	7	Compulsory	1	Semester 3
Financial Analysis and Management Accounting	BUSM107	15	7	Compulsory	1	Semester 3
Research Methods for Management	BUSM145	15	7	Compulsory	1	Semester 3
Dissertation in Management	BUSM100	15	7	Core	1	Semesters 2 & 3
Researching Powerful Organisations	SOLM281	15	7	Elective	1	Semester 2
Social and Sustainable Innovation	BUSM146	15	7	Elective	1	Semester 2
Global Supply Chain Management	BUSM091	15	7	Elective	1	Semester 2

What are the entry requirements?

Upper second class (2:1) honours degree or equivalent in any subject.
IELTS 7.0 (writing 6.0) or equivalent.

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.

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

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

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and 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 to 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 made publicly available within the School and the action points for these are noted and responded to accordingly.

Feedback from SSLC meetings, module evaluations and the PTES results are also considered by the School's Teaching and Learning Committee which has oversight on matters relating to the delivery and quality of taught programmes at the School level.

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?

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

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

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic 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 will use various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g., Plasma Screens, notice boards, Virtual Learning Environment).

Programme-specific rules and facts

N/A

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

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 across all campuses and sites.

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

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

Links with employers, placement opportunities and transferable skills

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

The programme will focus on effective knowledge management and the importance of the application of relevant information to different contexts and demands of management. Analysis and in-depth engagement with academic texts, reports and case studies will stress the need to extrapolate information and synthesise these using relevant methodologies.

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

Programme Specification Approval

Person completing Programme Specification:

Jenny Murphy/Mohammed Imran Kabir

Person responsible for management of programme:

Lilian Schofield

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

1 Jan 2021

Date Programme Specification approved by Taught Programmes Board: