

Course Handbook
Full-Time
Master of Science Business Management
2018/19
David Hanley
Lancashire School of Business and
Enterprise



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the Full-Time MSc in Business Management

This is your guide to the Full-Time MSc in Business Management programme at the University of Central Lancashire. We recognise that your decision to spend a year of your life investing in your personal and professional development by embarking on the MSc programme is an important commitment on your part. This guide has been designed to help you get the most from this investment. It aims to give you information on the aims of the MSc, the learning outcomes you will achieve, what you will be studying, how you will be assessed and our approach to your learning. There is also general information on how the MSc is managed, what we expect of you as members of the MSc and the University, and what you can expect of us, as the team of staff responsible for the MSc programme.

It is part of the University's philosophy to involve students in the running of their courses as much as possible. Quite soon, therefore, we shall be asking you to nominate representatives to serve on the Course Student Staff Liaison Committee (SSLC). Perhaps, even at this early stage, you may like to think whether you would like to be a student representative.

We are committed to doing everything we can to make your MSc studies and time with the University of Central Lancashire an enjoyable and worthwhile experience.

We offer you our best wishes for the coming months. Enjoy it, it will pass by very quickly!

David Hanley
MSc Programme Director

1.1 Rationale, aims and learning outcomes of the course



overseas.

The MSc in Business Management is a post graduate programme of study offered by the Lancashire School of Business and Enterprise. The School is a major international centre for postgraduate education and professional development, with a comprehensive range of programmes for potential and practicing managers. The postgraduate programmes are well established and enjoy a considerable reputation amongst employer organisations in the private, public and voluntary sectors in the UK and

The MSc offers you the opportunity to gain both the essential knowledge of business management and an in-depth understanding and insight into a range of specific managerial processes and issues. We seek to enable our graduates to gain a competitive edge in pursuing managerial and professional careers and to make an outstanding contribution to the performance of their employing organisations.

Our mission is to ensure that through the consistent provision of high quality programmes and services we enhance competence and contribute to the achievement of managerial excellence. We seek to enable our graduates to gain a competitive edge in pursuing their professional careers and to make an outstanding contribution to the performance of their employing organisations.

Our MSc in Business Management programme will firstly, involve you in a great deal of hard work! It will also challenge you. Some of these challenges will be very much

along the lines that you might expect of a postgraduate programme, some may be more of a surprise!

The following are examples of the challenges you will face:

- to identify and challenge your own personal strengths and weaknesses
- to be prepared to share these insights with others in order for all of you to learn
- to reflect on your experiences in order to develop an enhanced understanding of the principles of effective business management
- to be prepared to test out those principles in the real world of business, rather than just in the safety of the classroom
- to master increasingly sophisticated and complex techniques and skills in order to tackle real-life business problems
- to work collaboratively with others from many different cultures and backgrounds in this learning process
- to make mistakes and to learn from such mistakes
- to have fun and to help others have fun too!

These last two challenges are often the most difficult to meet head on. We believe that effective management development comes primarily from groups of individuals joining together with the common need and thirst to learn and for self-development.

The MSc programme offers you the opportunity to work in groups that are small enough to develop a supportive team culture but big enough to provide the necessary diversity of experience and expertise. Working with others towards common goals will almost certainly be frustrating, annoying and, at times it may be uncomfortable. However, it will also be exhilarating, energising and satisfying.

“All that theory can do is give the artist or soldier points of reference and standards of evaluation.....with the ultimate purpose of not telling him (sic) how to act but of developing his judgement”

Karl von Clausewitz
Prussian general 1780-1831

We hope that these few words will give you a ‘flavour’ of our approach, by the end of the course you will not know all the answers but you will be able to ask more enlightened questions!

On successful completion of the MSc in Business Management programme you will be able to demonstrate knowledge and understanding of the subject areas while placing these within wider organisational and contextual frameworks. You will understand current issues and thinking along with techniques applicable to academic research. You will have both theoretical and applied perspectives and will be able to apply a range of specialist skills to a range of organisations in the first second and third sectors of the economy.

1.2 Course Team

The MSc FT course is located in the within the Division of Strategy and Enterprise and the Course leader is David Hanley (dhanley1@uclan.ac.uk)

1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies. A number of staff are active in research.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details



Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
Telephone: 01772 891996/891997
Email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
Telephone: 01772 891990/891991
Email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
Telephone: 01772 891994/891995
Email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Lancashire School of
Business and
Enterprise
Telephone: 01772 891992/891993
Email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 891992/891993
Email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Email is the accepted means of communication with you the student generally about your course and for matters relating to you individually. This is to your UCLan email address. In some circumstances telephone will be used: you should ensure that you update your mobile phone number. In some circumstances letter will be used e.g. re-sit notices. These will be sent to your home address, unless you notify the Greenbank Hub.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Mrs Karen Boyd
Newcastle University

2. Structure of the course

2.1 Overall structure



The structure of your programme reflects the aims, objectives and learning outcomes. The MSc is divided into three Stages. Stage 1 is completed during Semester One which runs from September to December; Stage 2 is completed during Semester Two which runs from January to May, and Stage 3 is completed between the end of Semester Two and the end of the last week in September.

In overall terms, your programme consists of a set of modules which are taken by all students.

Within the University, modules come in different sizes, usually half (10 credits) and single (20 credits), double (40 credits) and treble modules (60 credits) are to be found. Modules are also Level-rated to reflect their academic standing.

2.2 Modules available

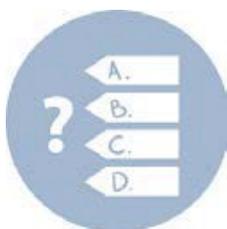
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Modules may be moved between semesters as required.

Modules

Module codes	Module Title	Credits
MD4055	Management Theory	20
MD4068	Teamwork, Leadership and Personal Development	20
MK4024	Contemporary Marketing	10
AC4410	Accounting and Finance	10
MD4072	Strategic Management	20
HR4080	Managing People	20
MG4205	Project Management	20
MD4900	Dissertation	60

There is also timetabled support seminars with the Programme Director

2.3 Course requirements



To gain the award of Masters of Science in Business Management you must attempt and successfully complete modules to the value of 180 credits.

You may be awarded a Postgraduate Diploma in Business Management if you complete modules to the value of 120 credits at Level 6 or above with a minimum of 100 credits at Level 7 (excluding dissertation).

If you complete modules to the value of 60 credits at Level 6 or above with a minimum of 40 credits at Level 7 (Only from taught modules) you may be awarded a Postgraduate Certificate in Business Management

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

Details of days, times and rooms are available by accessing your online timetable in the student portal. <https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

You are expected to undertake preparation for classes, reading and personal study for each module as well as assessment and class contact time. Your personal study, assessment, preparation, and class contact time is expected to be the equivalent of 200 hours per 20 credit module. .

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be to the Greenbank hub by e-mail to GreenbankHubAttendan@uclan.ac.uk or by telephoning the hub on 01772 891998 or 01772 891999.

If you are an international student from outside the EU and governed by the UK Border Agency (UKBA), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

You can monitor your attendance record on the SAM system at UCLan.

Each time you are asked to enter your details on SAM for a lecture or seminar you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your postgraduate programme recognises the diversity of student learning needs and experiences. Teaching and learning strategies have been designed to meet these differing needs. The multiplicity of learning outcomes within the programme also requires a multiplicity of approaches

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work.

Particular teaching and learning strategies to be adopted to achieve the specified learning outcomes are outlined in the Module Information Pack (MIP) which accompanies each module.

Teaching and learning strategies may include the following:

Self-directed study with peer group support
Lectures
Plenary and small group work
Individual and team presentations
Videos, computer software, CD ROM, and documentary analysis
Learning logs
Case study analysis
Live organisational analysis
Research tasks
Critical and reflective thinking
Structured reading
Critical discussion and evaluation
Informed negotiation
Seminar paper presentation and discussion
Simulations
Visiting speakers
Study visits
Experiential learning activities
E-learning materials
Dissertation research

The strategy adopted by each module should be viewed in the light of a number of general principles. Each module's teaching and learning approach is designed to support and sustain:

- the acquisition, analysis and consideration of relevant concepts and theories;
- the application of such concepts and theories to personal and organisational settings;
- the analysis of live issues and problems identified by students and tutors;
- the development of sound working relationships between a diverse group of students.

The role of the tutor is very much to act as a facilitator and catalyst as much as it is to provide specific knowledge inputs. The aim is the holistic development of the student, where intellectual thought and analysis, personal confidence and competence are given expression within a stimulating 'involved learning' setting.

Our experience of working with people, such as yourself, tells us that it is your knowledge and experience, used in a supportive way, which creates significant added value to the more tutor-led inputs.

For this learning process to be achieved all of the members of the programme need to commit themselves to the full, and we do mean full, participation in the programme. This means more than just turning up for all scheduled sessions. It means being fully prepared, being willing and able to make your own particular contribution to the sessions, and being prepared to take on responsibility for the achievement of learning from the process of human interaction that ensues. You will play an important part in your own and colleagues' learning

3.2 Study skills

It is expected that students will over the duration of the course both acquire new skills and enhance their existing skills. Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

In particular students are recommended to take advantage of the UCLan support services such as:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)

3.3 Learning resources

3.3.1 Learning Information Services (LIS)



Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module information is available on Blackboard.

Students at UCLan now have unlimited free 24/7 access to lynda.com, an online library of high-quality instructional training videos and tutorials covering a wide range of software, technology and business topics. lynda.com is designed for all levels of learners and is available whenever you're ready to learn - you can even use it on your iPhone, iPad, Android phone or tablet, or other mobile device. To access lynda.com:

1. Go to www.lynda.com
2. Select Login (top right-hand corner)
3. Under Log in through your organization or school enter www.uclan.ac.uk and click Go
4. Enter your UCLan username and password

3.4 Personal development planning

Employability skills and personal development is embedded in all modules on the course. However, additional resources are made available in eLearn for students to use. These include time management, emotional intelligence, assertiveness, impression management, giving and receiving feedback etc. Students are encouraged to attend events and sessions organised by Careers, the universities career planning and employability service. There is also the opportunity for students to undertake mini modules related to employability and career development. These do not form part of the MSc programme and are not credit bearing.

3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
 - support to find work placements, internships, voluntary opportunities, part-time employment and live projects
 - workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

4.1 Academic Advisors



The Academic Advisor is your Programme Director who will be responsible for providing you with support and advice, to assist you in accessing other services available to students within the University, and to offer whatever help and assistance they can to make your time in the University a satisfying and stimulating experience. Your Programme Director will help you with advice about both the academic and administrative aspects of your course. This consistent source of support is an important feature of our postgraduate programmes and we would encourage you to see your Academic Advisor as a friend and helper. If they can't help you personally, they will put you in touch with someone who can.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory

Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The Lead for disability in the Lancashire School of Business and Enterprise is Angela Mackenzie AMMackenzie@uclan.ac.uk

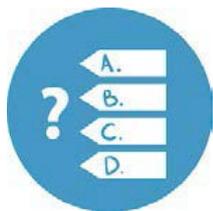
4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy



Assessment is an important part of your development as a student both to test understanding and knowledge and as ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. Most modules are assessed purely by course work, but some modules have examinations at the end of semesters; some have time-constrained assessments (in class tests) debates during semester.

Assessment covers these areas:

Knowledge and understanding

A variety of assessments are used including essays, reports, in - class tests, formal oral debates, individual/group research tasks, presentations, dissertation proposal and dissertation.

Subject specific skills

This may take the form of essays, reports, reports, in - class tests, oral debates, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation

Thinking skills

A variety of assessments are used including individual and group reports; group presentations; critical review of research publications; dissertation research proposal and masters dissertation.

5.2 Notification of assignments and examination arrangements

Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission. Examination arrangements will also be given on Blackboard.

The respective module leaders will notify through the Module Information Packs (MIP) and Assessment Briefs, which may be contained within the MIP or published separately. Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. email or in lectures. Assessments will always be notified in writing.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 9.00 am.

Section 5.1 above has general assessment criteria and each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

5.3 Referencing

Students are expected to use the Harvard referencing system.

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources words so long as you give the source – no it isn't acceptable. Generally you should not use the words of your source at all and if you do you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using

these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the Lancashire School of Business and Enterprise Referencing Guide at:

<https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZniGfh7mm6pM>

5.4 Confidential material

Students do not generally have to use confidential material but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality e.g. when conducting research with respondents.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#)

- **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- **Collusion** is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in

which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- **Re-presentation** is an attempt to gain credit twice for the same piece of work. The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#), section 5. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (50% for level 7 work).
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for reassessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The classification of awards is based on the Average Percentage Mark (APM) - a calculation derived from the marks achieved in specified modules. The classification of postgraduate awards is based on an APM derived from Level 7 modules only. Any Level 6 modules must be passed but will be excluded from the calculation of the APM. A Masters qualification is awarded for successful completion of the equivalent of 9 modules (180 credits), however exit awards may be awarded for the completion of less modules. These Postgraduate Awards are as follows:

<i>AWARD</i>	APM Based on standard modules (credits shown in brackets):
Postgraduate Certificate	3 (60) modules
Postgraduate Diploma	6 (120) modules

For the MSc the following classifications for taught Master's degrees apply:

APM	+	Dissertation Module	Award
70% or above	+	70 - 100%	Distinction
60% or above	+	60 - 100%	Merit

7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement (for example as a result of student feedback we incorporated guest employability lectures in to the Teamwork, Leadership & Employability module)

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with the module tutors and the course leader through the year and more formally through the Student Representatives who represent all the students at the Student Staff Liaison Committee meetings (once a semester and through the Module Evaluation Questionnaires if applicable).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendix

8.1 Programme Specification(s)

Every course within the University has a Programme Specification Matrix which provides a concise outline of all the key aspects of the course. We have included the matrix for the MSc programme in this Handbook for your reference. Whilst the matrix does repeat some of the information contained elsewhere in the Handbook it does provide you with a clear picture of what we believe our MSc graduates should know and be able to do on completion of the programme and how, in general terms, these outcomes are assessed.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire/ University of Central Lancashire Cyprus
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston campus University of Central Lancashire Cyprus Campus
3. University School/Centre	School of Management
4. External Accreditation	Evaluation Committee for Private Universities (ECPU) for Cyprus Campus
5. Title of Final Award	MSc in Business Management
6. Modes of Attendance offered	Full Time
7. UCAS Code	
8. Relevant Subject Benchmarking Group(s)	Business and Management (General)

9. Other external influences	n/a
10. Date of production/revision of this form	February 2018
11. Aims of the Programme	
<ul style="list-style-type: none"> to provide you with a postgraduate generalist career entry programme in business management that will enable you to achieve learning outcomes at a level appropriate for the award of a Masters degree from the University 	
<ul style="list-style-type: none"> to provide you with the opportunity to develop your critical understanding of business management and its constituent processes from both a theoretical and practical perspective. 	
<ul style="list-style-type: none"> to provide you with a learning experience which will prepare you for your subsequent career and assist you in achieving effective performance in a variety of business and management roles and organisations 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1: to communicate knowledge, understanding and critical evaluation of the body of knowledge and research relating to Business Management. This will include Management Theory and Practice, HRM, Accounting and Finance, Marketing, Business Environment, Strategic Management, Cross-cultural Management, Operational and project management, Business Infomatics and Innovation and Enterprise.</p> <p>A2: to communicate a knowledge, understanding and critical evaluation of Business and Management research methodologies and methods</p> <p>A3: to provide the opportunity to develop Teamwork, Leadership and Reflective Practitioner skills in a structured setting</p> <p>.</p>	
Teaching and Learning Methods	
Residential event, lectures, plenary and small group discussion; case study analysis; background reading and research; guest speakers, group research tasks, dissertation	
Assessment methods	
Essays, reports, individual/group research tasks, presentations, debates, group and individual portfolio compilation, in class tests, dissertation proposal and dissertation	
B. Subject-specific skills	
B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.	

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues

Teaching and Learning Methods

Outdoor Management Development event, lectures, exercises, plenary and small group discussion; case study and dvd analysis; background reading; dissertation

Assessment methods

Portfolios, essays, reports, individual and group case study analyses; individual and group research tasks; group presentations, debates, time-constrained assessments, dissertation proposal and dissertation

C. Thinking Skills

D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, and critical and creative thinking.

D2: to be able to learn through reflection on your experiences on the programme in order to facilitate your personal and professional development.

D3: to be able to work in a business-related multi-national team context

D4: to be able to successfully engage with assessment centre processes and undertake a personal skill audit

Teaching and Learning Methods

Outdoor Management Development event business simulation, lectures, workshops, critical study activities, individual and group investigations; preparatory research methodology lectures and workshops, followed by the planning and implementation of an individual postgraduate level research project with tutorial support from Dissertation supervisor,

Assessment methods

Individual and group reports; group presentations; critical review of research publications; debates, in class tests Dissertation research proposal and Masters Dissertation

D. Other skills relevant to employability and personal development

D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, and critical and creative thinking.

D2: to be able to learn through reflection on your experiences on the programme in order to facilitate your personal and professional development.

D3: to be able to work in a business-related multi-national team context

D4: to be able to successfully engage with assessment centre processes and undertake a personal skill audit

Teaching and Learning Methods

Lectures, plenary and small group discussions, group presentations and outdoor-based experiential activities, group investigative tasks, undertake a business simulation exercise and to participate in assessment centre exercises

Assessment methods

Lectures, plenary and small group discussions, group presentations and outdoor-based experiential activities, group investigative tasks, undertake a business simulation exercise and to participate in assessment centre exercises

13. Programme Structures				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating/ ECTS	
Level 7	Modules for Both Campuses			<p>MSc Business Management Requires 180 credits at Level 6 or above with a minimum of 160 credits at Level 7</p> <p>Postgraduate Diploma Business Management Requires 120 credits at Level 6 or above with a minimum of 100 credits at Level 7 (excluding dissertation).</p> <p>Postgraduate Certificate Business Management Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level 7. (Only from taught modules).</p>
	MD4055	Management Theory	20/10	
	MD4068	Teamwork, Leadership and Personal Development	20/10	
	MK4024	Contemporary Marketing	10/5	
	AC4410	Accounting and Finance	10/5	
	MD4072	Strategic Management	20/10	
	HR4080	Managing People	20/10	
	MG4205	Project Management	20/10	
MD4900	Dissertation	60/30		

15. Personal Development Planning

A supported PDP process commences with a briefing during the MSc induction programme. Students are expected to utilise the University Learning Development Unit's 'Skills Learning Resources' website; discussions with their personal tutor; draw on modules in terms of curriculum, teaching/learning/assessment strategies; the dissertation process; University careers advice service website; extra-curricular experiences and to maintain a reflective learning log. A more detailed account is available in the Course Handbook.

16. Admissions criteria

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

UK honours degree or its international equivalent (at least Lower Second Class)
Or professional qualification deemed to be honours degree (2/2) equivalent

For students who do not have English as their first language or where their degree has not been studied in the English language, a score of at least 6.5 on IELTS (or equivalent) is required

17. Key sources of information about the programme

- LSBE Full-time Postgraduate brochure and web-site
- Lancashire School of Business and Enterprise Full-time Postgraduate brochure and UCLan Cyprus web-site
- Course leader David Hanley (DHanley1@uclan.ac.uk)
- Course leader Konstantinos Iatridis (kiatridis2@uclan.ac.uk)

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes										
				Knowledge and understanding			Subject-specific Skills		Thinking Skills		Other skills relevant to employability and personal development			
				A1	A2	A3	B1	B2	C1	C2	D1	D2	D3	D4
7	AC4410	Accounting and Finance	Comp	√			√	√	√	√	√	√		
7	MD4055	Management Theory	Comp	√			√	√	√	√	√	√		
7	MD4072	Strategic Management	Comp	√			√	√	√	√	√	√		
7	MD4068	Teamwork, Leadership and Personal Development	Comp	√			√	√	√	√	√	√	√	√
7	MG4205	Project Management	Comp	√	√	√	√	√	√	√	√	√		
7	HR4080	Managing People	Comp	√			√	√	√	√	√	√		
7	MK4024	Contemporary Marketing	Comp	√			√	√	√	√	√	√		
7	MD4900	Dissertation	Comp	√	√		√	√	√	√	√	√		

*compulsory for Preston Campus

** compulsory for Cyprus Campus

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of PG Cert

A1: to communicate knowledge, understanding and critical evaluation of the body of knowledge and research relating to Business Management. This will include Management Theory and Practice, HRM, Accounting and Finance, Marketing, Business Environment, Strategic Management, Cross-cultural Management, and Business and Management Ethics.

B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues

C1: to engage in postgraduate level academic study and learning within the field of business and management

C2: to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study

D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, and critical and creative thinking.

D2: to be able to learn through reflection on your experiences on the programme in order to facilitate your personal and professional development.

Learning outcomes for the award of PG Dip

A1: to communicate knowledge, understanding and critical evaluation of the body of knowledge and research relating to Business Management. This will include Management Theory and Practice, HRM, Accounting and Finance, Marketing, Business Environment, Strategic Management, Cross-cultural Management, and Business and Management Ethics.

A3: to provide the opportunity to develop Teamwork, Leadership and Reflective Practitioner skills in a structured setting

B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues

C1: to engage in postgraduate level academic study and learning within the field of business and management

C2: to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study

D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, and critical and creative thinking.

D2: to be able to learn through reflection on your experiences on the programme in order to facilitate your personal and professional development.

D3: to be able to work in a business-related multi-national team context

D4: to be able to successfully engage with assessment centre processes and undertake a personal skill audit



Addendum to the Course Handbook for
MSc Business Management
2018-19

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	Section 8 Programme Specification	To add modules MD4072, MD4900 and HR4080 and to delete modules MD4018, MD4021, MG4002, MG4222, HR4005, MD4064, MD4988, MG4204, MD4004 and EC4005	Feb 2018