

## **YOUR PROGRAMME HANDBOOK**

This handbook contains information and advice about your programme of study this year. You should read this and keep the handbook as it contains information that you will need throughout your programme. An electronic version of all the handbooks may be found on Blackboard under course code BMAN 72250 Postgraduate Notice board.

When you register, you will receive the University of Manchester Student Guide which contains further information about academic and administrative matters in the University of Manchester. It also gives details on student support and guidance, services and societies. Please make sure that you get a copy and keep it for reference.

The contents of this handbook are correct at the time of going to press. However, some changes may be unavoidable, so it is important that you regularly check your school email messages, notice boards and liaise with your Programme Administrator. If you have any questions not covered in the following pages, please contact your Programme Administrator, Course Co-ordinators or Programme Director.

Welcome to Manchester Business School. We hope you have a great time here!

## **WELCOME TO THE FACULTY OF HUMANITIES**

As Dean of the Faculty of Humanities, I would like to extend a warm welcome to all students in the University of Manchester. The Faculty of Humanities is one of four faculties in the University and consists of seven Schools that offer an unprecedented range of innovative programmes at undergraduate and graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and environment and development.

We are confident that this rich mix of opportunities will make study in the University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and also from being part of a large and diverse postgraduate student community.

The Faculty of Humanities is committed to providing a student experience of the highest standard, and during this year we will be seeking your opinion on how well we have succeeded in the objective. I urge you to participate in this process, and use all the chances we make available to you to let us know how we can improve the quality education we provide.

This Handbook contains material specific to the programme of study or the discipline area in which your studies will be based.

**Alistair Ulph**  
**Dean and Vice-President, Faculty of Humanities**

**September, 2009**

## **WELCOME TO MANCHESTER BUSINESS SCHOOL**

I'm delighted to welcome you to Manchester Business School. There is always a buzz in the air at the start of the new academic year as so many new students arrive.

Manchester Business School is the biggest campus-based business school in the UK with over two hundred academic staff and 1000 postgraduate students. The School is unparalleled in the range of programmes it offers, whether you are coming to hone your skills in a particular field, or undertake a broader-based programme looking at management disciplines.

Our teaching staff are leaders in the field, and you will recognise many of the names from textbooks that you may have used at your previous institutions. Many of our academics are heavily involved in both research and consultancy, ensuring that you receive a combination of the latest theories and the practical techniques to make them work.

Outside of the classroom, there are many opportunities for self-development. As a leading business school, our links with the business community are strong, and the next academic year will see us working with the Institute of Directors, The Marketing Society and other professional associations on a variety of events. Speakers will be coming into the School during this academic year, with many others in the pipeline so do keep an eye out for them. The events themselves are often attended by leading figures from the region's business community, happy to come and network at Manchester Business School.

The opportunities for our students, whether they plan to return to the business world or build a career in academia, are tremendous, and I hope you will take full advantage of them.

You may be able to travel overseas, for work, study and leisure, and will meet many new colleagues from all over the world. The connections you make here will stay with you for many years, and our alumni relations team exist to support that.

Manchester itself is one of the UK's most exciting and dynamic cities, well placed to compete with other major European cities. There are lots of opportunities here for you. Make sure that you make the most of all of them as you lay the foundations of a brilliant career.

**Professor Michael Luger**  
**Director**  
**Manchester Business School**

**September 2009**

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**SECTION ONE:**

**MANCHESTER  
BUSINESS  
SCHOOL AND THE  
FACULTY OF  
HUMANITIES**

## **MANCHESTER BUSINESS SCHOOL**

Manchester Business School (MBS) is the largest campus-based business and management school in the UK, offering an impressive range of programmes and services to both students and businesses. We have around 2,000 students on campus and a teaching staff of around 200. We also support more than 3,500 students worldwide through distance learning and external programmes.

MBS is part of the Faculty of Humanities within the University of Manchester – the largest university in the UK. We have a strong research reputation and our teaching is internationally accredited.

MBS competes on a global stage for the best students and staff and is committed to the provision of top-quality research and teaching. MBS provides its students with the opportunity to learn in a forward-thinking, research-led environment, working with internationally-renowned academics. The MBS educational environment is one that not only facilitates innovative research but utilises it to enhance the learning experience of all its students.

MBS is organised around five principal academic divisions: Accounting & Finance; Marketing International Business Strategy; Operations, Business Information Systems, Innovation Management and Policy; and People Management and Organisations. Each Division has a responsibility for the provision of specialist programmes at undergraduate and postgraduate levels.

MBS is housed in four adjacent buildings: MBS East (MBSE), MBS West (MBSW), MBS Crawford House (MBSC) and MBS Harold Hankins (MBSHH). Wherever possible, we will try and arrange your teaching within one of the MBS buildings; however, it is sometimes necessary to use facilities in the wider University.

### **USEFUL CONTACTS AT MBS**

Director, Manchester Business School	Professor Michael Luger 0161 275 7149 <a href="mailto:Michael.Luger@mbs.ac.uk">Michael.Luger@mbs.ac.uk</a>
Academic Dean	Professor Peter Naude 0161 275 7782 <a href="mailto:Peter.Naude@mbs.ac.uk">Peter.Naude@mbs.ac.uk</a>
Head of MBS Administration	Mr Andrew Dyson 0161 275 6313 <a href="mailto:Andrew.Dyson@mbs.ac.uk">Andrew.Dyson@mbs.ac.uk</a>
Head of Graduate Services	Ms Alison Walker 0161 275 6310 <a href="mailto:Alison.Walker@mbs.ac.uk">Alison.Walker@mbs.ac.uk</a>

## **THE FACULTIES OF HUMANITIES**

### **WHAT IS THE FACULTY OF HUMANITIES?**

Universities all over the world have traditionally divided their academic activities into faculties. Faculties consist of academic units based on a particular discipline or on a grouping of disciplines employing similar methodologies. This is the approach that has been followed in the University of Manchester, and these sub-faculty disciplinary units are known as Schools. The Faculty plays an important role within the University, since it is the Faculty which is responsible, on behalf of the Senate, for the regulation of the degree programmes offered, and it is through the Faculty that academic qualifications are awarded. The designation Humanities distinguishes this Faculty from the other three science-based faculties – Engineering and Physical Sciences; Medical and Human Sciences; and Life Sciences.

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Social Sciences and Business & Management and is the largest Faculty in the University. With a total income approaching £190m per year over 16,000 students and some 1200 academic staff, it is equivalent to a medium-sized university in the UK. The vast majority of the disciplines in the Faculty already have international reputations and is proof of the University's commitment to, and ambitions for, these areas.

Based on any analysis of the results of the 2008 Research Assessment Exercise (RAE), Manchester is amongst the country's top four or five major research universities and is proving competitive with University College London and Imperial College and just behind Oxford and Cambridge. 65% of research staff (amounting to 1,193 full time equivalent staff) at the university are judged to be carrying out research which is 'world leading' (4\*) or 'internationally excellent' (3\*). For the Faculty of Humanities as a whole, 22% of activity was classed as world leading and further 40% as internally excellent.

The Faculty has seven Schools: Arts, Histories and Cultures; Education; Environment and Development; Languages, Linguistics and Cultures; Law; Social Sciences; and Manchester Business School. The formation of these schools has provided opportunity for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty of Humanities will enter its sixth year of operation, along with the University, on 1 October 2009 and is strongly committed to the ambitious vision of our first President and Vice-Chancellor, Professor Alan Gilbert, which aims to see Manchester highly placed among the select group of world class institutions by 2015, with respect to both teaching and research.

## WHAT DOES THE FACULTY DO?

The Faculty is the interface between the discipline-based Schools and the University. The Faculty is headed by a Dean, who also holds the title of Vice-President of the University and as such is a member of the University Senior Executive Team. The Dean is supported in the Faculty by a team of Associate Deans, all of whom hold a particular portfolio, and these are listed below. The Dean and Associate Deans constitute the academic management of the Faculty. They are supported in their work by a Faculty administrative team, organised along functional lines (e.g. academic administration, planning, and estates matters). The administrative team is answerable to the Head of Faculty Administration, while working on a day-to-day basis with the Associate Deans and other administrative colleagues in the Faculty and in the Schools. The emphasis is on team-working across school and faculty boundaries.

The Faculty Officers are:

<b><u>Dean &amp; Vice-President</u></b>	Professor Alistair Ulph, MA, BPhil
<b><u>Associate Deans</u></b>	
<b>Research</b>	Professor Luke Georghiou, PhD, BSc
<b>Postgraduate Education</b>	Professor Bertrand Taithe, PhD, MA
<b>Teaching &amp; Learning</b>	Dr Chris Davies, PhD, MSc, BSc, C.Eng, C.Geog, CITP, FRGS, MBCS
<b>Head of Faculty Administration</b>	Russell Ashworth, BA

The work of the Faculty, through its administrative team involves the following:

- preparing and implementing Faculty policies, strategies, procedures and regulations within a University framework;
- planning and resource allocation;
- co-ordinating and developing activities to respond effectively to institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries;
- monitoring and evaluating the performance of Schools;
- quality assurance and enhancement;
- facilitating inter- and multidisciplinary activities;
- the delivery of operational services that are best undertaken centrally.

## HOW IS THE FACULTY RUN?

In common with other faculties, the Faculty of Humanities is governed through a combination of bodies representing schools, staff and students. There are two bodies on which staff from all areas of the Faculty, academic and support staff, are represented. These are the *Faculty Assembly*, held at least once a year for all staff in the Faculty, and the *Faculty Committee*. The Faculty Assembly is consultative and involves all staff, whereas the Faculty Committee is advisory and has members by virtue of the office they hold (e.g. Associate Deans and Heads of Schools) as well as an elected element. The *Faculty Policy and Resources Committee*, consisting of the

Faculty Officers (Dean, Associate Deans, Head of Faculty Administration and Heads of Schools) assists the Dean on issues of policy and resourcing. The Dean also has an *Advisory Group* comprising the Associate Deans and the Head of Faculty Administration, which meets at the Dean's request.

There are a number of Faculty committees, whose purpose is to co-ordinate essential academic functions and formulate policy and regulatory frameworks for approval within the Faculty. These cover Undergraduate and Postgraduate matters (taught as well as research programmes), Teaching & Learning, and Research. Membership of these Committees is normally on the basis of a position held within the School, e.g. all School Postgraduate Research Directors are members of the Postgraduate Research Committee. The Faculty also has a Library Committee to consider issues that affect relations between the Schools and the University Library.

## **STUDENT REPRESENTATION**

There is provision for student membership of all of the above except the Faculty Assembly, the Policy and Resources Committee, the Dean's Advisory Group and the Research Committee. Students normally participate in full in the business of committees unless an item of business is reserved, e.g. when it involves discussion of a named individual. On such occasions student members will be asked to withdraw. There is also student representation on key bodies within schools and there are separate Student Representatives' Committees at Faculty level.

## **WHAT WILL THE FACULTY MEAN TO YOU AS A STUDENT?**

Most students spend their time at university blissfully unaware of the Faculty and what it does. This is because for students, the focus of their involvement is the disciplinary grouping, i.e. the School within which their studies are based, or in the case of students on interdisciplinary programmes, the office which is responsible for administering their programme. Students may have contact with the Faculty if they have a problem that cannot be resolved at a local level within the School or Programme Office, e.g. breach of regulations, appeals or disciplinary matters. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty. As a student, you need to know that the Faculty has a monitoring and co-ordinating role *vis à vis* the Schools and is the body with which the University interacts on a formal level. In addition, as has been stated above, students are represented on the Faculty bodies which make decisions about its activities.

## **Faculty role in Academic Appeals, Conduct and Discipline of Students and Student Complaints**

University regulations allow for students to appeal against a number of decisions that may affect their academic progression. There are also regulations governing student misconduct and procedures for complaints from students. These regulations and procedures can be found in full on the University website <http://www.studentnet.manchester.ac.uk/policies/>. The regulations XVII, XVIII and XIX approved in June 2004 apply to all students with effect from October 2005. The following paragraphs describe how these matters will be handled by the Faculty.

## ACADEMIC APPEALS

University General Regulation XIX (<http://www.studentnet.manchester.ac.uk/policies/>) defines a number of decisions affecting a student's academic progression against which students might wish to appeal. These include expulsion from the University, exclusion from a programme of study, or the result of assessment or award of a particular degree classification. There are specific grounds on the basis of which an appeal may be made and these are listed in Regulation XIX. Before proceeding to formal appeals, students are strongly advised to try to resolve the matter with an appropriate person in their School. If this fails, then the formal appeals procedure may be invoked by completing the relevant 'Appeals Form' which is available on the website. Completed Appeals Forms should be submitted to Mr Neil Ferguson, Head of Faculty Academic Services, Faculty of Humanities, Room G4, Devonshire House, University of Manchester, Oxford Road, Manchester M13 9PL (telephone 306 1105, email [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)).

## CONDUCT AND DISCIPLINARY MATTERS

University General Regulation XVII (<http://www.studentnet.manchester.ac.uk/policies/>) defines types of behaviour which may lead to disciplinary action being taken against students who are in breach of the regulation. Misconduct can be defined as the improper interference, in the broadest sense, with the proper functioning or activities of the University or of those who work and study in the University, or action which otherwise damages the University or its reputation. The most common form of disciplinary action is in respect of academic malpractice e.g. plagiarism, collusion or other forms of cheating. The Regulation on Conduct and Discipline of Students does not cover action against students following failure in examinations or failure to meet other academic requirements. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty. Any enquiries about issues relating to student misconduct in the Faculty of Humanities should be referred to the Head of Faculty Academic Services in the Faculty of Humanities Office (telephone: 306 1105, email: [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)).

## STUDENT COMPLAINTS

University General Regulation XVIII (<http://www.studentnet.manchester.ac.uk/policies/>) sets out a procedure for handling complaints by students. A complaint is defined as '*an expression of dissatisfaction which merits a response*' and covers complaints about the provision of programmes or parts of programmes, services or facilities by the University, or the actions or lack of actions by University staff. The Student Complaints Procedure does not cover matters relating to assessment and progression, nor complaints involving allegations of misconduct or harassment, as these are covered by separate procedures. The Procedure allows for the complaint to be handled informally at School level, however, if that approach is unsuccessful, formal procedures can be invoked by completing a Complaints Form. Any enquiries about issues relating to student complaints in the

Faculty of Humanities should be referred to the Head of Faculty Academic Services in the Faculty of Humanities Office (telephone: 306 1105, email: [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)) to whom completed Complaints Forms should also be submitted.

## THE UNIVERSITY LANGUAGE CENTRE

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

**Foreign language courses**, offered as part of the Language Centre's Language Experience for All Programme (LEAP) – These courses are available to students from across the University and may be studied on a credit or on a non-credit basis. Currently there are 18 languages, ranging from the main international languages (e.g. *French, Spanish, Arabic, Chinese*) to a number of lesser taught languages (e.g. *Japanese, Urdu, Persian, Turkish, Greek*), offered at various levels. For more information on the full range of languages and levels that are available, please consult the University Language Centre website (link below).

**English Language Programmes** - If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre. International students who would like advice on how they can improve their academic writing may also make use of the one-to-one writing consultation service (link below).

**Face to Face** - This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures.

**Tandem Programme** - This programme is similar to Face to Face, but is more formal and provides credits within the Language Experience for All Programme (LEAP), which counts towards a University degree. It is fully monitored, assessed and supported via practical workshops.

**Open Learning Facilities** - The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, video, DVD and CD-ROM formats
- Materials in some 60 languages
- A suite of TV/VCR presenters fed by a range of satellite and terrestrial channels
- A suite of dedicated multimedia PCs for computer aided language learning.
- Support and advice for learners from expert staff and through on-line resources

A full guide to the University Language Centre's courses, services and its language learning resources is available at: <http://www.langcent.manchester.ac.uk>.



## **Student Access to Course Materials on Blackboard**

You will have access to Blackboard material for the courses that you are studying in the current academic year; access will be available until the end of the resit period.

**SECTION TWO:**

**YOUR**

**PROGRAMME**

## YOUR PROGRAMME

This section of the handbook provides you with information on your specific programme of study. At MBS, we offer a wide range of Masters programmes, MScs, MAs and MBus, in both full and part time formats. This section gives you details of the MBS staff involved in delivering your programme and what standard you need to achieve to complete the programme successfully. This section should be read in conjunction with the Course Unit Specification handbook which gives you full details of the various course units that go to make up your programme. You should receive a copy of the Course Unit Specification handbook from your Programme Administrator during induction.

If, having read both documents, you have questions regarding your programme, please contact your Programme Administrator who will be happy to help.

## WHO DOES WHAT ON YOUR PROGRAMME?

Svetlana Budyakova is your Programme Administrator and provides administrative support for the Programme Director and Admissions Tutors in the administration of each programme. **She is your first point of contact for your queries about the programme, assessment information and pretty much everything else!**

She is located in room 5.22 Harold Hankins (accessed via the Precinct) and can be contacted on 0161 275 0950 or [Svetlana.Budyakova@mbs.ac.uk](mailto:Svetlana.Budyakova@mbs.ac.uk).

Please remember that your Programme Administrator may need to contact you at any time throughout the programme, so please make sure you keep her informed of any changes of name and address etc.

The Programme Directors are the academic members of staff responsible for a programme. They provide academic input, work with the admissions tutor (where applicable) on admissions policy, ensure that each programme contains appropriate material and monitor the output and final destination of graduates.

Your Programme Director is

MSc Information Systems: Organisations and Management	Dr Peter Kawalek
MSc Information Systems: e-Government	Dr Peter Kawalek
MSc Information Systems: Business Information Technology	Dr Weigang Wang
MSc Information Systems: e-Business Technology	Dr Weigang Wang

Dr Peter Kawalek is located in room F29 MBS East and can be contacted on 0161 275 6518 or at [peter.kawalek@mbs.ac.uk](mailto:peter.kawalek@mbs.ac.uk)

Dr Weigang Wang is located in room D36 MBS East and can be contacted on 0161 306 3373 or at [Weigang.Wang@mbs.ac.uk](mailto:Weigang.Wang@mbs.ac.uk)

Your Course Unit Co-ordinators are responsible for the design and development of various course units, co-ordination of the teaching arrangements and monitoring the quality of the course unit. They provide the first point of contact to discuss any problems you may have relating to the course unit. In some cases, the Course Unit

Co-ordinator is the only lecturer teaching the course unit, but usually s/he is assisted by other academic staff. If you have a problem with the academic content of your course, speak first to the Course Unit Co-ordinator, either after a lecture or by making an appointment. For details of your Course Unit Co-ordinators, please refer to your Course Unit Specification handbook.

Your Personal Tutor is there to provide advice on general and academic issues. S/he also there to encourage self-reflection as part of your Personal Development Planning (for more information on this, please see Section Three). Your Personal Tutor will be the same as your MSc Dissertation Supervisor. Until you have been allocated a supervisor, your Programme Director will act as your Personal Tutor.

## KEY DATES IN THE 2009-10 ACADEMIC YEAR

### Semester One:

Induction	21 <sup>st</sup> September 2009	25 <sup>th</sup> September 2009
Teaching	28 <sup>th</sup> September 2009	30 <sup>th</sup> October 2009
Reading Week	2 <sup>nd</sup> November 2009	6 <sup>th</sup> November 2009
Teaching	9 <sup>th</sup> November 2009	18 <sup>th</sup> December 2009
Revision / Vacation Period	19 <sup>th</sup> December 2009	18 <sup>th</sup> January 2010
<b>Examinations</b>	18 <sup>th</sup> January 2010	29 <sup>th</sup> January 2010

### Semester Two:

Teaching	1 <sup>st</sup> February 2010	26 <sup>th</sup> March 2010
Easter Vacation	27 <sup>th</sup> March 2010	18 <sup>th</sup> April 2010
Teaching <b>Revision / Examinations</b>	19 <sup>th</sup> April 2010	9 <sup>th</sup> June 2010
<b>Dissertation Period</b>	April 2010 (tbc)	6 <sup>th</sup> September 2010

<b>Re-sit Examinations</b>	August 2010 (tbc)	August 2010 (tbc)
<b>Dissertation submission</b>	Monday 6 <sup>th</sup> September 2010	
	Part-time students: Monday 5 <sup>th</sup> September 2011	

Please note that if you are required to **re-submit** your dissertation, there is an additional fee of £150 in 2009/10. The payment needs to be made to MBS West Finance Office. Please see Section Three for details of why you may need to resubmit a dissertation.

Note: public holidays are as follows:

Friday 25<sup>th</sup> December 09 and Saturday 26<sup>th</sup> December 09

Friday 1<sup>st</sup> January 10

(although the University closes entirely for the Christmas and New Year period on Thursday 24<sup>th</sup> December 2009 and re-opens on Saturday 3<sup>rd</sup> January 2010)

Friday 2<sup>nd</sup> April 10                      Good Friday

Monday 5<sup>th</sup> April 10                      Easter Monday

Monday 3<sup>rd</sup> May 10                      Early May Bank Holiday

Monday 31<sup>st</sup> May 10                      Spring Bank Holiday

Monday 30<sup>th</sup> August 10                      Summer Bank Holiday

## **PROGRAMME AIMS & LEARNING OUTCOMES**

### **Aims of the Programme**

- Equip students with the autonomy and learning skills necessary to adapt to the very fast evolution of Information Systems and continually keep abreast of relevant new developments in this field.
- Ensure that the knowledge and skills to be acquired by students are relevant to the needs of employers in commerce, industry and other organisations of the private and public sectors.
- Equip students with a comprehensive understanding of the role of data, information and knowledge and their management implications within modern business organisations, together with the role that advanced ICT play in supporting people and groups within such organisations.
- Provide students with the practical skills required for understanding, analysing and evaluating Information Systems.
- Equip students with a comprehensive understanding of the role of Information Systems in supporting business goals, as well as the relationship between Communication Technologies and the relevant business models in their chosen pathway.
- Provide students with the practical skills required for understanding, analysing and evaluating Information systems in their chosen pathway.
- Equip students with a comprehensive understanding of the latest developments in Information and Communication Technologies and their applications to their chosen pathway.
- Develop students' research skills to the level required to pursue further research studies or equivalent activities in research organisations [MSc only]

## **Intended Learning Outcomes of the Programme**

### **A. Knowledge & Understanding**

Students should be able to:

- Demonstrate systematic understanding of the relevant universal principles and best practices of the pathway discipline chosen. This will include: current standards, processes, factors and criteria of quality; supporting tools; the reasons for their relevance; and the methods of applying them correctly and effectively to practical, real-life problems (case studies) in the relevant discipline pathway.
- Demonstrate understanding of the professional, legal and ethical framework within which they would operate as professionals in the arena of their chosen pathway.
- Demonstrate critical awareness of methods, tools and techniques for the analysis of data, information and knowledge within the complex business settings of the pathway discipline, and for the modelling and analysis of change situations within the relevant business organisations.
- Demonstrate the ability to apply their knowledge of the domain creatively in the solution to partially-specified or complex problems. [MSc only]

### **B. Intellectual Skills**

Students should be able to:

- Establish the significant elements of an application domain that intended users of a software system might be concerned with and how these elements relate to one another.
- Critically evaluate a range of industrial applications in relation to current literature in the subject of the chosen pathway discipline.
- Establish criteria for the analysis and evaluation of existing systems in the relevant pathway, establish a plan of analysis and evaluation of such systems, carry out the plan effectively, record observations systematically and draw appropriate conclusions. [Diploma and MSc only]
- Formulate research goals in a project relevant to the chosen pathway; investigate, analyse and critically evaluate multiple sources of information; identify appropriate research methods; and develop and carry out a plan of work according to stated aims. [MSc only]

### **C. Practical Skills**

Students should be able to:

- Record, tabulate and/or graphically represent observations of unstructured and structured types from various sources e.g. narrative documents or factual data.
- Devise a project plan for an individual project in the chosen pathway discipline, execute it and monitor progress. [Diploma and MSc only]
- Design and implement a substantial distributed application and a proof of concept prototype in the relevant pathway discipline. [MSc only]
- Design and carry out a substantial research project involving, and critically reflecting on the use of appropriate research methods, according to the chosen pathway. [MSc only]

### **D. Transferable Skills and Personal Qualities**

Students should be able to:

- Access, evaluate, use, communicate and reflect upon state-of-the-art technical information and research material from a variety of sources, e.g. scientific journals, textbooks, documentation websites or manuals.
- Write reports and/or research-oriented papers. [Diploma and MSc only]
- Communicate effectively with the various stakeholders of a project, including colleagues, supervisors, and clients. [Diploma and MSc only]
- Plan activities of a research and/or software development type effectively, execute plans, monitor their outcome at suitable control points and respond to deviations from plans appropriately. [MSc only]

**MODES OF STUDY**

The MSc programme is a full-time programme

**PRIZES AND AWARDS**

Not applicable

**PROFESSIONAL BODY REQUIREMENTS**

Not applicable

**OTHER PROGRAMME SPECIFIC INFORMATION**

Not applicable

## PROGRAMME STRUCTURE

<b>A total of 8 course units</b>	<b>120 credits</b>
<b>Dissertation</b>	<b>60 credits</b>

The programme is studied over twelve months of full-time study. The first eight months contain five compulsory course units (75 credits) and three optional course units (45 credits). Candidates are also required to complete a dissertation for the MSc degree (60 credits).

There are four pathways and candidates are required to complete core units worth 45 credits related to their pathway. The research project should also be related to their chosen pathway.

### Structure of the Programme with pathways:

<b>MSc Information Systems (with pathways)</b>			
<b>PROGRAMME CORE UNITS</b>			
BMAN 71621 Industrial Leadership Forum (15 credits) BMAN 72282 Research Methods and Practice (15 credits)			
<b>PATHWAY 1 CORE</b>	<b>PATHWAY 2 CORE</b>	<b>PATHWAY 3 CORE</b>	<b>PATHWAY 4 CORE</b>
<b>Business IT</b>	<b>e-Business Technology</b>	<b>e-Government</b>	<b>Organisations &amp; Management</b>
3 course units (45 credits)	3 course units (45 credits)	3 course units (45 credits)	3 course units (45 credits)
<b>3 OPTIONAL COURSE UNITS (45 credits)</b>			
<b>Dissertation/Project</b>	<b>Dissertation/Project</b>	<b>Dissertation/Project</b>	<b>Dissertation/Project</b>
(60 credits)	(60 credits)	(60 credits)	(60 credits)

The compulsory units and possible electives for the taught element of each pathway are listed on the pages which follow. A course outline for each unit is then provided.

## **Pathway 1: Business IT**

The first table lists the five compulsory course units which must be taken for the Business IT pathway. Candidates are also required to choose 3 other units as electives from the second table which, combined with the compulsory units, total 120 credits.

### **Compulsory units:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71621	Industrial Leadership Forum	15
BMAN60111	IS Strategy and Enterprise Systems	15
BMAN71652	Information and Knowledge Management	15
BMAN72282	Research Methods and Practice	15
BMAN71692	Computer-Supported Co-operative Working	15

### **Elective choices:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71631	Distributed Systems and Internet Technology	15
BMAN71701	e-Business	15
IDPM60311	e-Government	15
BMAN70391	Managing Projects	15
BMAN60101	Problem Structuring, Modelling and Optimisation	15
BMAN61051	IT Trends	15
BMAN72162	Managing Business IT Projects	15
BMAN60091	Application and Evaluation of IS	15
BMAN71642	Human Computer Interaction and Web User Interface	15
BMAN60022	Globalisation and the Information Society	15
BMAN61102	Decision Behaviour Analysis and Support	15
BMAN72272	Digital Technologies for Marketing	15
BMAN72152	Digital Technologies, Development and Emerging Markets	15
BMAN72142	ICTs and Work in the Global Economy	15
BMAN70202	Business Improvement Tools, Techniques and Systems	15
BMAN72262	Managing Major Programmes and Projects	15
BMAN72291	Commercial Management	15

## **Pathway 2: e-Business Technology**

The first table lists the five compulsory course units which must be taken for the e-Business Technology pathway. Candidates are also required to choose 3 other units as electives from the second table which, combined with the compulsory units, total 120 credits.

### **Compulsory units:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71621	Industrial Leadership Forum	15
BMAN71631	Distributed Systems and Internet Technology	15
BMAN71701	e-Business	15
BMAN71642	Human Computer Interaction and Web User Interface	15
BMAN72282	Research Methods and Practice	15

### **Elective choices:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN60111	IS Strategy and Enterprise Systems	15
BMAN71652	Information and Knowledge Management	15
IDPM60311	e-Government	15
BMAN70391	Managing Projects	15
BMAN72162	Managing Business IT Projects	15
BMAN60101	Problem Structuring, Modelling and Optimisation	15
BMAN71692	Computer-Supported Co-operative Working	15
BMAN60091	Application and Evaluation of IS	15
BMAN61051	IT Trends	15
BMAN60022	Globalisation and the Information Society	15
BMAN61102	Decision Behaviour Analysis and Support	15
BMAN71952	Relationship Marketing	15
BMAN72152	Digital Technologies, Development and Emerging Markets	15
BMAN72142	ICTs and Work in the Global Economy	15
BMAN70202	Business Improvement Tools, Techniques and Systems	15
BMAN72272	Digital Technologies for Marketing	15
BMAN72262	Managing Major Programmes and Projects	15
BMAN72291	Commercial Management	15

### **Pathway 3: e-Government**

The first table lists the five compulsory course units which must be taken for the e-Government pathway. Candidates are also required to choose 3 other units as electives from the second table which, combined with the compulsory units, total 120 credits.

#### **Compulsory units:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN61051	IT Trends	15
BMAN71621	Industrial Leadership Forum	15
IDPM60311	e-Government	15
BMAN60091	Application and Evaluation of IS	15
BMAN72282	Research Methods and Practice	15

#### **Elective choices:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71631	Distributed Systems and Internet Technology	15
BMAN71701	e-Business	15
BMAN60111	IS Strategy and Enterprise Systems	15
BMAN70391	Managing Projects	15
BMAN72162	Managing Business IT Projects	15
BMAN60101	Problem Structuring, Modelling and Optimisation	15
BMAN71642	Human Computer Interaction and Web User Interface	15
BMAN71652	Information and Knowledge Management	15
BMAN71692	Computer-Supported Co-operative Working	15
BMAN60022	Globalisation and the Information Society	15
BMAN61102	Decision Behaviour Analysis and Support	15
BMAN71952	Relationship Marketing	15
BMAN72152	Digital Technologies, Development and Emerging Markets	15
BMAN72142	ICTs and Work in the Global Economy	15
BMAN70202	Business Improvement Tools, Techniques and Systems	15
BMAN72272	Digital Technologies for Marketing	15
BMAN72262	Managing Major Programmes and Projects	15
BMAN72291	Commercial Management	15

#### **Pathway 4: Organisations and Management**

The first table lists the five compulsory course units which must be taken for the Organisations and Management pathway. Candidates are also required to choose 3 other units as electives from the second table which, combined with the compulsory units, total 120 credits.

#### **Compulsory units:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71621	Industrial Leadership Forum	15
BMAN60111	IS Strategy and Enterprise Systems	15
BMAN60091	Application and Evaluation of IS	15
BMAN72282	Research Methods and Practice	15
BMAN60022	Globalisation and the Information Society	15

#### **Elective choices:**

<b>Code</b>	<b>Course Unit Name</b>	<b>Credits</b>
BMAN71631	Distributed Systems and Internet Technology	15
BMAN71701	e-Business	15
IDPM 60311	e-Government	15
BMAN70391	Managing Projects	15
BMAN72162	Managing Business IT Projects	15
BMAN60101	Problem Structuring, Modelling and Optimism	15
BMAN71642	Human Computer Interaction and Web User Interface	15
BMAN71652	Information and Knowledge Management	15
BMAN71692	Computer-Supported Co-operative Working	15
BMAN61051	IT Trends	15
BMAN61102	Decision Behaviour Analysis and Support	15
BMAN71952	Relationship Marketing	15
BMAN72152	Digital Technologies, Development and Emerging Markets	15
BMAN72142	ICTs and Work in the Global Economy	15
BMAN70202	Business Improvement Tools, Techniques and Systems	15
BMAN 72272	Digital Technologies for Marketing	15
BMAN 72262	Managing Major Programmes and Projects	15
BMAN72291	Commercial Management	15

<b>Title</b>	<b>BMAN 72291 Commercial Management</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Dr Nuno Gil
<b>Methods of Delivery</b>	Lectures and tutorials, blackboard, case studies
<b>Lecture Hours</b>	33
<b>Seminar Hours</b>	-
<b>Private Study Hours</b>	120
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	-
<b>Co-requisites</b>	Managing projects or other approved
<b>Dependant Courses</b>	-
<b>Assessment Methods and Relative Weightings</b>	2 hour unseen examination, 40% group project, 30% coursework , 30%
<b>Aims</b>	
<ul style="list-style-type: none"> <li>Develop critical understanding of the determinant factors that influence the design and implementation of contracting strategies in projects and programmes.</li> </ul>	
<b>Learning Outcomes</b>	
<p>By the end of this course unit students should be able to:</p> <ul style="list-style-type: none"> <li>Identify the role of commercial &amp; contract management (C&amp;CM) within the management of projects</li> <li>Discuss and evaluate the factors that influence an organization's competitive advantage;</li> <li>Discuss the concepts, principles and processes of C&amp;CM involved in procuring assets and services (demand-side perspective)</li> <li>Discuss the concepts, principles and processes of C&amp;CM involved in supplying assets and services (supply-side perspective)</li> <li>Design a project contracting and procurement strategy; use contracting strategy maps</li> </ul>	
<b>Syllabus</b>	
<ul style="list-style-type: none"> <li>Principles: The role of commercial &amp; contract management (C&amp;CM) within the management of projects, C&amp;CM bodies of knowledge, C&amp;CM maturity, C&amp;CM success criteria, value creation, competitive advantage theories, relationship management</li> <li>Process (demand-side - procuring assets and services): asset/service identification (strategy formulation &amp; implementation, requirement identification), requirement specification, solution selection, asset/service procurement, contract management (asset receipt &amp; usage/service management), asset disposal/service termination</li> <li>Process (supply-side): asset/service identification (strategy formulation &amp; implementation, opportunity identification), opportunity development, proposition identification, proposal development &amp; submission, project implementation/contract management (asset delivery &amp; maintenance/service delivery), asset disposal/service termination</li> <li>Techniques: procurement management, bid management (procurement of resources, estimating, bid strategy, pricing policies, bidding models, risk &amp; uncertainty, producing the proposal), drafting &amp; negotiating contracts, contract management (cash-flow, relationship, risk &amp; value management, performance measurement)</li> <li>Contracting strategy maps; the 4-force model</li> <li>Design flexibility and change management</li> </ul>	
<b>Reading List</b>	
<ul style="list-style-type: none"> <li>Gil, N. (2009). Developing Project Client-Supplier Cooperative Relationships: How much to Expect from Relational Contracts? <i>California Management Review</i>, Winter, 144-169.</li> <li>Gil, N., Tommelein, I.D., Schruben, L.W. (2006). External Change in Large Engineering Design Projects: The Role of the Client. <i>IEEE Transactions on Engineering Management</i>, 53 (3) 426-439.</li> <li>Gil, N., Tommelein, I.D., Stout, A., Garrett, T. (2005). Embodying Product and Process</li> </ul>	

Flexibility to Cope with Challenging Project Deliveries *J. of Construction Engineering and Management*, ASCE, 131 (4) 439-448.

- Gil, N., Beckman, S., Tommelein, I. (2008). Upstream Problem-Solving under Uncertainty and Ambiguity: Evidence from Airport Expansion Projects. *IEEE Transactions on Engineering Management*, 55 (3) 508-522.
- Coulson-Thomas, C, Kennedy, C and O'Connor M (2003) *Winning Major Bids: The Critical Success Factors*, Policy Publications Ltd
- Lewis, H (2007) *Bids, Tenders and Proposals: Winning Business Through Best Practice* 2<sup>nd</sup> Edition, Kogan Page
- Porter M (1985) *Competitive Advantage: Creating and sustaining superior performance* Collier Macmillan Publishers
- Tweedley, N (1995) *Winning the Bid: A Manager's Guide to Competitive Bidding*, Pitman Publishing

<b>Title</b>	<b>BMAN60091 Application and Evaluation of IS</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Professor Mike Newman
<b>Methods of Delivery</b>	Lectures
<b>Lecture Hours</b>	
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	
<b>Total Study Hours</b>	
<b>Assessment Methods and Relative Weightings</b>	Coursework – 50% Exam – 50%
<b>Aims</b>	
To develop an understanding of the problems of measurement, valuation and evaluation within a variety of organisational settings.	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Understand the problems of evaluation and measurement associated with IS development within a variety of organisational contexts</li> <li>• Have a familiarity with the techniques and tools of project management</li> <li>• Have a familiarity with the specificity and complexity of IS development</li> <li>• Have detailed knowledge of several case studies concerning applications and development of IS</li> </ul>	
<b>Syllabus</b>	
<b>Part 1 Evaluation of Information Systems</b>	
Week 1: Introduction to course unit	
Week 2: The specificity and complexity of Information Technology: What makes IS a unique technology? – enrolling differentiated users	
Week 3: Project Management in the organizational context: What defines an IS project; Measurement targets and tools?	
Week 4: Standards approaches and their critics; Valuing Technology, usability and utility & Course Review	
<b>Part 2 Applications and Development of Information Systems</b>	
Week 5: Application of I.S. in	
Week 6: READING WEEK – no classes this week	
Week 7: International aspects of I.S Applications	
Week 8: Electronic commerce/ business	
Week 9: Systems Failure: Resistance to Change and other factors. Process Theories of change.	
Week 10: Developing Successful Systems	
Week 11: Course revision and overview	

## Reading List

### **Preliminary Reading List** (Applications and Development of Information Systems):

Drummond, Helga (1996), "The Politics of Risk: Trials and Tribulations of the Taurus Project", *Journal of Information Technology*, Vol.11, No. 4, December pp. 347-358.

Eglizeau, C., Frey, O. and Newman, M. (1996), "Socrate: An Implementation Debacle".

**Proceedings of the 4th European Conference on Information Systems**, Lisbon, Portugal, July 2-4th, pp. 1233-1244, Ed. J. Dias Coelho et al. (provided).

Flowers S (1996) *Software Failure, Management Failure: Amazing Stories and Cautionary Tales* John Wiley & Sons Inc., Chichester.

Hirschheim, R., and Newman, M. (2002), "Information Systems Development as Symbolism: Myth, Metaphor, and Magic", in **Qualitative Research in Information Systems**, Michael Myers and David Avison (Eds), London: Sage, pp. 241-274.

Lyytinen, K. and Newman, M. (2008), "Explaining information systems change: a punctuated socio-technical change model", **European Journal of Information Systems** 17 (6): 589-613.

Newman, M., Pan, S., Pan, G. (2006). "ISD Form and Current Projects: A Repeating Pattern of Failure or a Good Teacher?" Working paper, University of Manchester.

Newman M. & Robey D. (1992) "A Social Process Model of User-Analyst Relationships", *MISQ*, June (provided).

Newman, M. and Sabherwal, R. (1996), "Determinants of Commitment to Information System Development: A Longitudinal Investigation". *MIS Quarterly*, pp 23-54.

Newman, M. and Zhao, Y. (2008) "The Process of ERP Implementation and BPR: A Tale from two Chinese SMEs". **Information Systems Journal**, 18 (4): 405-426.

Newman, M. and Zhu, S. (2009) "Punctuated Process Modelling of Information Systems: An Illustration from a Mid-sized Enterprise" **Communications of the AIS**. Volume 24, Article 39.

Nicholson, B. and Sahay, S. (2004), "Embedded knowledge and offshore software Development", *Information and Organization* 14 (2004) 329-365

Orlikowski, W.J. (1992) 'The duality of technology: rethinking the concept of technology in organisations', *Organization Science* 3, 3: 398-427

Orlikowski, W.J., (1993) 'Learning from Notes: Organizational Issues in Groupware Implementation' *The Information Society*, Vol. 9, pp 237-250 (provided).

Orlikowski, W.J., (1996) 'Evolving with Notes: Organizational Change around Groupware Technology', in *Groupware and Teamwork*, C.U. Ciborra (ed.), Wiley Series in IS (provided).

Robey, D., and Newman, M. (1996), "Sequential Patterns in Information Systems Development: An Application of a Social Process Model". **ACM Transactions of Information Systems**.

Sabherwal, Rajiv and Newman, Michael (2003) "Persistence and Change in System Development: A Dialectical View", **Journal of Information Technology**, Vol. 18, No. 2, June pp. 69-92.

Sauer C (1993) *Why Information Systems Fail: A Case Study Approach* Alfred Waller Ltd, Henley-on-Thames.

Wastell D. & Newman M. (1996) "Information Systems Development in the Ambulance Service: A Tale of Two Cities", **Accounting, Management and Information Technologies**, Vol..6, No.4, pp. 283-300 (provided).

Woolgar, S. (1991) 'Configuring the user: the case of usability trials', in John Law (ed.), *A Sociology of Monsters*, London: Routledge

<b>Course Title</b>	<b>BMAN60101 Problem Structuring, Modelling &amp; Optimisation</b>
<b>Member of staff responsible (Course Coordinator)</b>	Dr Jim Freeman – lectures and workshops
<b>Other staff involved</b>	Dr Ludmil Mikhailov – lectures and workshops Dr Dong-Ling Xu – lectures and workshops
<b>Credit rating</b>	15
<b>Semester</b>	1
<b>Level</b>	4 (PG)
<b>Methods of delivery</b>	Lectures/Workshops
<b>Lecture hours</b>	30
<b>Seminar hours</b>	-
<b>Private study</b>	120
<b>Total study hours</b>	150
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Dependent Courses</b>	BMAN60092 Decision Analysis and Performance Management
<b>Assessment methods and relative weightings</b>	50% Exam (open book, 2 hours) 50% Coursework ( 3 assignments)
<b>Aims</b>	
This course covers mathematical modelling, including: linear, non-linear and dynamic programming. Emphasis will be placed on the use of Excel and Solver. The aim is to familiarise students with the application of mathematical programming methods.	
<b>Learning outcomes</b>	
At the end of the unit students should be familiar with several mathematical programming approaches and decision problems to which they can be applied. They should be able to model appropriate decision problems and solve them using, where appropriate, Excel.	
<b>Syllabus</b>	
The following topics will be covered:	
<ul style="list-style-type: none"> <li>• Introduction to Modelling</li> <li>• Introduction to Linear Programming formulation, graphs</li> <li>• Slack, surplus variables, duality, Excel solver</li> <li>• LP Applications</li> <li>• Integer and binary linear programming</li> <li>• Non-linear optimisation</li> <li>• Dynamic Programming</li> </ul>	

## Reading list

### The CORE text is:

HILLIER, F and LIEBERMAN, G (2004), Introduction to Operations Research with CD-Rom, McGraw Hill

### Other readings:

(some of these may be available via the Blackboard site for this unit)

Burke, E. K. and Kendall, G. (2005/6) Search Methodologies Introductory Tutorials in Optimization and Decision Support Techniques, Springer

Garner, S.G and Gass, S, I. (1999) Stigler's diet problem revisited. OR Chronicle 1- 13

Hastings, N.A.J (1988) Dynamic Programming with Management Applications, The Butterworth Group, England

Johnson, D and McGeogh, L.A. (1995) The Traveling Salesman Problem: A Case Study in Local Optimization in: Local Search in: Combinatorial Optimization, Aarts E and Lenstra J.K (eds.), John Wiley and Sons, London, 1997, 215-310.

Orman A.P and Williams, H.P (2004) A Survey of Different Integer Programming Formulations of the Travelling Salesman Problem. LSE Working Paper: LSEOR 04.67

Suman, B and Kumar, P (2006) A survey of simulated annealing as a tool for single and multiobjective optimization. Journal of the Operational Research Society No. 57, 1143–1160.

Waters, D. (2007) Quantitative Methods for Business. 4<sup>th</sup> ed. Prentice Hall.

Williams, H. P. (1999) Model building in mathematical programming, Chichester, John Wiley & Sons

**NOTE:** additional references/readings will be given in lectures

<b>Title</b>	<b>BMAN60111 IS Strategy and Enterprise Systems</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Professor Chris Holland
<b>Methods of Delivery</b>	Lectures, videos, case studies, seminars and online learning
<b>Lecture Hours</b>	20
<b>Seminar Hours</b>	4
<b>Private Study Hours</b>	130
<b>Total Study Hours</b>	154
<b>Assessment Methods and Relative Weightings</b>	Individual Essay (60%), Group-case study presentation (40%)
<b>Aims</b>	
<p>It is now widely recognised that information is the lifeblood of companies. The focus to date has been on automating transactional-based systems in all the business areas of the company such as production and logistics. The challenge for managers over the next decade is to build intelligence into their organisations that combine the best elements of integrated transaction-based systems such as ERP, and banking systems, with knowledge-based systems that support individual and group decision making, and enable the communication, storage and leverage of ideas and concepts across global enterprises. The aim is to develop an understanding of key information systems strategy concepts and contemporary developments in knowledge management and enterprise systems.</p>	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Key strategic concepts including changes in the business environment and company strategy in practice</li> <li>• Information Technology and competitive advantage, strategic alliances, planned versus emergent strategies, the relationships between business and information systems strategies</li> <li>• Electronic markets, electronic hierarchies and emerging network structures</li> <li>• Internet marketing</li> <li>• Project management applied to large-scale IT projects</li> <li>• The relationship between data, information and knowledge and the process of supporting decisions</li> <li>• Enterprise Systems, ERP and the support of organisations.</li> </ul>	
<b>Syllabus</b>	
<p>Students should note that the syllabus is subject to modification.</p> <p>Week 1: Analysis of the business environment and strategy concepts  Week 2: Strategy Case study, Customer Relationship Management (CRM) at Capital One (UK). 503-067-1  Week 3: Legacy Systems and ERP  Week 4: Case Study on European Threads  Week 5: IS strategy frameworks and concepts  Week 6: Global business examples, Motorola, Citibank and BP  Week 7: Internet Marketing and Electronic Markets  Week 8: Case study, Euro Mobile Phone Services  Week 9: e-cases preparation / presentations  Week 10: e-cases presentations</p>	

## Reading List

Set text

Pearlson, K.E. and Saunders, C.S., **Strategic Management of Information Systems, 2009.**

Plus individual readings.

<b>Title</b>	<b>BMAN61051 IT Trends</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Professor Chris Holland
<b>Methods of Delivery</b>	Lectures, video material and case study analysis
<b>Lecture Hours</b>	20
<b>Seminar Hours</b>	4
<b>Private Study Hours</b>	130
<b>Total Study Hours</b>	154
<b>Pre-requisites</b>	
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	Individual Essay (60%) Group case study presentations (40%)
<b>Aims</b>	
The course will address the role and importance of information technology to support business and e-commerce strategies. It will provide an overview of current IT components and trends and complement this with discussion and analysis of contemporary business developments, including IT costs, the productivity paradox, IS implementation, innovative use of IT in Small and Medium Enterprises (SMEs) and e-commerce technologies. It will also provide students with an awareness of the internet and the worldwide web as an information resource for business and academic research.	
<b>Learning Outcomes</b>	
An understanding of the underlying technology and be able to access its role and potential in business strategy and for achieving competitive advantage An understanding of business and IT trends including an IT vocabulary An appreciation of key technologies and their approach to management problems An understanding of the concept of strategic alignment and implementation issues	
<b>Syllabus. N.B. The syllabus is subject to change.</b>	
Week 1: IT and business trends, business 2020 project Week 2: Amazon's futures, case study Week 2: IT cost models and The Productivity Paradox Week 3: Case study on IT failure Week 4: Does IT matter? Focus on Nicholas Carr Thesis Week 5: Innovative applications of IT in SMEs, multiple case studies including thebigword Week 6. Computing history and internet trends Week 7: An introduction to ecommerce technologies Week 8: Multi-media case group briefing and preparation Week 9: CISCO case presentation (assessed) Week 10: CISCO case presentation (assessed)	
<b>Reading List</b>	
TBA	

<b>Title</b>	<b>BMAN70391 Managing Projects</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Dr Eunice Maytorena
<b>Methods of Delivery</b>	Lectures, group work, case study analysis
<b>Lecture Hours</b>	30 (3 hours per week over 10 weeks)
<b>Seminar Hours</b>	-
<b>Private Study Hours</b>	120 hours
<b>Total Study Hours</b>	150 hours
<b>Pre-requisites</b>	-
<b>Co-requisites</b>	-
<b>Dependant Courses</b>	Managing Business IT Projects; Managing Major Projects and Programmes
<b>Assessment Methods and Relative Weightings</b>	2 hr Exam (70%) Group work (30%)
<b>Aims</b>	
<ul style="list-style-type: none"> <li>• To introduce students to the fundamental concepts, processes, tools and techniques employed in project management practice;</li> <li>• To apply some of the concepts, tools and techniques to real-world situations;</li> </ul>	
<b>Learning Outcomes</b>	
<p>By the end of this course unit students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the fundamental principles and processes available for supporting the management of projects;</li> <li>• Understand the issues associated with project management practices;</li> <li>• Understand what skills are required to effectively manage projects;</li> <li>• Critically analyse and assess a project situation and make recommendations for improvement;</li> <li>• Define, design, plan, monitor, control and improve project management in a wide range of work contexts.</li> </ul>	
<b>Syllabus</b>	
<ul style="list-style-type: none"> <li>• Introduction to project management</li> <li>• Strategy and projects</li> <li>• Organisation</li> <li>• Definition</li> <li>• Planning</li> <li>• Budgeting</li> <li>• Scheduling</li> <li>• Risk management</li> <li>• Resource allocation</li> <li>• Monitoring &amp; controlling</li> <li>• Termination &amp; auditing</li> </ul>	
<b>Reading List</b>	
<p>Meredith, J.R. and Mantel S.J. (2010) Project Management a Managerial Approach. 7<sup>th</sup> ed. John Wiley and Sons.  Maylor, H. (2005) Project Management. 3<sup>rd</sup> ed. FT Prentice Hall.  Additional reading material for each session: case studies, journal articles, book chapters.</p>	

<b>Title</b>	<b>BMAN71621 Industrial Leadership Forum</b>
<b>Credit Rating</b>	15
<b>Level</b>	4
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Dr Peter Kawalek and Dr David Rydeheard
<b>Methods of Delivery</b>	
<b>Lecture Hours</b>	
<b>Seminar Hours</b>	30
<b>Private Study Hours</b>	120
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	n/a
<b>Co-requisites</b>	n/a
<b>Dependant Courses</b>	n/a
<b>Assessment Methods and Relative Weightings</b>	Course work: 100% 1: Group Project 50% 2: Students must produce a report in the form of a feasibility study or critical analysis. 50%
<b>Aims</b>	
The aim of the course is to introduce students to the practical problems associated with the design, construction, maintenance, integration and management of large IT systems in an industrial/application context. This will involve technical as well as non technical and management issues that relate to the systems development, integration and management process.	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Explain the use of IT in a range of real-world industrial applications and settings. • Describe the integration of different technologies and system development processes needed to support industrial applications. Understand the management issues involving information systems in industry.</li> <li>• Professionally research areas related to the presentation topics using a range of information sources. • Critically assess the reliability of information sources and provide critical summary of the material. • Draw and justify conclusions about the presentation topics.</li> <li>• Critically research issues of systems integration, enterprise applications integration, legacy systems integration, social media, ethics, management and any related issues covered during presentations made by professionals.</li> <li>• Work within a group to prepare and present concise, professional presentation.</li> </ul>	
<b>Syllabus</b>	
The syllabus for the course varies from year to year and it is based on the presentation topics covered by the invited speakers. Typically, it includes a range of technical as well as non technical and management topics that relate to the systems development, integration and management process	
<b>Reading List</b>	
The reading lists will be provided at the end of each presentation and they will typically include the presentation material and other materials that the speaker distributes during the presentation.	

<b>Title</b>	<b>BMAN71631 Distributed Systems and Internet Technology</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Dr Weigang Wang
<b>Methods of Delivery</b>	
<b>Lecture Hours</b>	33
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	117
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	Examination (3-hour, 80%): Compulsory multi-part question (50%) plus two essay questions (50%). Calculators not permitted. Coursework (20%): A Web-based application
<b>Aims</b>	
The aim of this unit is to provide students with the knowledge of the principles and practices underlying the design of distributed systems. To equip students with knowledge of web architecture and development technology, and practical skills in developing interactive web applications.	
<b>Learning Outcomes</b>	
Academic knowledge:	
<ul style="list-style-type: none"> <li>• Understand the motivation, concepts, and challenges of distributed systems, especially Internet and the Web.</li> <li>• Intellectual skills:</li> <li>• Understand the various architecture models and middleware of distributed systems;</li> <li>• Choose a model or a middleware for a particular situation by comparing the attributes of each type in a critical way for a range of typical application scenarios.</li> </ul>	
Subject practical skills:	
<ul style="list-style-type: none"> <li>• Design and implement Web-based distributed applications using a middleware.</li> </ul>	
<b>Syllabus</b>	
General concepts and technology of distributed systems:	
<ul style="list-style-type: none"> <li>• Motivation, characterisation, challenges, and system models of distributed systems.</li> <li>• Communication subsystem (networking and inter-process communication), and distributed programming models.</li> <li>• The Web (HTML, URL, HTTP, Web client-server architecture), Web 2.0 and AJAX (Asynchronous JavaScript and XML) technology.</li> <li>• XML, XML DTD and Schema, Web Service, and Semantic Web.</li> </ul>	
Web application development technology, middleware and tools:	
<ul style="list-style-type: none"> <li>• Google Web Toolkit (GWT) and Eclipse IDE</li> <li>• Client-side technologies (HTML, CSS, GWT GUI, GWT RPC definition and invocation)</li> <li>• Server side technologies (,GWT-RPC services, Web services).</li> <li>• Developing a Web-based application using GWT and Eclipse</li> </ul>	

**Reading List**

- (B) Coulouris, G., Dollimore, J. and Kindberg, T., *Distributed Systems: Concepts and Design*, 3<sup>rd</sup>/4<sup>th</sup> edn, Addison -Wesley
- (B) Deitel, H.M. & Deitel, P.J. and Goldberg A.B., *Internet & World Wide Web: How to Program* (3rd/newer Edition), Prentice Hall
- (B) Dewsbury, R., *Google Web Toolkit Applications*
- (B) Glass, G., *Web Services: Building Blocks for Distributed Systems*, Prentice Hall, 2001

<b>Title</b>	<b>BMAN71701 e-Business</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Professor Linda Macaulay
<b>Methods of Delivery</b>	
<b>Lecture Hours</b>	16
<b>Seminar Hours</b>	8
<b>Private Study Hours</b>	126
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	none
<b>Co-requisites</b>	none
<b>Dependant Courses</b>	none
<b>Assessment Methods and Relative Weightings</b>	100% Coursework Two individual reports: 50% each
<b>Aims</b>	
<ol style="list-style-type: none"> <li>1. To investigate state of the art in e-Business from both a theoretical and practical standpoint</li> <li>2. To examine a range of e-Business models focussing on how they interact with each other in supporting the various business activities</li> <li>3. To examine e-Business solutions and how they affect Business to Business and Business to Consumer applications</li> <li>4. To examine the emerging patterns for e-Business</li> </ol>	
<b>Learning Outcomes</b>	
<p>Academic knowledge</p> <ul style="list-style-type: none"> <li>• Show a systematic understanding of the ways in which ICT can influence e-Business development</li> <li>• Understand key issues and problems of business application development</li> <li>• Understand the reasons for, the possibilities, and the advantages and disadvantages of deploying distributed technologies in a business context.</li> </ul> <p>Intellectual skills</p> <ul style="list-style-type: none"> <li>• Demonstrate a conceptual grasp of a range of e-Business models</li> <li>• Critically evaluate a range of industrial applications in relation to current e-Business literature</li> </ul> <p>Subject practical skills</p> <ul style="list-style-type: none"> <li>• Design and critically evaluate an e-Business model in terms of generic e-Business patterns</li> </ul> <p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Independently gather, sift, synthesise and organise material from a variety of sources, and critically evaluate the extent to which it might contribute to current developments in the field.</li> <li>• Improve one's own approach to professionalism through planning, monitoring, critical evaluation and reflection.</li> <li>• Demonstrate an ability to collaborate with other people through group work.</li> <li>• Prepare a coherent and well structured written report</li> </ul>	

## **Syllabus**

- Case studies: several examples of real-life cases will be presented for analysis and discussion by the students
- A detailed e-Marketplace study will be conducted utilising IBM Patterns for e-Business

E-Business theory will be discussed and illustrated using the case studies. Theory will include e-business infrastructure and strategy; supply chain management; e-procurement; e-marketing; customer relationship management and collaborative commerce.

## **Reading List**

- (A) Chaffey, Dave, *e-Business and e-Commerce Management: Strategy, Implementation and Practice*, Perason Education Ltd, 3rd edn, 2007, 0-273-68378-0
- (B) Adams, J., Houshik, S., Vasudeva, G. and Galambos, G., *Patterns for e-Business: A Strategy for Reuse*, IBM Press, 2003, 1-931182-02-7

<b>Title</b>	<b>IDPM60311 E-GOVERNMENT</b>
<b>Credit Rating</b>	15
<b>Level</b>	PGT
<b>Semester</b>	1
<b>Course Coordinator(s)</b>	Professor Richard Heeks (with Dr Anita Greenhill)
<b>Methods of Delivery</b>	
<b>Lecture Hours</b>	One x 3-hour session per week
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	
<b>Total Study Hours</b>	
<b>Pre-requisites</b>	none
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	One group presentation (30%); One 3000-word essay (70%)
<b>Aims</b>	
<p>The need for this course unit arises from the growing use of information and communication technologies (ICTs) in the public sector, and from the growing exposure of study fellows to this phenomenon, as managers, professionals, consultants or clients of the public sector. The unit aims to explore different components of e-government, but places these within an organisational and environmental context that seeks particularly to take account of drivers to public sector reform, key stakeholders, and national differences. It builds on the University's research strengths in e-government within both IDPM and MBS.</p>	
<b>Learning Outcomes</b>	
<p><i>On completion of this unit successful students will be able to:</i></p> <ul style="list-style-type: none"> <li>• describe the main components of e-government and place those components into a broader socio-political framework</li> <li>• examine the potential benefits of, and constraints faced by key e-government projects</li> <li>• apply critical frameworks to analyse both e-government case studies and their own experience of ICTs in the public sector</li> <li>• analyse the relationship between e-government and public sector reform</li> <li>• compare different country experiences of e-government</li> </ul> <p>construct a critical presentation on an aspect of e-government</p>	
<b>Syllabus</b>	
<ol style="list-style-type: none"> <li>1. Understanding eGovernment.</li> <li>2. eAdministration/G2G</li> <li>3. eCitizens/eAccountability</li> <li>4. eDemocracy/eParticipation</li> <li>5. eServices/G2C &amp; G2B</li> <li>6. eGovernment and the Digital Divide</li> <li>7. Legislation for eGovernment</li> <li>8. Outsourcing and Partnerships for eGovernment</li> <li>9. Integrated eGovernment</li> <li>10. Group Presentations</li> </ol>	

## Reading List

- Abramson, M. & Morin, T. (2003) *E-Government 2003*, Rowman & Littlefield, Lanham, MD
- Bellamy, C. & Taylor, J. (1998) *Governing in the Information Age*, Open University Press, Buckingham
- Curtin, G. et al (2003) *The World of e-Government*, Haworth Press, New York, NY
- Dunleavy, P., Margetts, H., Bastow, S. & Tinkler, J. (2006) *Digital Era Governance*, Oxford University Press, Oxford
- Gault, R. & Goldfinch, S. (2006) *Dangerous Enthusiasms: E-Government, Computer Failure and Information System Development*, University of Otago Press, Dunedin, New Zealand
- Fountain, J. (2001) *Building a Virtual State*, Brooking Institution Press, Washington, DC
- Heeks, R.B. (ed) (2001) *Reinventing Government in the Information Age*, Routledge, London
- Heeks, R.B. (2006) *Implementing and Managing eGovernment: An International Text*, Sage Publications, London

Other materials available from: [www.govtech.net](http://www.govtech.net); [www.kable.co.uk](http://www.kable.co.uk);  
[www.ctg.albany.edu](http://www.ctg.albany.edu); [www.egov4dev.org](http://www.egov4dev.org)

<b>Title</b>	<b>BMAN60022 GLOBALISATION AND INFORMATION SOCIETY</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Brian Nicholson
<b>Methods of Delivery</b>	tba
<b>Lecture Hours</b>	
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	
<b>Total Study Hours</b>	
<b>Assessment Methods and Relative Weightings</b>	Presentation (in pairs) - 30% Presentation (in groups) – 10% Term Paper (individual) - 60%
<b>Aims</b>	
<p>There are three important aspects to this course. The first concerns the notion of "information society". The second concerns the notion of "information technology". The third aspect concerns processes of globalisation. Globalisation is one of the major issues that confront all of us as individuals, workers, and citizens. The processes of globalisation have led to a world that is more closely connected and interdependent than ever before. The use of information technology has been instrumental in facilitating these interconnections and whole industries have developed which are not dependent upon location to trade with their customers across the globe. In this course we will explore the issues surrounding globalisation and the role of information technologies. The course investigates moves towards an "information" or "knowledge society" in different countries (both developed and developing) and explores the perspectives of power and control; culture and role of key technologies for "virtual" work common in transnational corporations. A number of examples and case studies are presented that represent both "models of" (carriers of processes of globalisation) and "models for" (examples of) globalisation.</p>	
<b>Learning Outcomes</b>	
<p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and critically evaluate key debates on globalisation</li> <li>• Evaluate the role of information and communication technologies in the globalisation process;</li> <li>• Critically evaluate the concepts of the information society;</li> <li>• Analyse a variety of case studies on globalisation themes;</li> <li>• Draw on academic and other literature and present ideas in written and verbal form.</li> </ul>	
<b>Content, Teaching and Learning Methods</b>	
<p>The course has two parts, in the first part there is a series of lectures and accompanying seminars on foundation topics. Each week you will be asked to read a chapter or two of the course text and read a research article. Lectures will comprise of a one-hour presentation followed by a discussion of the research paper previously handed out. Each week I will ask a small group of students to prepare and present a summary of the paper, identify its strengths and weaknesses and lead the discussion with the group. 10% of the presentation grade will be allocated to this component. The second major component of the course will involve you writing and presenting a polemical paper based around the themes of the course. Once you have made your choice of title (guidance will be available for this), you will be expected to prepare an</p>	

academic paper in appropriate format setting out your arguments and the supporting evidence for the position. You will present your paper to the rest of the group allowing time for discussion and debate. Thus, lectures and seminars form the first part of this course. The second part uses student group presentations to enable discussion for or against certain positions and assumptions that are widely held in this area.

**Reading List**

TBA

<b>Title</b>	<b>BMAN61102 Decision Behaviour, Analysis and Support</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Professor Simon French
<b>Methods of Delivery</b>	Lectures, case studies, and individual/group exercises
<b>Lecture Hours</b>	20
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	130
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	Project (may involve group activities): 40% Examination: 60%
<b>Aims</b>	
The aims of this module are to provide an overview of decision making, the analysis that may support this and, in particular, various decision support systems. Participants will be provided with an understanding of the capabilities and types of decision support system technologies used in businesses.	
<b>Learning Outcomes</b>	
By the end of the course participants will: <ul style="list-style-type: none"> <li>• Understand cognitive limitations in decision making</li> <li>• Explore behavioural models and normative theories of decision making</li> <li>• Become aware of emerging trends in decision support technology</li> <li>• Appreciate the benefits and limitations of using decision support systems</li> <li>• Be able to design decision support systems and processes</li> <li>• Evaluate the appropriateness of different types of decision support systems</li> </ul>	
<b>Syllabus</b>	
The following topics will be covered in at various levels of detail <ul style="list-style-type: none"> <li>• Decisions: context, models and behaviour</li> <li>• DSS: levels and domains</li> <li>• Knowledge-based systems</li> <li>• Advanced intelligence Systems</li> <li>• OR and optimisation</li> <li>• Soft modelling and problem formulation</li> <li>• Strategic decision support</li> <li>• Designing and evaluating DSS</li> <li>• Group decision support</li> <li>• Software agents, e-democracy and the future of DSS</li> </ul>	
<b>Reading List</b>	
The course text is: Simon French, Nadia Papamichail, John Maule. 'Decision Making: Behaviour, Analysis and Support' Cambridge University Press 2009	
Other suitable texts are: E. Turban, J. Aronson, T-P. Liang and R. Sharda. 'Decision Support and Business Intelligence Systems'. Upper Saddle River, New Jersey, Prentice Hall. 2007.	
G.M. Marakas 'Decision Support Systems in the 21st Century' Upper Saddle River, New Jersey, Prentice Hall. 2003.	

<b>Module Title</b>	<b>BMAN 70202 Business Improvement Tools, Techniques and Systems</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Claire Moxham
<b>Methods of Delivery</b>	Lecture
<b>Lecture Hours</b>	30 (3 hours per week, over 10 weeks)
<b>Seminar Hours</b>	0
<b>Private Study Hours</b>	120 hours
<b>Total Study Hours</b>	150 hours
<b>Pre-requisites</b>	--
<b>Co-requisites</b>	--
<b>Dependant Courses</b>	--
<b>Assessment Methods and Relative Weightings</b>	100% coursework (30% group work, 70% individual assignment)
<b>Aims</b>	
The aim of the course unit is to: Study the systems, techniques and tools of quality management, and their use in both manufacturing and service related environments.	
<b>Learning Outcomes</b>	
At the completion of this course unit, students should be able to: <ul style="list-style-type: none"> <li>• understand the relationship between a range of improvement approaches</li> <li>• understand the role of systems, techniques and tools in making improvements</li> <li>• know how the systems, techniques and tools can be used to best advantage <ul style="list-style-type: none"> <li>▪ point out potential difficulties and success factors of the taught systems, techniques and tools</li> </ul> </li> </ul>	
<b>Syllabus</b>	
Business improvements tools, techniques and systems: the case for integration Quality costing Quality management tools and techniques: introduction Seven quality control tools Statistical process control Quality function deployment Seven management tools Failure mode and effects analysis Benchmarking Improvement approaches and concepts, (e.g. six sigma, lean, total productive maintenance, policy deployment, single minute exchange of die, mistake proofing, business process re-engineering) Quality management systems and standards	
<b>Reading List</b>	
Dale B. G., van der Wiele, T. and van Iwaarden, J. (2007) Managing Quality, 5 <sup>th</sup> Edition, Wiley Blackwell	

<b>Title</b>	<b>BMAN71952 Relationship Marketing</b>
<b>Credit Rating</b>	15
<b>Level</b>	4
<b>Semester</b>	Semester 2
<b>Course Coordinator(s)</b>	Dr Ibrahim Abosag & Dr. Jamie Burton
<b>Methods of Delivery</b>	A blend of guided reading, formal lectures, in-depth class discussion and projects.
<b>Lecture Hours</b>	30
<b>Seminar Hours</b>	0
<b>Private Study Hours</b>	120
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	Marketing Fundamentals, Marketing Implementation, Researching Markets, Research Methods and Data Analysis.
<b>Co-requisites</b>	N/A
<b>Dependant Courses</b>	N/A
<b>Assessment Methods and Relative Weightings</b>	100% Exam
<b>Aims</b>	
The course will provide students with understanding of the popular marketing concept of relationship marketing. It will discuss the various approaches to building managing and maintaining relationships, the difficulties of relationship management, deal with CRM highlighting the difference between strategy and software, look at relationship marketing techniques across cultures and countries and discuss customer lifetime value (CLV), customer loyalty and customer profitability. It will also compare relationship marketing across customer and business relationships.	
<b>Learning Outcomes</b>	
The student will be able to:	
<ul style="list-style-type: none"> <li>• Understand the different approaches to managing customer relationships</li> <li>• Provide a critical analysis of theories relating to relationship marketing</li> <li>• Understand the variety and complexity of customers that an organisation interfaces with.</li> </ul>	
<b>Syllabus</b>	
<ol style="list-style-type: none"> <li>1. Rethinking marketing: A Paradigm shift?</li> <li>2. Relationship Drivers</li> <li>3. Interpersonal Relationships</li> <li>4. CRM/ Customer management</li> <li>5. Does RM pay?: Customer profitability &amp; Customer Lifetime Value</li> <li>6. Segmentation and customer relationships</li> <li>7. Customer loyalty, service and relationships</li> </ol>	

8. Cultural comparison of relationship marketing
9. Intercultural relationships
10. Ethical relationships

### **Reading List**

A reading list for each part of the syllabus will be given on at the beginning of the course. Considerable emphasis is placed on self-study, with students expected to ensure that they have an understanding of the fundamentals of the subject through the recommended reading before the relevant session.

Example of Key text books:

Buttle, F. (2004). Customer Relationship Management: Concepts and Tools, Butterworth-Heinemann, Oxford.

Murphy, J., Burton, J., Gleaves, R. and Kitshoff, J. (2006). Converting Customer Value: From Retention to Profit, John Wiley & Sons Ltd, Chichester.

<b>Title</b>	<b>BMAN71642 Human Computer Interaction and Web User Interfaces</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr. Weigang Wang
<b>Methods of Delivery</b>	Lectures
<b>Lecture Hours</b>	33 hours - 3 hours per week,
<b>Seminar Hours</b>	37 hours
<b>Private Study Hours</b>	80 hours
<b>Total Study Hours</b>	150 hours
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Dependant Courses</b>	N/A
<b>Assessment Methods and Relative Weightings</b>	2 hour examination (70%): Multiple questions with short answers (60% of exam) and 1 essay question (40% of exam). Calculators not permitted Coursework (30%): Group work
<b>Aims</b>	
The aim of this course unit is to give students a good working knowledge of HCI theories, principles, paradigms and guidelines and to be able to apply this knowledge in the design and evaluation of interactive systems for the purposes of their diverse users. It teaches students how to gather user requirements, create prototypes, and conduct evaluations; it also introduces students to web user interface technologies and development.	
<b>Learning Outcomes</b>	
Academic knowledge	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the technical, cognitive and social factors that can make interactive systems usable for their users.</li> <li>• Be critically aware of state of the art HCI technologies and the theories/paradigms they are based on.</li> <li>• Analyse user, group and task characteristics in relation to HCI needs and anticipate and understand common usability problems.</li> <li>• Select and exploit appropriate HCI paradigms, technologies and devices for particular user and task requirements, including the application of standardised interface styles in appropriate and insightful ways.</li> </ul>	
Intellectual skills	
<ul style="list-style-type: none"> <li>• Design and conduct detailed HCI design and evaluation following commonly used principles and guidelines, including consideration of interface support, and relate designs to available implementation methods and tools.</li> </ul>	
Subject practical skills	
<ul style="list-style-type: none"> <li>• Design and conduct a usability evaluation of an interactive system.</li> </ul>	
Transferable skills	
<ul style="list-style-type: none"> <li>• Demonstrate group working skills.</li> </ul>	
<b>Syllabus</b>	
1. Human-computer interaction (information processing paradigm, cognitive models, memory, attention, visual perception, and their implications for design);	

2. User-centred design (scenario, user requirements, conceptual design, prototyping and envisionment, evaluation);
3. Usability evaluation (usability and user experience, designing a usability study, formative and summative usability tests, usability evaluation techniques)
4. Hypertext (link, node, anchor, link following and navigation); the Web (Web architecture, HTTP, URL, HTML, Web 2.0 and its characteristics, a five-plane user experience framework, types of web site);
5. Information architecture design (Web as hypertext, organization structures, meta data, top-down and bottom-up approaches); user interaction design (Web as software interface, conceptual models, error handling);
6. Information design (convention, metaphor); navigation design (activities and goals of navigation, signage and labelling, site map, index, searching, social navigation); user interface (UI elements of Web pages, element selection and arrangement); wireframe;
7. Visual design (follow the eye, contrast and uniformity, consistency, colour palettes and typography, design comp and style guide)
8. State-of-the-arts interactive system technology (agent-based interaction, ubiquitous computing, distributed information space, CSCW and groupware)
9. Group work and hands on practice (Web design and analysis using Google sites and Google analytics; Groupware design and evaluation using PowerMeeting system as test bed).

### **Reading List**

#### Core Texts:

Benyon, D., Designing Interactive Systems, Addison and Wesley, 2004.  
Stone, D., Jarret, C., Woodroffe, M. and Minocha S. User Interface Design and Evaluation. Morgan Kaufman. 2005

#### Additional Texts:

Garrett, J. Jesse, The Elements of User Experience: User-Centered Design for the Web, Publisher: Peachpit Press; illustrated edition (October 21, 2002)  
Preece, J., Rogers, Y., Sharp, H., Interaction Design: Beyond Human Computer Interaction, John Wiley and Sons, 2nd Edition, 2007.  
Tullis, T. Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufman. 2008

<b>Module Title</b>	<b>Information and Knowledge Management</b>
<b>Module Code</b>	<b>BMAN71652</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Christopher Atkinson
<b>Methods of Delivery</b>	
<b>Lecture Hours</b>	18
<b>Seminar Hours</b>	18
<b>Private Study Hours</b>	114
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	3-hour examination (100%). Calculators permitted.
<b>Aims</b>	
<p>Information is a major and exponentially growing resource within the modern organisation, be it in the private or public sector, SME or multinational corporation. The effective management of information is therefore essential.</p> <p>The aims of this module are therefore:</p> <ul style="list-style-type: none"> <li>• to explore this growing organisational information resource</li> <li>• to identify how it is strategically and operationally managed and exploited effectively within and between organisations.</li> <li>• To develop skills in the techniques of information management</li> </ul> <p>On successful completion of this course unit, students should be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate the role of information as an essential organisational resource that requires strategically planning, managing and exploiting effectively.</li> <li>• Understand the difference and the relationship, within organisations, between codified technologically mediated information and non-codified humanly mediated information</li> <li>• Understand how formalised information is strategically planned for and managed, both within an organisation and in its external relationships with customers and other organisations.</li> <li>• Understand and distinguish between Corporate, IT department and End User lead information systems planning, management, and development models and how these differing information resource management models are strategically and operationally delivered.</li> </ul>	
<b>Learning Outcomes</b>	
<p>Academic knowledge</p> <ul style="list-style-type: none"> <li>• An appreciation of what is meant by formalised and technologically mediated information and non-formalised information and their relationship to organisational effectiveness.</li> <li>• An understanding of what is meant by the concept of information management within a variety of organisational contexts</li> <li>• An understanding of the role that the information department or function plays within an organisation with respect to the management of the information resource</li> <li>• An understanding and a capacity to deploy the approaches and tools and</li> </ul>	

techniques of information management

**Intellectual skills**

- An ability to delineate between models of information management within organisational settings: top down v bottom up, strategic v end user, technology v information centred
- An ability to critique the concept of information management and the solutions proposed for it.
- An ability to differentiate between Information Management and Knowledge management and appreciate their complementarity

**Subject practical skills**

- Demonstrate a capacity to carry out internal and external Information audits, mapping and deployment analyses
- Assess and evaluate organisational information resources and linking these with information strategies, planning and provision activities

**Transferable skills**

- Use the concepts, tools and techniques of information audits strategy, planning and solutions within MSc project and dissertation

**Syllabus**

- What is Information Management – models and definitions?
- The information management cycle
- Carrying out an information inventory and evaluation
- Strategies and Systems for effective information management
- Exploiting the managed information resource within organisations Information management for organisational effectiveness
- The role of the information systems department and end users in information management systems

**Reading List**

To be advised.

<b>Title</b>	<b>BMAN71692 Computer-Support Co-operative Working</b>
<b>Credit Rating</b>	15
<b>Level</b>	MSc
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr. Antonella De Angeli
<b>Methods of Delivery</b>	Lectures complemented by participative learning activities, such as group work and discussions of assigned readings and case study analysis. All participating students must come prepared to answer questions and discuss reading material assigned.
<b>Lecture Hours</b>	36 hours (3 hours per week over 12 weeks)
<b>Seminar Hours</b>	None
<b>Private Study Hours</b>	100 hours
<b>Total Study Hours</b>	136 hours
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Dependant Courses</b>	N/A
<b>Assessment Methods and Relative Weightings</b>	3-hour examination (70%). Calculators permitted Coursework (30%)
<b>Aims</b>	
<p>The aims of the unit are to examine the implications of using groupware technologies to support collaboration between members of a team. It will expose the strengths and weaknesses of selected synchronous and asynchronous collaboration tools, for collocated and distributed groups. The course unit will introduce students to the social, organisational and design issues associated with the introduction of groupware technologies.</p>	
<b>Learning Outcomes</b>	
<p>Academic knowledge</p> <ul style="list-style-type: none"> <li>• Explain the concept of CSCW and its associated design problems.</li> <li>• Describe and classify the kinds of systems that have been developed to make CSCW possible.</li> <li>• Understand the theory of small groups as complex system and link it to CSCW.</li> <li>• Specify sociability and usability requirements for the design of on-line communities.</li> <li>• Demonstrate the ability to specify CSCW systems that maximise the potential offered by groupware technologies for supporting co-present and remote collaboration.</li> <li>• Demonstrate awareness of the opportunities and challenges posed by mobile and community-oriented technologies for creating more accessible CSCW systems.</li> </ul> <p>Intellectual skills</p> <ul style="list-style-type: none"> <li>• Analyse groupware in terms of social dynamics and relate them to CSCW design issues.</li> <li>• Assess the appropriateness of particular groupware technologies for specific contexts.</li> <li>• Critical evaluation of groupware, including usability and sociability issues</li> </ul> <p>Subject practical skills</p> <ul style="list-style-type: none"> <li>• Collaborate with other people through the use of groupware systems.</li> <li>• Observe and understand group dynamics.</li> </ul> <p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Demonstrate report writing, presentation and communication skills.</li> </ul>	

- Improve deductive reasoning.
- Improve team work.

### Syllabus

Week	Topic Area
1	Introduction to CSCW
2	Introduction to group psychology
3	Groupware and design issues
4	Groupware Evaluation
5	On-line communities
7	Usability & Sociability
8	Social Networking Platforms
9	Cross-cultural communication
10	E-learning
11	Mobility
12	Revision

### Reading List

- (A) Preece, Jenny, *Online communities: Designing Usability, Supporting Sociability*, John Wiley & Sons, 2000
- (B) Benyon, David, Turner, Phil and Turner, Susan, *Designing Interactive Systems: People, Activities, Contexts, Technologies*, Pearson Education Limited, 2005
- (B) Arrow, Holly, McGrath, J.E. and Berdhal, J.L., *Small groups as complex systems*, Sage Publications, 2000
- (C) Dix, Alan, Finlay, Janet, Abowd, Gregory D., Beal, Russell, *Human-Computer Interaction*, Pearson Prentice Hall, 3rd edn, 2004
- <http://www.informatics.manchester.ac.uk/~antonella/Ct434/Ct434.htm>
- Selected papers will be posted on blackboard

<b>Title</b>	<b>BMAN 72142 ICTs and Work in the Global Economy</b>
<b>Credit Rating</b>	15
<b>Level</b>	M
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Professor Debra Howcroft
<b>Teaching methods</b>	Lectures/informal discussion Lecture hours: 20 (2 hours a week over 10 weeks) Private study: 100 Total study hours: 120
<b>Assessment methods and relative weightings</b>	<b>30% individual essay (2000 words) and 70% exam</b>
<b>Aims</b>	
<p>The 'new' economy, although ill-defined, features prominently in debates and policy issues surrounding work and employment. This is premised on the assumption that ICTs are creating a dematerialized world and that the character, rhythms and pace of work is changing as a consequence</p> <p>The aim of this course is to investigate contemporary developments in working life, challenge some of the deterministic assumptions surrounding the nature of change, and better explain some of the transformations that are taking place in different sectors of the economy. Particular attention will be paid to IT-enabled work, ranging from call centre agents to software developers, with a view to asking what it is like to be a new economy worker.</p>	
<b>Learning outcomes</b>	
<p>By the end of the course unit students should be able to:</p> <ul style="list-style-type: none"> <li>◆ Demonstrate knowledge of technological change at work.</li> <li>◆ Describe the changes in new patterns of working.</li> <li>◆ Using IT-enabled work, illustrate the impact of technological change and innovation on working practices.</li> <li>◆ Critically evaluate the implications of ICTs on labour markets, ranging from clerical through to professional work.</li> <li>◆ Demonstrate the ability to carry out independent research and critical analysis.</li> </ul>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Technological change and innovation at work</li> <li>3. Work attachment, work centrality and the meaning of work</li> <li>4. The changing terrain of work, employment and relationships in the global economy</li> <li>5. Organizational life: the nature of work</li> <li>6. Household and work-life boundaries</li> <li>7. Gender and technology work</li> <li>8. Distributed work arrangements and telework</li> <li>9. Case study I: New technology work (call centres)</li> <li>10. Case study II: New technology work (software development)</li> </ol>	

<b>Title</b>	<b>BMAN72162 Managing Business IT Projects</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Mark Winter
<b>Methods of Delivery</b>	Lectures and tutorials
<b>Lecture Hours</b>	20
<b>Seminar Hours</b>	10
<b>Private Study Hours</b>	120
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	BMAN70392 Managing Projects or similar approved
<b>Co-requisites</b>	
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	Coursework 1 (40%): group report on an industry project Coursework 2 (60%): individual reflection paper
<b>Aims</b>	
The aim of this module is to develop a critical understanding of various concepts, perspectives and approaches for managing projects and programmes involving IS and IT.	
<b>Learning Outcomes</b>	
<b>Academic knowledge</b>	
<ul style="list-style-type: none"> <li>• Limitations of mainstream project management ideas, new developments in the management of projects, the shift from IT projects to business projects, new approaches to business projects involving IT.</li> <li>• Core concepts including: (a) business IT projects as value creation processes, (b) business IT projects as change processes, (c) business IT projects as temporary organisations (including portfolio management and programme management), and (d) other relevant images, eg. interventions.</li> <li>• Concepts and themes in managing business projects, eg. front-end analysis, programme/project conceptualisation, project shaping, results planning, marketing and communications, and process facilitation.</li> <li>• Concepts and themes relating to the planning and development of IS/IT systems, eg. different perspectives on IS/IT, business strategy &amp; IS/IT, different development models (eg. RAD) and key development themes, eg. business process analysis and prototyping.</li> </ul>	
<b>Intellectual skills</b>	
<ul style="list-style-type: none"> <li>• Working with multiple perspectives, tackling complex situations, and thinking conceptually about projects and programmes.</li> <li>• Students should be able to critically evaluate programme and project management approaches such as MSP &amp; PRINCE2.</li> </ul>	
<b>Subject practical skills</b>	
<ul style="list-style-type: none"> <li>• Front-end definition, conceptual modelling in project environments, and first level application of different methods and techniques for managing business projects in IS/IT environments.</li> </ul>	

**Transferable skills**

Working with multiple perspectives, tackling complex situations, thinking conceptually, and methodology evaluation.

**Syllabus****Current developments in the management of projects field and the field of IS/IT**

- The changing landscape of business and organisations
- Growing adoption of project work across different sectors and industries
- Strategic importance of project and programme management across all sectors
- Growing shift from 'IT projects' towards 'business projects' in the IS/IT field

**Conceptualising business projects involving IS/IT**

- Projects and programmes involving IS/IT as social and political processes
- Value creation through projects and programmes involving IS/IT
- Business strategy, portfolio management and programme management
- Differences between business projects and engineering projects
- Integrating different project streams via programme management, eg. IT & operations

**Front-end analysis, shaping, planning & organisation**

- Front end analysis, eg. strategic analysis, soft systems analysis, stakeholder maps etc
- Programme/project identification, benefits analysis and business cases etc
- Key planning & organisation concepts, eg. results planning & responsibility matrices
- Programme and project management methods, eg. MSP, GDPM and PRINCE2

**Project and programme execution: key themes, models & approaches**

- Different perspectives on IS/IT, eg. the served-serving model of information systems
- Business strategy, operations and IS/IT: key concepts and frameworks (eg. value chain)
- Key development themes: RAD & JAD, business process analysis & prototyping etc
- Development approaches, eg. DSDM and agile development

**Project and programme reporting & control**

- Progress reviews (eg. stage gate reviews) and management reporting
- Project/programme support offices (PSOs, PMOs) and project management tools
- Links with portfolio management and strategy implementation

**Other relevant themes & perspectives**

- Project leadership and the management of change
  - Realities of managing business projects, eg. using theory in practice
- Critical perspectives, eg. power and politics in the management of projects

**Reading List**

- Winter M and Szczepanek T (2009) *Images of Projects*. Gower Publishing Ltd.
- Davies A and Hobday M (2005) *The Business of Projects*. Cambridge University Press.
- Normann R (2001) *Reframing Business: When the Map Changes the Landscape*, Wiley.
- Andersen E *et al* (1995) *Goal Directed Project Management*, 2<sup>nd</sup> edition, Kogan Page.
- Dinsmore P and Cooke-Davies (2004) *The Right Projects Done Right*. Jossey-Bass.

- Ward J & Daniel (2006) *Benefits Management: Delivering Value for IS/IT Investments*. Wiley.
- Thorp J (2003) *The Information Paradox*, Revised Edition, McGraw-Hill
- Cadle J & Yeates, D (2004) *Project Management for Information Systems*, FT Prentice Hall.
- Ward J and Peppard J (2002) *Strategic Planning for Information Systems*, 3<sup>rd</sup> edition, Wiley.
- Chaffey D (2002) *E-Business and E-Commerce Management*, FT Prentice Hall.
- Gronroos C (2007) *Service Management and Marketing*, 3<sup>rd</sup> Edition, Wiley.
- Cameron E and Green M (2004) *Making Sense of Change Management*, Kogan Page.
- Morgan G (1997) *Images of Organization*, Sage.
- Hodgson D and Cicmil S (2005) *Making Projects Critical*, Palgrave Macmillan.

<b>Title</b>	<b>BMAN72262 Managing Major Projects and Programmes</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Nuno Gil
<b>Methods of Delivery</b>	lecture, guest speaker presentations, case discussions
<b>Lecture Hours</b>	36 (12 sessions, 3hrs each)
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	108
<b>Total Study Hours</b>	144
<b>Pre-requisites</b>	None. This course is open to students from the MSc. MBA and MPA programmes
<b>Co-requisites</b>	None
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	50% group project; 20% class participation; 30% individual assignment
<b>Aims</b>	
<p>This elective course introduces students to fundamental issues in the management of major projects and programmes, namely new physical infrastructure developments (airports, schools, production facilities) and IT infrastructure (telecommunication networks). We will discuss how a number of determinants affect the delivery and management of major projects and programmes, including uncertainty about design requirements, operational longevity, technological complexity, conflicting stakeholder interests, urgency, and scarcity of capital resources. We will also introduce theory, conceptual framing, and methods suitable for guiding decision-making on the design architectures, delivery processes, sourcing strategies, and governance structures characterising major projects and programmes. Further, we will discuss the effects of commercial pressure on the design of major projects and programmes since a growing number of states are privatizing large-scale assets, or resorting to public-private partnerships and private finance to develop new assets. In particular, we will examine ways to future-proof project outcomes so as to balance commercial acumen with the need to design assets that can operate efficiently over long service lives. We will also discuss how to factor in concerns on sustainable development into future-proof design. The course will look at these questions by exploring the application of theory and conceptual framing in project management, stakeholder management, and innovation literatures.</p>	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Awareness of a programme as a set of interrelated projects, transversally and/or longitudinally</li> <li>• Understanding of key structural determinants affecting the delivery of major projects and programmes, including uncertainty in design requirements, heterogeneous interests between relevant stakeholders (developers, customers, end-users), technological complexity, operational longevity, and scarcity of capital resources</li> <li>• Understanding of alternative ways to structure the project development process (with and without overlapping design and implementation) aimed at speeding up delivery and building flexibility to adapt design solutions to evolution in</li> </ul>	

regulation, technology, and user needs

- Understanding of the need for a contracting strategy, and how to use contracting strategy maps
- Understanding of alternative ways to build flexibility in the design architectures and processes so as to economically accommodate foreseeable change in requirements
- Capability to characterize design architectures from a modularity point of view, e.g., modular, hybrid, integral
- Capability to apply strategic option-like thinking to guide decision-making in project design and development
- Capability to discuss strategies to 'future proof' project outcomes against foreseeable uncertainties under resource scarcity
- Capability to discuss key issues in managing the relationship between project developers and local communities affected by major projects
- Understanding of how to efficiently factor in concerns on sustainable design and development into major projects and programmes

## **Syllabus**

### *Course Content and Learning Resource Details*

During the course we will collectively analyse a number of major projects and programmes, and play empirical observables about development processes, governance structures, and design architectures against extant theory and conceptual framing. We expect to invite practitioners with pre-eminent roles in major projects and programmes to share their experience and key managerial insights. Among the new developments which we aim to examine, we highlight the following:

- Building Schools for the Future (BSF)/Manchester City Council. BSF is the biggest single government investment in improving school buildings for over 50 years. Manchester Authority has secured funding to either rebuild or remodel nine secondary and seven SEN (Special Educational Need) secondary schools in Manchester, with a total of 33 schools planned for investment.
- NHS Connecting for Health is part of the wider NHS. It helps the NHS to deliver better and safer care to patients, via new IT systems that link GPs and community services to hospitals.
- Local Improvement Finance Trust (LIFT), National Health Service (NHS): NHS LIFT aims to develop a new market for investment in primary care and community-based facilities and services. To date, LIFT is providing a range of building types including re-provision of GP premises, one stop primary care centres, integrated health and local authority service centres, and community hospitals.
- Nuclear Decommissioning Authority (NDA) Initiatives. NDA is a non-departmental public body set up, under the Energy Act 2004, by the UK government in 2005 with a vision to ensure the safe, accelerated and affordable clean-up of the UK's civil nuclear legacy.
- Terminal 5 and Heathrow East Programmes, British Airport Authority (BAA): Terminal 5 is a £4.2bn capital investment (2006 prices) aiming at expanding the capacity of the Heathrow airport from 60mppa to 90mppa. Heathrow East (a £1.5bn programme) aims to replace the oldest facilities at Heathrow (Terminal 2 and office buildings) with a new terminal for 30 mppa

### *Pedagogical Method*

The pedagogical method will involve a mix of lecturers, discussion of case studies, and

exercises in class. We recommend that students form study groups and meet to prepare for class discussion. We find that this approach increases learning, develops a sense of teamwork, and encourages good preparation for class discussion. In a typical session, one or more students will be asked to begin discussion of a selected topic. If you have thoroughly prepared the case and/or readings you should have no difficulty in handling such a lead-off request. The questions for each class session that we provide in advance guide your thinking about the readings and cases. During case discussions, we will analyze the case situation and address the problems and issues it presents. We will ask students to make recommendations and to discuss the implementation of those recommendations. Frequently, a portion of the class will be a lecture/discussion of concepts and methods brought out in the case or reading but useful in a broader range of major projects and programmes.

Development of verbal skills is a priority in this module. The classroom will be an opportunity where you can test your ability to present your analyses and recommendations clearly, to convince your peers of the correctness of your approach, and to illustrate your ability to achieve the desired results through the implementation of that approach. Please display a label with your name on your desk in each session. The criteria that we will use to judge effective class participation for grading purposes are:

- Is the participant a good listener? is there willingness to participate?
- Are points made relevant to discussion and linked to comments of other?
- Is there willingness to test new ideas, or are all comments “safe”?
- Do comments show clear evidence of appropriate and insightful analysis of the case data?
- Do comments clarify and highlight the important aspects of earlier comments

### Reading List

This module will be mainly taught using material available for download from the intranet.

### Reading List

- Baldwin, C. and Clark, K.B. (2006). “Modularity in the Design of Complex Engineering Systems,” in *Complex Engineered Systems*, Braha, Minai, Bar-Yam.  
(Available from <http://www.people.hbs.edu/cbaldwin/>)
- Bucciarelli, L.L. (1991). *Delta Design, The Design Task*.
- Cornelius, P., Van de Putte, A., and Romani, M. (2005). Three Decades of Scenario Planning in Shell, *California Management Review*, Fall, 48 (1) 92-109.
- DeMeyer, A., Loch, C.H., and Pich, M.T. (2002). Managing Project Uncertainty: From Variation to Chaos, *MIT Sloan Management Review*, Winter, 60-67.
- Flyvbjerg, B. and Cowi (2004). *Procedures for Dealing with Optimism Bias in Transport Planning*. Guidance Document. UK Department for Transport
- Flyvbjerg, B. (2005). Policy and Planning for Large Infrastructure Projects: Problems, Causes, Cures. *Policy Research Working Paper, WPS 3781*, World Bank, Washington, DC, 2005, 32 pp.
- Gil, N. (forthcoming). Language as a Resource in Project Management: A Case Study and a Conceptual Framework. *IEEE Transactions on Engineering Management*. In press.
- Gil, N. (2009). Project Safeguards: Operationalizing Optionlike Strategic Thinking in Infrastructure Development. *IEEE Transactions on Engineering Management*, 56 (2) 257-270.
- Gil, N., Beckman, S., Tommelein, I. (2008). Upstream Problem-Solving under Uncertainty and Ambiguity: Evidence from Airport Expansion Projects. *IEEE*

- Transactions on Engineering Management*, 55 (3) 508-522.
- Gil, N., Beckman, S. (2007). Design Reuse and Buffers in High-tech Infrastructure Development: A Stakeholder Perspective. *IEEE Transactions on Engineering Management*, 54 (3) 484-497.
- Merrow, E.W., McDonnell, L.M., Arguden, R.Y. (1988). Understanding the Outcome of Megaprojects: A Quantitative Analysis of Very Large Civilian Projects, The Rand Publication Series.
- Mitchell, R.K., Agle, B.R., Wood, D.J. (1997). Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts, *Academy of Management Review*, 22 (4) 853-886.
- Tan, Willie (2007). Characteristics of Project Finance, Chapter 8 in *Principles of Project and Infrastructure Finance*, Taylor & Francis.

**Recommended Books**

- Flyvbjerg, B., Bruzelius, N., and Rothengatter, W. (2003). *Megaprojects and Risk: An Anatomy of Ambition*. Cambridge University Press.
- Phillips, R. (2003). *Stakeholder Theory and Organizational Ethics*. Berrett-Koehler Publishers, Inc.

<b>Title</b>	<b>BMAN72272 Digital Technologies For Marketing</b>
<b>Credit Rating</b>	15
<b>Level</b>	PG
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Babis Theodoulidis and Dr Ilias Petrounias
<b>Methods of Delivery</b>	lecture, guest speaker presentations, case discussions, BI software demonstrations
<b>Lecture Hours</b>	30 (10 sessions, 3hrs each)
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	120
<b>Total Study Hours</b>	150
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Dependant Courses</b>	
<b>Assessment Methods and Relative Weightings</b>	50% group project; 50% individual assignment
<b>Aims</b>	
<p>This aim of this elective course unit is to review digital technologies used for marketing and assess their importance and implications through case studies and practical assignments. The course unit will define Business Intelligence and its technological components and how this is can be used for marketing innovation. Business Intelligence (BI) is the gathering of vast amounts of data in order to get insights that drive innovation. It encompasses a broad category of technologies that allow business users to gather, store, access and analyse data to improve the customer-centric information management capabilities. Business Intelligence consists of three integrated technological components: Data Warehousing, Data Mining and Analytical Reporting. The course unit will investigate all three of these aspects.</p>	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Understand the principles of business intelligence and its implications for marketing innovation.</li> <li>• Understand the different technological components of BI namely, data/text/web mining, data warehousing and analytical reporting.</li> <li>• Evaluate the impact of different BI technologies for marketing innovation.</li> <li>• Understand how BI technologies are used in marketing.</li> <li>• Critically appraise future technological developments and their implications</li> <li>• Demonstrate the ability to carry out independent research and critical analysis.</li> <li>• Demonstrate the ability to use BI technologies to address marketing problems</li> </ul>	
<b>Syllabus</b>	
<p><i>Course Content and Learning Resource Details</i></p> <p>During the course we will collectively analyse a number of digital technologies in the area of business intelligence and analyse their application and implications for marketing processes in organisations. We expect to invite practitioners with pre-eminent roles in marketing to share their experience and key managerial insights. Among the developments which we aim to examine, we highlight the following:</p> <ul style="list-style-type: none"> <li>• Overview of digital technologies for marketing (BI, CRM, ECM, etc)</li> <li>• Different sources of information: internal, external, customer data, interaction data, etc</li> <li>• Data collection, aggregation and summarization; data quality;</li> </ul>	

- Business Intelligence process
  - Define business problem
  - Build data collection
  - Prepare data for modelling
  - Build model (different analysis techniques: association rules, classification, clustering)
  - Evaluate model
  - Deploy model and results
  - Discuss various case studies of application of Business Intelligence to Marketing

*Pedagogical Method*

The pedagogical method will involve a mix of lecturers, case studies, and exercises using BI software. We recommend that students form study groups and meet to prepare for class discussion. During case study discussions, we will analyze the case situation and address the problems and issues it presents. We will ask students to make recommendations based on the use of BI technologies and will discuss the implementation of those recommendations.

**Reading List**

This module will be mainly taught using material available for download from Blackboard.

**Recommended Books**

Michael J.A. Berry and Gordon S. Linoff, Data Mining Techniques for Marketing, Sales and Customer Relationship Management, John Wiley, 2004

Margaret H. Durham, Data Mining: introductory and Advanced Topics, Prentice Hall, 2002, ISBN-13: 9780130888921

Ralph Kimball, Margy Ross, Warren Thornthwaite, Joy Mundy, Bob Becker, The Data Warehouse Lifecycle Toolkit, John Wiley and Sons, 2007

<b>Title</b>	<b>BMAN72282 Research Methods and Practice</b>
<b>Credit Rating</b>	15
<b>Level</b>	Msc
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Professor Alistair Sutcliffe
<b>Methods of Delivery</b>	Lectures complemented by participative learning activities, such as group work and discussions of assigned readings and case study analysis
<b>Lecture Hours</b>	20
<b>Seminar Hours</b>	
<b>Private Study Hours</b>	100
<b>Total Study Hours</b>	120
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Dependant Courses</b>	N/A
<b>Assessment Methods and Relative Weightings</b>	Course work 100% 2 Assignments
<b>Aims</b>	
<p>The purpose of the Research Methods and Practice course unit is to introduce the main research methods used in Information Systems and Computing/IT research in order to prepare students for undertaking their dissertation project. Specific aims are to:</p> <ul style="list-style-type: none"> <li>❖ Understand the main methods used in Business Systems research;</li> <li>❖ Understand and be able to utilise the major qualitative and quantitative methods that are used to gather and analyse research data;</li> <li>❖ Use an electronic referencing system;</li> <li>❖ Understand key steps in undertaking a Business Systems project;</li> <li>❖ Report the results of scientific research in a concise and cogent manner</li> <li>❖ Critically evaluate the research literature and define research projects</li> </ul>	
<b>Learning Outcomes</b>	
<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>❖ Be able to define a Business Systems research project and select appropriate research strategies</li> <li>❖ Be able to use appropriate referencing tools</li> <li>❖ Be able to perform critical literature reviews on methods and topics in BS research</li> <li>❖ Develop practical skills for quantitative research</li> <li>❖ Develop practical skills for qualitative research</li> </ul> <p>Create a cogent report of research outcomes</p>	
<b>Syllabus</b>	
<ol style="list-style-type: none"> <li>1. Understanding Research Philosophies and Approaches</li> <li>2. Research Design, research questions and selecting appropriate methods</li> <li>3. Business Systems: Choosing Research Strategies</li> </ol>	

4. Qualitative Research Techniques
5. Quantitative Research Techniques
6. Analysing Quantitative and Qualitative data
7. Critical reading and reporting research results
8. Presenting Research and Developing a Research Career

### **Reading List**

#### Main reference text

Oates, B. J. (2007). *Researching Information Systems and Computing*. London: Sage Publications.

#### Supplementary texts

Dawson, Christian W., *The Essence of Computing Projects: A Student's Guide*, Pearson Education Ltd., Prentice Hall, 2000

Myers, M. and Avison, D., *Qualitative Research in Information Systems*, 2002

Hart, C., *Doing a Literature Review*, London: Sage, 1998

Punch, K.F., *Developing Effective Research Proposals*, London: Sage, 2000

Silverman, D., *Doing Qualitative Research: A Practical Handbook*, London: Sage, 2000

<b>Course Title</b>	<b>BMAN72152 Digital Technologies, Development and Emerging Markets</b>
<b>Credit rating</b>	15
<b>Semester</b>	2
<b>Course Coordinator(s)</b>	Dr Chris Westrup
<b>Methods of delivery:</b>	Lectures/informal discussion
<b>Lecture hours</b>	20 (2 hours a week over 10 weeks)
<b>Private study</b>	100
<b>Total study hours</b>	120
<b>Assessment methods and relative weightings</b>	100% (Individual essay 5000 words)
<b>Aims</b>	
<p>The scope for ICT policies and technologies to transform development in the 'South'/developing world has been widely recognized and is seen as critical in a number of areas such as the development of export oriented services, the facilitating of good governance; the development of new business practices; the development of new forms of education and the alleviation of poverty. Clearly digital technologies have been central to the emergence of important economies such as India in the 'South' and Ireland in the 'North', but how they are implicated in development remains much less clearly understood.</p> <p>The aim of this course is to use theoretical approaches and case studies to assess the importance and implications of digital technologies in development both 'South' and 'North'. The course seeks to understand issues of policy and political economy that are central to understanding how ICTs are made to work in these settings and will use a number of case studies of different technologies to provide a context for discussion. Continuing innovation such as the advent of Web2.0 and the rapid spread of mobiles make this area highly relevant to analyses of development and the nature of emerging markets.</p>	
<b>Learning outcomes</b>	
<p>By the end of the course unit students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the multifaceted roles of digital technologies in development.</li> <li>• Evaluate different governance models for ICT enabled development.</li> <li>• Understand how digital technologies are used in education, health and e-government</li> <li>• Critically appraise future development paths for states in the 'South'</li> <li>• Demonstrate the ability to carry out independent research and critical analysis.</li> </ul>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is development and what are emerging markets?</li> <li>3. Developmental states and digital technologies</li> <li>4. Multinational companies and the WTO</li> <li>5. Digital Innovation in education</li> <li>6. E-Government and development</li> <li>7. M-Development – the role of mobiles</li> <li>8. Poverty, health and digital technologies.</li> <li>9. Governing the web</li> <li>10. Network societies and the future(s) of development</li> </ol>	
<b>Preliminary reading</b>	
<p>P. Collier, 2007 <i>The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It</i> Oxford University Press</p> <p>C. Kenny, 2006. <i>Overselling the Web: Development and the Internet</i>, Lynne Rienner</p>	

S. Ó Riain, 2004. The Politics of High Tech Growth: Developmental Network States in the Global Economy Cambridge University Press  
CK Prahalad, 2004 The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits Wharton Publishing  
E. Wilson, 2004. The Information Revolution and Developing Countries MIT Press

# **SECTION THREE:**

# **TEACHING, LEARNING AND ASSESSMENT**

## **PROGRAMME REGULATIONS**

Now that you have successfully gained admission onto the programme, your next concern will probably be how to pass it! Below, please find the regulations for progression and assessment that apply to your programme.

## **ORDINANCES AND REGULATIONS FOR THE DEGREES OF MASTER, POSTGRADUATE DIPLOMA AND POSTGRADUATE CERTIFICATE**

### **A. ORDINANCES**

1. The University may award the taught degrees of Master, Postgraduate Diplomas and Postgraduate Certificates in accordance with the General Regulation XI.
2. Regulations for the degrees of Master of Enterprise (MEnt), Master of Philosophy (MPhil), Master of Research (MRes), Master of Science (MSc) by Research and Master of Surgery (ChM) are published separately.
3. Regulations for integrated Degree of Master are published with the Regulations for Undergraduate Programmes.
4. Students for the above degrees, postgraduate diplomas and postgraduate certificates will pursue satisfactorily an approved programme of advanced study, as either a full or part-time student.
5. These ordinances and regulations provide a general framework for all taught postgraduate degrees, diplomas and certificates, and should be read in conjunction with detailed notes for guidance and programme specific regulations.
6. Regulations for Conduct and Discipline of Students, Student Complaints Procedures, Academic Appeals, and Work and Attendance of Students are provided in the University's General Regulations, XVII, XVIII, XIX and XX respectively.

### **B. REGULATIONS**

#### **1. Admission to the Programme**

- a. Applicants for admission to the Degree of Master and Postgraduate Diploma will normally have:
  - a first degree (equivalent to a UK Honours Bachelors degree) or equivalent qualification from a recognised institution;
  - or*
  - evidence of previous advanced study, research or professional experience, which the University accepts as qualifying the applicant for entry.

- b.** Applicants for admission to the Postgraduate Certificate will normally have:
- evidence of academic qualifications or work experience which meets the approval of the University and allows them to be registered onto a Certificate programme or individual postgraduate course units.
- c.** All applicants must meet the minimum English language requirements of their chosen programme, as described by the University's Postgraduate Admissions Policy.
- d.** Students may be registered initially for the Postgraduate Diploma or Postgraduate Certificate. After successfully completing the required assessment, they may be permitted to progress to the Degree of Master or Postgraduate Diploma respectively.
- e.** A student awarded the Postgraduate Certificate may subsequently be permitted to use the credits awarded to count towards an appropriate Postgraduate Diploma or a Degree of Master, but only on condition that:
- the student achieved a pass mark of 40% or more to proceed with the Postgraduate Diploma, or 50% or more to proceed with the Degree of Master;
  - all other requirements for progression as stated in section 5 have been met;
  - the student has not previously been examined for the dissertation (or equivalent) element of the programme;
  - the award of the Postgraduate Certificate is rescinded.

In these circumstances, for a Postgraduate Diploma, students will normally be required to complete the programme no more than four academic years after initial registration, or for a Degree of Master, no more than five academic years after initial registration.

- f.** A student awarded the Postgraduate Diploma may subsequently be permitted to use the credits awarded to count towards an appropriate Degree of Master, but only on condition that:
- the student achieved a pass mark of 50% or;
  - all other requirements for progression as stated in section 5 have been met;
  - the student has not previously been examined for the dissertation (or equivalent) element of the programme;
  - the award of the Postgraduate Diploma is rescinded.

In these circumstances students will normally be required to complete the programme no more than five academic years after initial registration

## **2. Duration of Programme**

- a.** A Degree of Master will normally be a one-year programme equating to 45 teaching weeks within a 51 week period and the date for the end of the programme and submission of the dissertation (or equivalent) will be published in the programme handbook.

**b.** A part-time Degree of Master student will complete the programme over a more extended period of time which will be published in the programme handbook, but will not normally exceed five academic years.

**c.** A Postgraduate Diploma will be a full-time or part-time programme that will normally extend over not less than two academic semesters and will not normally exceed four academic years.

**d.** A Postgraduate Certificate will be a full-time or part-time programme that will normally extend over not less than one academic semester and will not normally exceed two academic years.

**e.** Programmes may be of longer full-time duration where there is an increase in the credit requirements (see 3d).

### **3. Credits**

**a.** A Degree of Master of one year full-time (or equivalent part time) duration will consist of a minimum of 180 credits, of which at least 150 will be at level 4 (M level) with the remainder at level 3.

**b.** A Postgraduate Diploma will consist of a minimum of 120 credits, of which at least 90 will be at level 4 (M level) with the remainder at level 3.

**c.** A Postgraduate Certificate will consist of a minimum of 60 credits at level 4 (M level).

**d.** For longer programmes, the total credit requirements for each award are increased *pro rata* to the length of the programme.

**e.** All course units will normally be of 15 credits, or multiples thereof. A Degree of Master will normally include a dissertation or equivalent of at least 60 credits and a Postgraduate Diploma may include a project or extended essay of no more than 30 credits. The Postgraduate Certificate will not normally include a dissertation or project element.

### **4. Accreditation of Prior Learning (APL)**

**a.** A student may be permitted to receive an award of credits on the basis of demonstrated learning that has occurred at some point in the past and is appropriate to the programme both in content and currency. The award of credits can be based upon learning for which certification has been awarded by an educational institution or another education/training provider or uncertificated learning gained from experience. However a fee is payable for this.

**b.** All APL applications will be approved in line with the University's overall policy on the award of APL, as follows:

- A Degree of Master will normally allow a maximum of 60 APL credits. APL credits will not count towards the dissertation (or equivalent) or project components.

- A Postgraduate Diploma will normally allow a maximum of 30 APL credits. APL credits will not count towards the dissertation (or equivalent) or project components.
- A Postgraduate Certificate will normally not allow any APL credit.

c. Any unit thus exempted will not be awarded a mark but will be graded pass and hence excluded from the calculation of the overall mark.

## **5. Progression and Assessment**

a. Regulations for work and attendance are outlined in the University's General Regulations, XX.

b. Students for the Degree of Master, Postgraduate Diploma or Postgraduate Certificate will present themselves for assessment of their progress as required in the programme handbook.

c. Students will normally successfully complete the taught component of the Degree of Master before they can progress to the dissertation (or equivalent), and must successfully complete the taught component before submission of the dissertation (or equivalent).

d. The pass mark for a Degree of Master will be 50%.

e. The pass mark for a Postgraduate Certificate and a Postgraduate Diploma will be 40%. A pass mark of 50% may be approved by the Faculty where required on discipline-specific grounds or for some professionally accredited programmes.

f. A student who fails to satisfy the Examiners in any assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 45 credits. The student will take this opportunity during the next available University examination period or within a period as published in the programme handbook.

g. The maximum mark to be awarded for resubmitted coursework or retaken examination will normally be 50% for the Degree of Master and 40% for the Postgraduate Diploma (or 50% where the higher pass mark has been approved). This mark will be used in computing the overall mark for the course unit.

h. All Degrees of Master will normally have exit points for the award of a Postgraduate Certificate and a Postgraduate Diploma. These will be clearly defined in terms of level of achievement and will correspond to 60 and 120 credits respectively. Students who do not achieve the required pass mark in the taught element for the Degree of Master, but who do achieve the required pass mark for a Postgraduate Diploma or Certificate, may be awarded a Postgraduate Diploma or Certificate, as appropriate, provided they have successfully completed the requisite number of credits including no more than the maximum number of credits allowed as APL for the exit award under 4b.

i. Students may, in exceptional mitigating circumstances, and with prior permission of the Faculty, be allowed to re-take the entire programme subject to all outstanding fees being paid.

j. Students may be awarded a compensated pass for a Degree of Master when they fail in units of the taught component totalling no more than 30 credits and receive a mark of at least 40% but less than 50% for those failed units. The student must also have gained an overall mark, calculated as an average of the numerical marks awarded for each unit weighted by the credits for that unit (referred to subsequently as “weighted average”), for all taught units of 50% or more in order to be granted the compensated pass.

k. Students may be awarded a compensated pass for a Postgraduate Diploma programme when they fail in units totalling no more than 30 credits and receive a mark of at least 30% but less than 40% for those failed units. The student must also have gained an overall weighted average for all taught units of 40% or more in order to be granted the compensated pass. Where the pass mark is set at 50% the compensatable units must receive a mark of at least 40% but less than 50% .

l. Students may be awarded a compensated pass for a Postgraduate Certificate programme when they fail in units totalling no more than 15 credits and receive a mark of at least 30% but less than 40% for those failed units. The student must also have gained an overall weighted average for all taught units of 40% or more in order to be granted the compensated pass.

m. The maximum allowable cumulative failure of course units in a Masters programme at the first attempt is 45 credits of the taught component of the programme. A student whose failures in units at the first attempt exceed 45 credits will be deemed to have failed the programme.

n. Students who fail in units totalling more than 45 credits at Masters level will be judged against the requirements for a pass on the Postgraduate Diploma programme. If this results in their failing units totalling fewer than or equal to 45 credits at Postgraduate Diploma level, the student may resit those units failed at Postgraduate Diploma level to obtain the award of a Postgraduate Diploma.

o. Faculties may allow Schools on discipline-specific grounds to adopt more stringent requirements, including (but not restricted to):

- specifying core units for which no compensatable fail mark will be available;
- increasing the proportion of the total credit that must reach the pass mark (ultimately to the total credits available, thus allowing no compensatable fails);
- setting a higher pass mark overall.

## **6. Dissertation (or equivalent)**

a. Dissertations should be submitted in accordance with the information set out in the University’s Guidance Notes for the Presentation of Dissertations.

**b.** Dissertation (or equivalent) submission dates will normally be 51 weeks after the start of the programme and will be published in programme handbooks. Submission dates for part-time students will reflect the length of the programme (pro-rata compared to a full-time programme).

**c.** At the recommendation of the Board of Examiners, students will normally be allowed one resubmission of a failed dissertation (or equivalent), project or extended essay and this will normally be within four months of the date of the publication of the result. Resubmission will not be allowed if the mark is below 40% (where the pass mark is 50%), or 30% (where the pass mark is 40%).

**d.** Students who achieve a dissertation (or equivalent) mark of at least 40% but less than 50% may accept the award of Postgraduate Diploma with no further work required or resubmit the dissertation (or equivalent) on one occasion, at the discretion of the Board of Examiners, for the award of the Degree of Master. A student achieving a mark below 50% for a resubmitted dissertation (or equivalent) will be awarded a Postgraduate Diploma.

**e.** The maximum mark to be awarded for resubmitted dissertation (or equivalent), project or extended essay will normally be 50% for the Degree of Master and 40% (or 50% where the pass mark is 50%) for the Postgraduate Diploma.

**f.** A student may exceptionally be required to attend an examination, orally or otherwise, in the subject of their dissertation (or equivalent), project or extended essay, or a related matter.

## **7. Recommendation for Award**

### ***a. Pass Marks***

- To obtain a pass for a Degree of Master, the student is required to obtain both a weighted average of 50% or more on the taught element (after compensation or reassessment as necessary), and 50% or more on the dissertation (or equivalent) (after reassessment as necessary).
- To obtain a pass for a Postgraduate Diploma or Certificate, the student is required to obtain a weighted average of 40% or more on the taught element (after compensation or reassessment as necessary). If there is a project or extended essay a mark of 40% or more (after reassessment as necessary) on this element is also required to pass. A pass mark of 50% for a Postgraduate Diploma may be approved by the Faculty where required on discipline-specific grounds or for some professionally accredited programmes
- The Faculty will, on report from the Examiners, recommend to Senate the award of the Degree of Master or Postgraduate Diploma or Postgraduate Certificate for those students who have completed all requirements of the regulations and satisfied the Examiners. The awarding certificate will include the title of the programme.

**b. Distinction**

- A student on a Degree of Master or Postgraduate Diploma programme who has satisfied all the following criteria will be awarded a distinction:

- A.** A weighted average at first assessment of 70% or more in the taught component of the programme with no mark below 50% in any course unit.

- B.** A mark of 70% or more for the dissertation (or equivalent), project or extended essay where this is part of the programme.

- C.** A Pass at first assessment in components of the programme where only a Pass/Fail is recorded.

- Students who have been reassessed in any unit(s), or individual components of any unit(s), or have been granted a compensated pass will not be eligible for the award of distinction.

- Students on Postgraduate Certificate programmes will not be eligible for the award of distinction.

**c. Merit**

- A student on a Degree of Master or Postgraduate Diploma programme who has satisfied all the following criteria will be awarded a merit:

- A.** A weighted average at first assessment of 60% or more in the taught component of the programme with no mark below 50% in any course units.

- B.** A mark of 60% or more on the dissertation (or equivalent), project or extended essay where this is part of the programme.

- C.** A Pass at first assessment in components of the programme where a Pass/Fail is recorded.

- Students who have been reassessed in any unit(s), or individual components of any unit(s), or have been granted a compensated pass, will not be eligible for the award of merit

- Students on Postgraduate Certificate programmes will not be eligible for the award of merit.

## Personal Development Planning

Personal Development Planning is a structured and supported process undertaken by you to reflect upon your learning, performance and or achievement and to plan for your personal, educational and career development. The primary objective for Personal Development Planning is to improve your capacity to understand what and how you are learning and to review, plan and take responsibility for your own learning. This then:

- gives a better understanding of how you learn and how to improve your performance
- gives greater confidence in the skills, qualities and attributes you can bring to your learning and career
- aids development of positive attitudes and approaches associated with a successful learning and professional life
- encourages you to articulate your personal goals and evaluate your progress whilst aiding you to be effective, independent and self-motivated

The planning and reflection required for personal development results in two intended outcomes:

- 1) Raising of self-awareness, identifying what you want from life, the kind of person you are and any areas for change. It is a process designed to help you understand the added value and skills your learning brings over and above your chosen course
- 2) A personal record of your skills, achievements and experiences gained throughout your time at MBS. Whilst you will receive formal feedback on your progress throughout your studies, ie; exam/assignment results, reflecting on what you have learnt and analysing your progress in a personal record is your own unique resource which you can take forward with you.

Achieving all the above is up to you. There are many resources to assist you in your development, but as a postgraduate student you are expected to take responsibility for your own learning and development. The exact content however depends on you.

### Guide to completing the Personal Development Plan

**Beginning of Programme** - At the start of your course you will need to use the skills audit to reflect on the skills you are looking to develop and of your aims for the course. You will find the Personal Development Planner on Blackboard.

<https://blackboard.manchester.ac.uk> under BMAN 61111 PGT Careers and PDP

**Regular reflection** - At the beginning and end of each semester you should be reflecting on the degree to which you have developed these expected skills, any areas still requiring improvement and how you are going to effectively use them within your impending learning or career. Record your reflections regularly in your Personal Development Planner.

**End of programme** - Review the development aims you initially established in skills audit. Evaluate what you have achieved and maintain your records so you can use the information effectively in a curriculum vitae or other document

## ASSESSMENT

### The Grading Of Work

*Assessment takes a number of forms across the programmes. For details of the forms of assessment for individual course units, please see the Course Unit Specifications in Section Two.*

All assessment is determined by the course unit co-ordinators who work in conjunction with our External Examiners. Once you submit a piece of work, an internal examiner marks every assignment anonymously. A selection of work is then anonymously moderated or second marked by a moderator, ensuring there is continuity, accuracy and no systematic biases. The course unit moderator also focuses particularly on marginal fails and scripts that are close to compensation borderlines.

Finally, we send a selection of coursework and examination scripts from each course unit to the appropriate External Examiner with a commentary on overall performance.

Please note that all grades given to you are provisional until confirmed by the Board of Examiners and are provided for information only.

### Marking Conventions

The marking conventions are as follows:

70-100%	Very good, well above average performance at Masters Level
60-69%	A good, sound performance at Masters Level
50-59%	Pass. An adequate performance at Masters Level
40-49%	Fail at Masters Level. Adequate performance at Diploma level
30-39%	Fail at Diploma level
0-29%	Fail

The level of achievement associated with each grade is as follows:

Grade	
70% and above	<p>This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight that befits work at graduate level. Work shows originality, high accuracy, thorough understanding, critical appraisal and very good presentation. Comprehensively demonstrates that the candidate has achieved the relevant learning outcomes of the course unit.</p> <p>The student:</p> <ul style="list-style-type: none"><li>• Demonstrates the ability to evaluate concepts and assumptions critically and to thoughtfully apply concepts to problems. Demonstrates independent thinking and insight into theoretical issues</li></ul>

	<ul style="list-style-type: none"> <li>• Shows evidence of extensive reading beyond the lecture notes and the ability to synthesise and integrate the relevant literature</li> <li>• Writes well in good English and structures the response so as to provide a succinct, coherent and logical answer to the question</li> <li>• Clearly presents solutions to calculative questions and demonstrates excellent analytical skills</li> </ul>
60-69%	<p>Answers are competent and well presented, touching very good work at the top end of the range. The work is critical and comprehensive in its coverage and has a degree of depth and imagination in the presentation and consideration of the material, especially at the top end. Shows a good knowledge of the material studied and the relevant literature, and good evidence that this has been reflected upon in producing the assessed work. Shows some ability to tackle unfamiliar problems. Demonstrates that the candidate has satisfactorily achieved the relevant learning outcomes of the course unit.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Demonstrates an ability to integrate the concepts introduced and applies them to problems with some evidence of critical analysis</li> <li>• Shows evidence of reading beyond lecture notes that is appropriately analysed and evaluated</li> <li>• Provides clear and competent answers to the questions, written in good English</li> <li>• Clearly presents solutions to calculative questions and demonstrates very good analytical skills</li> </ul>
50-59%	<p>This represents the minimum performance required on a Masters programme. Answers provide a competent discussion of relevant material and some evidence of critical/analytical thought. They are well structured, well presented, demonstrate an awareness of relevant literature, and offer appropriate evidence, arguments, and assertions by reference to relevant literature/research. Work shows a clear grasp of relevant facts and issues and reveals an attempt to create a coherent whole. It demonstrates reasonably clear and attainable objectives, adequate reading and some originality. Good evidence of satisfactory achievement of relevant stated learning outcomes of the course unit.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Demonstrates good understanding of the material</li> <li>• Shows a basic knowledge of relevant literature but draws mainly on lecture material</li> <li>• Addresses the questions and demonstrates reasonable writing skills with some ability to structure the material logically</li> <li>• Provides solutions to calculative questions that demonstrate good analytical skills</li> </ul>

40-49%	<p>Answers are at a postgraduate level but not reaching the level required for a Masters programme. Work shows a satisfactory understanding of the important programme material and basic knowledge of the relevant literature but with little or no originality and limited accuracy. Evidence that the student has largely achieved the relevant learning outcomes of the course unit.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Shows a basic understanding of concepts introduced but with limited ability to apply these concepts</li> <li>• Largely reproduces lecture notes</li> <li>• Tends to miss the point of the question in answers</li> <li>• Writes poorly, writes in note form, lacks structure or produces work too short to properly address the question</li> <li>• Provides solutions to calculative questions that demonstrate basic analytical skills</li> </ul>
30-39%	<p>Work shows some understanding of the main elements of programme material and some knowledge of the relevant literature. Shows a limited level of accuracy with little analysis of data or attempt to discuss its significance. Shows very limited achievement of the relevant stated learning outcomes of the course unit.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Reveals a weak understanding of fundamental concepts with no critical analysis</li> <li>• Produces answers which may contain factual and/or conceptual inadequacies</li> <li>• Provides poorly written answers that fail to address the question, or answers that are too brief to answer the question properly</li> <li>• Provides solutions to calculative questions that demonstrate inadequate analytical skills</li> </ul>
29% and below	<p>Little relevant material presented. Unclear or unsubstantiated arguments with very poor accuracy and understanding. Little evidence of achievement of the relevant stated learning outcomes of the course unit.</p>

Please note, however that these marking conventions are for guidance only and may vary across different programmes. For more advice on marking conventions for your programme, please contact your Programme Director.

## COURSEWORK

### Presentation of Coursework

All coursework must be word-processed on A4-size paper. All coursework must include appropriate citations and a corresponding full list of references. On some programmes, you will be required to submit two copies of each item of coursework to facilitate second marking or moderation.

**All marking in the School is anonymous.** Therefore, your name should not appear on your work. Rather, you must enter your University registration number on the front cover sheet and at the top of each page of your coursework. Your coursework should be submitted to your Programme Administrator along with a 'coursework submission form' which is available from them. You may find details of the University's anonymous marking policy at:

<http://www.campus.manchester.ac.uk/tlao/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonmarking/>

All programmes should note that you are **required** to submit an electronic copy of your work in **addition** to the hard copy for the purposes of checking for plagiarism.

The school reserves the right to submit any work handed in by students for assessment to electronic systems for detecting plagiarism or other forms of academic malpractice. This includes the JISC plagiarism detection service (TurnitinUK), details of which can be found at:

[http://www.jisc.ac.uk/whatwedo/services/as\\_pas.aspx](http://www.jisc.ac.uk/whatwedo/services/as_pas.aspx)

### Guidelines for the application of penalties when limits for coursework length are exceeded

Please refer to your individual course unit outlines for the length limit for each piece of coursework. The University will apply the penalties noted below if the limit is exceeded.

In the extreme, an over-length submission can be viewed simply as not having met the requirements of the assessment and for a mark of zero to be recorded without the submission being marked.

Extent to which limit is exceeded	Penalty to be applied
No more than 10% over the limit*	5 marks
More than 10% but no more than 25% over the limit	20 marks
More than 25% but no more than 50% over the limit	50 marks
More than 50% over the limit	The work will not be marked and a mark of zero will be recorded
* Penalty <i>may</i> be waived where the limit is exceeded by a trivial amount	

## Coursework Submission and Late Submissions

The deadline for **all** pieces of coursework is 1pm (unless advised differently by your module leader), **to your Programme Administrator** (advised in the front of the handbook). If an assessment has not been submitted electronically by the deadline for that piece of work, you will be deemed to have failed to submit that assessment. You will be given details of how to do this in semester one.

The submission of an electronic copy of your coursework is for the purposes of checking for plagiarism. Phrases or sentences in your assessed work may be checked against material accessible on the World Wide Web, using commonly available search tools. You will not be informed before this type of checking is carried out. The University subscribes to an online plagiarism detection service specifically designed for academic purposes. You should keep an electronic copy of your work safely backed up so that it may be submitted electronically if required.

The deadlines for the submission of coursework are given by individual course unit co-ordinators and you will be advised of these as the programme progresses.

**The penalty on all course units for late submission of assessment is a mark of zero.** If you submit a piece of assessment late the mark will be capped at 50 for this piece of assessment. It will be classed as a second attempt and you will not have another opportunity to resit the assessment. Also the overall module mark will be capped at 50. You will additionally be required to complete a form acknowledging your late submission.

**The consequences of any resubmission or late submission will be that you cannot gain a Merit or Distinction. You will be limited to a maximum of an MSc pass.**

Given that assignments are set well ahead of the submission date, the only exception to this is where there are strong mitigating circumstances (e.g. medical circumstances documented by a doctor's note) and these have been notified to the Programme Administrator (for consideration by the Exams and Assessment Officer and the Mitigating Circumstances Board) prior to the submission date. Work handed in after the deadline will not be marked. Where the final dissertation (or equivalent) is submitted after the deadline, at the discretion of the Board of Examiners it may be treated in the same manner as a resubmission following failure with the mark capped at 50% (or (40% for programmes with a pass mark of 40%) with no further opportunity for resubmission."

You may find details of mitigating circumstances at:

<http://www.campus.manchester.ac.uk/tlao/map/teachinglearningassessment/assessment/sectionc-reachingdecisionsfromassessment/policyonmitigatingcircumstances/>

## Assessment Extension Requests

All coursework or presentation extension requests must go through your Programme Administrator ONLY. You need to collect a form from them and submit this with full evidence PRIOR to the day of submission. (Anything submitted after the date will be retrospective and may not be even reviewed). Your form and evidence will then need to be approved, until you have received confirmation it has been approved you must

continue to work towards the original deadline. You can ONLY be granted approval from the Exams and Assessment Officer no one else, not even your lecturer. Further details regarding Personal Mitigating Circumstances and what are required are noted further in the handbook.

## **Feedback On Your Coursework**

During the course of your programme you will receive feedback on your progress. Feedback can take many forms, it may be diagnostic to inform the lecturer or seminar leader of your level of knowledge when beginning a course unit or it may be formative, given during a course unit to enable you to improve your performance in further assessments, for example the way you structure or reference an essay and this is the type of feedback that you will probably come across most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit. You may come across all or some of these examples.

Feedback does not just come from your tutor or lecturer in a formal way, say when you have a piece of coursework returned with a feedback sheet attached. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

You will be asked to evaluate feedback as part of the Student Survey in each semester.

## **EXAMINATIONS**

Many MBS course units are partly or wholly assessed by individual course unit examinations. Details relating to the conduct of these examinations are given below. Some programmes, however, have a single, programme-wide examination. Where relevant, details of this examination are given in Section Two of this handbook.

### **Examination Timetables**

Examination timetables are drawn up by the University's examinations office based on your choice of course units. Prior to the exam periods, you will be contacted by the Examinations office via your university email address with details of your examinations. Your Programme Administrator will publish an examination timetable which will also be posted on the notice boards at MBS and also in the Student Services Centre. Once the timetable is published, amendments to it tend to be rare, although it does occasionally happen that rooms or even exam dates have to be changed. You are therefore advised to keep a very close watch on your email and the notice boards to ensure that you are up to date.

If there is a clash or if you cannot find one of your papers on the timetable let your Programme Administrator know at once.

**If you are unable to take examinations on certain days due to your religious beliefs please let your Programme Administrator know during the first week of the semester in which the examinations are to take place, so that we can ensure that they are timetabled accordingly.**

Please note that, due to the number of Course Units offered and the complexity of the examinations timetable, the full extent of the examination period will be used. This means that some examinations will be held immediately at the start of the examination period; some examinations may be timetabled on the same day or on successive days, or you may find that there is a long gap between the examinations you are taking. Examinations can be, and often are, timetabled up to and including the last day of the examination period. You should therefore ensure that you will be available to sit an examination up to the end of the examination periods and you should not make commitments, e.g. booking flights.

Any resit examinations will take place in the final two weeks of August 2010 (you will receive confirmation from your administrator and the examinations office), the examinations may not necessarily be in the same format as the original exam.

## **Absence from Examinations**

If you are absent from any part of an examination you must inform your Programme Administrator of the reasons without delay. **Failure to attend an examination at the correct time will result in a mark of ZERO being recorded for the examination, with the possibility that this may result in you failing the programme.**

**Failure to read the examination timetable correctly will not be deemed an acceptable reason for missing an examination and a mark of zero will therefore be recorded for an examination missed in these circumstances.**

If you are unable to sit your examinations due to serious illness or other substantial mitigating circumstances, you may request an interruption of study. However, you cannot normally interrupt your programme once you have started an examination period. If in doubt, contact your Programme Administrator without delay.

If you are unable to sit one or more examinations due to serious illness or other substantial mitigating circumstances but decide not to request an interruption of study, you must submit in writing the reason for the absence together with certified evidence (e.g. a medical note) to the Board of Examiners via your Programme Administrator. The Board of Examiners will then make a decision based on the documentary evidence before it.

## **Late Arrival for an Examination**

You are not permitted to enter an examination room any later than **30 minutes** after the exam has started. You are also not permitted to leave the examination room during the first 30 minutes of an exam.

Provided you arrive within 30 minutes of the start of an exam, you will be allowed in to the exam room. You are not, however, allowed extra time to finish your paper at the end of the examination, nor are you permitted to continue the examination outside of the examination room.

If you are later than 30 minutes for your exam go straight to your administrator's office in person, as a matter of urgency.

## Examination Answers/Misuse of Examination Answer Books

Each examination paper will clearly state the number of questions you are expected to answer. **Please remember, you cannot get additional marks by attempting more than the specified questions.** The examiners have instructions to only mark the required number of questions, taking them in the order in which they appear in the answer book. For example, if you are required to answer three questions, but you answer four questions, only the first three questions will be marked. You should clearly cross out any questions which you do not wish to have marked.

It is forbidden to use any writing paper other than the official answer book during an examination or to tear pages out of an examination answer book. To do so is a serious breach of examination regulations and subject to the University of Manchester disciplinary action.

### Illegible Handwriting

Any parts of an assessed piece of work (e.g. an examination script, an essay, etc.) which are agreed as illegible by first and subsequent markers will be marked at zero. If you are not able to complete assessed work legibly due to a documented medical or physical condition, then appropriate arrangements will be made as for other documented medical conditions. If you are in this situation, please contact the Disability Support Office for details of additional support.

### The Use of Calculators in Examinations

You may only use calculators in University examinations when specific authorisation for their use appears on the examination question paper.

All calculators must be battery-operated (or solar-powered) and silent. You are responsible for providing batteries for their calculators.

Calculators with facilities for storing and retrieving text are not permitted. Calculators or other devices capable of acting as a calculator which have a full range of alphabetic keys (i.e. A-Z) are **NOT** permitted; devices with keys in the range A-F for use with hexadecimal numbers are permitted.

Portable computers are not permitted.

Devices capable of communicating directly with other similar devices are not permitted.

Departments may decide that there should be particularly restrictions on calculators in individual examinations, or extensions to these provisions, where this is required by the subject matter or method of examination. Where this is the case, specific and clear instructions must be given in the rubric at the head of the examination paper.

If you are found using an unauthorised calculator in an examination you will be reported for suspected cheating. The device will be immediately confiscated and the University is under no obligation to issue you with a replacement device for the remainder of the examination.

For details of the University's policy on the use of calculators in examinations, please see:

<http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/sectiond-theprocessofassessment/useofcalculatorsinexaminations/>

## The Use of Dictionaries in Examinations

**Language translation dictionaries:** The only people allowed to use language translation dictionaries (defined for this purpose as dictionaries which simply give equivalent words or phrases in two languages, without further explanatory text or description) are those who are visiting students (e.g. exchange scheme students) who will **not** obtain a degree or other qualification from the University **and** whose first language is not English.

If you fall into this category, you must obtain a letter from your Programme Administrator which confirms your status as 'visiting'. This letter must be taken to all examinations to certify that you may use a translation dictionary. Language translation dictionaries must be unmarked.

**Scientific or other specialist dictionaries:** These may **not** be used by any student, unless a specific instruction to the contrary is given in the rubric at the head of an examination paper.

**Electronic dictionaries:** These may be used only by students who have been registered by the University as suffering from dyslexia, or a similar disability.

Departments may decide that there should be particular restrictions on the use of dictionaries, or extensions to these provisions in individual examinations. In such cases clear instructions will be given in the rubric at the head of the examination paper.

If you are found using a dictionary without a letter of permission, or using a marked dictionary, you will have the dictionary confiscated for the duration of the examination and may be reported for suspected cheating. If a dictionary is confiscated, the University will be under no obligation to issue you with a replacement dictionary for the remainder of the examination.

For details of the University's policy on the use of dictionaries in examinations, please see:

<http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/sectiond-theprocessofassessment/useofdictionariesinexaminations/>

## Mobile Telephones

Please note that mobile telephones are not permitted in the examination rooms.

## **Unfair Practice in Examinations**

Regulation XX of University policy makes it clear that cheating (the 'use of attempted use of unauthorised materials or unfair means in connection with an examination') renders you liable to disciplinary proceedings which may lead to expulsion from the University. For full details of the University's policy on unfair practice in examinations, please see:

<http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/sectiond-theprocessofassessment/policyonexaminations/>

## **Remarking Of Examination Papers and Coursework**

It is the policy of MBS not to selectively remark examination papers or coursework on request. Examination papers and coursework will only be remarked where the Chair of the Board of Examiners has good cause to believe that there has been a marking irregularity. Such circumstances would normally be very exceptional.

Please note that there is no right of appeal against academic judgement. For details of the University's appeal policy, please see:

<http://www.studentnet.manchester.ac.uk/policies/?letter=A>

## ACADEMIC MALPRACTICE

As a student, you are expected to co-operate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. At the very *least* a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. MBS will give you advice on how to avoid academic malpractice in the context of your discipline and will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

### Plagiarism

**Plagiarism** is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:

- i) the ideas and work of other people that you may have quite legitimately exploited and developed, and
- ii) the ideas or material that you have personally contributed.

To assist you, here are a few important do's and don'ts:

**Do** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

**Don't** construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of

words in order to analyse or criticize them, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. '[These] results suggest... that the hypothesis is correct.' It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

**Do** attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate *ask your tutor or the course unit coordinator for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.

So far plagiarism has been described as using the words or work of someone else without proper attribution. However, it could also include a close paraphrase of their words, a minimally adapted version of a computer program, a diagram, a graph or an illustration etc, taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

**Remember:** no matter what pressure you may be under to complete an assignment, you should *never* succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

The School reserves the right to reserves the right to submit any work handed in by students for assessment to electronic systems for detecting plagiarism or other forms of academic malpractice. This includes the JISC plagiarism detection service, details of which can be found at:

<http://www.campus.manchester.ac.uk/elearning/eassessment/plagiarism/>

## Collusion

**Collusion** is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student do not deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes all members of a team may receive the same mark for a joint piece of work. Whereas on other occasions, team members will receive individual marks that reflect their individual input. To avoid any risk of unwitting collusion you should always ask for clarification *before* submitting any assignment, if it is not clear on what basis your work is to be assessed.

Please see university web page:

<http://www.studentnet.manchester.ac.uk/policies/?letter=C>

## Fabrication or Falsification of Results

For many students, a major part of their studies involves laboratory or other forms of practical work. They often find themselves undertaking such activity without close academic supervision. If you are in this situation you are expected to behave in a responsible manner and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification and that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. If you do you lay yourself open to the charge of **fabrication** or **falsification** of results.

## Finally...

Any academic malpractice you commit will result in you losing out on valuable feedback from academics and will impede on your personal and intellectual development. Not completing and understanding your Programme fairly will lead you to flounder later on in your career when you are required to demonstrate your knowledge.

Please note that if you are suspected of any form of academic malpractice, your case will be reviewed initially at School level and may be referred to either the Faculty or

University level depending on its severity. For details of the procedures that follow a case of suspected plagiarism or other form of academic malpractice, please see:

<http://www.studentnet.manchester.ac.uk/policies/>

# YOUR DISSERTATION

## Writing Your Dissertation

Every dissertation should embody a statement of the objectives of the investigation and a full description of the project work, the research methods employed, and a discussion and presentation of the results obtained.

The dissertation should be written in a style that may be characterised as being both thorough and explicit. That is, the candidate should avoid skimming over details of theoretical analysis, data compilation, features of other published studies in the same area of research, and so on. Any special difficulties encountered in the course of the work should be described fully, together with the means adopted for overcoming them.

At the same time, the style should be kept reasonably concise and focused. Irrelevant detail, excessive wordiness and tangential arguments should be avoided.

The style should usually be objective rather than subjective. There should not be any use of polemical statements.

A satisfactory dissertation should demonstrate:

- i) An ability to carry out original work.
- ii) Familiarity with the work done by others in the field of enquiry to which the dissertation relates, as well as a thorough understanding of both the nature of the problems that lie at the focus of that work and of the research methodologies employed in the related literature.
- iii) An ability to criticise and evaluate the work described in the related literature and your own work as reported in your dissertation.
- iv) An ability to write a complete report of the project work in good English, in a logical order and in your own words.

The final version of the dissertation should be free of typing and spelling mistakes. Modern word processing packages, such as Word, can check spelling and identify poor grammar. Examiners may tolerate, at their discretion, a small number of errors. However, a large number of spelling mistakes and errors in grammar may be cited by examiners as a reason for stating that the dissertation had been judged as not reaching Masters standard.

The thesis should contain all the necessary diagrams, formulae, tables, charts and bibliography. These items must be clearly presented with appropriate identifying information (titles, equation numbers, labels etc). Sources of data must be given in full detail.

A basic structure to a typical dissertation will usually include most of the following elements:

**Abstract:** a short statement (no more than 300 words) outlining the nature of the project and summarising the main findings and conclusions.

**Introduction:** brief statement of problems and objectives. What are the purposes and aims of the dissertation?

**Critical Review of Relevant Research:** This section is often called the literature review. This is a very important section and one that should receive a great deal of attention from you in its preparation. The review should be structured in some meaningful way. A recitation of brief synopses, listed in chronological order, is not an appropriate way to review the literature. It is necessary to draw attention to research themes in the literature, or an analysis of papers according to competing methodologies for comparison. A good literature review will be comprehensive, critical and informative. It will conclude by identifying the intended contribution your research will make to the current literature.

**Development and Description of Your Research Framework:** This is the research methods/methodology section of the dissertation. Its content will differ depending on the particular research undertaken. You may use this section, for example, to explain and develop researchable concepts, formulate models for estimation (on some programmes) or describe hypotheses to be investigated by specified techniques or procedures.

**Data:** sources and methods. Methods of compiling, adjusting and transforming data must be described in full detail. For example, methods of interpolation or seasonal adjustment (if applicable) should be explained and described. Details of questionnaire design and delivery must be described, if applicable. Data problems and data transformations/adjustments must be described.

**Empirical Results:** description, interpretation and evaluation.

**Conclusions:** summary of main findings. Comparison with other published research. Discussion of strengths and weaknesses of the candidates own, reported research together with its implications for future research and/or any practical implications for management or government policy.

**Discussion of strengths and weaknesses** of the candidate's own, reported research. Implications for future research. Practical implications, for example, for management or government policy.

**Bibliography:** references should be entered in an appropriate format (see below for examples). Candidates must check to make sure that no references are missing from the bibliography. As with spelling/typing mistakes and poor use of English grammar, omission of references can cause the award of the degree to be deferred.

**Appendices** (where necessary): For example, many examiners believe that it is good practice for candidates to provide in an appendix a full listing of all data sources used in a project (if that is appropriate and feasible).

**Referencing:** There are different acceptable referencing styles. Professional journals and scholarly books provide examples of different acceptable styles. MBS requires students to follow a variation of the Harvard Style of referencing for **all submissions for assessment, not just the dissertation**, as follows:

References to publications in the text or footnotes, other than to newspapers, magazines, or popular periodicals, should be as follows:

'Smith (1992) reports that ...', "Chan et al. (1995) content analyse ...", "(see Fama and French, 1994)'.

Note that "*et al.*" can be used where there are more than two authors and you are referring to the article for a second or further time. Note also that if the passage that contains the citation is already in parenthesis, we normally omit the parenthesis around the year of the reference. Finally, when you are referring to a very specific point in an article that is incidental to its main contribution, or when you include a quotation from an article, you should give the specific page reference to where this can be found in the original article. For example, "... Beaver (1996, p. 45) refers to ...". You should not list references separately in footnotes. If the footnote itself includes text that contains a reference, you then follow the same procedures as in the main text.

You *must* make sure that *all* references appearing in your main text (and footnotes) are listed in the list of references at the end of the main text. The reference list must be in alphabetical order of the first author's surname. Examples of types of references are as follows:

**For books or monographs:**

Author(s)  
Year (in brackets)  
Title (underlined)  
Edition (in brackets)  
City of publication  
Publisher

Example:

Pindyck, R.S. and Rubinfeld, D.L. (1991), Econometric Models and Economic Forecasts, (3rd edition), New York: McGraw-Hill.

**For contributions to collective works:**

Brunner, K., Meltzer A.H., (1990), Money supply. In: Friedman, B.M., Hahn, F.H. (Eds.), Handbook of Monetary Economics, Vol. 1. North-Holland, Amsterdam, 357–396.

**For periodicals:**

Author(s)  
Year (in brackets)  
Title (between apostrophes)  
Journal name (underlined)  
Volume number, issue number  
Page numbers

Example:

Acton, J.P. (1975), "Non-monetary factors in the demand for medical services: some empirical evidence". Journal of Political Economy, 83:3, 595-614.

**For references on the web:**

Mauboussin, M.J., 1999. Get real: using real options in security analysis. Credit Suisse First Boston Corp., <http://www.capatcolumbia.com/frontiers/Fof10.pdf>

Where the reference list contains more than one source from the same author(s) for the same year they should be distinguished by 2000a, 2000b, etc.

### **References to newspapers, magazines, and popular periodicals:**

These should not appear in the reference list, but should be referred to in the text or footnotes as follows, 'The *Financial Times* (20 June 2001) reported that ...', 'Observers also criticized the extent of Gent's control over Vodafone (*Economist*, May 2000).'

MBS does not specify a required, standard length of dissertation for the content varies with the nature of the project. However, dissertation lengths normally range between 12-25,000 words depending on the discipline. For more detailed guidelines on dissertation length, please refer to your Programme Administrator or Programme Director.

## **Supervision of Your Dissertation**

### **Faculty of Humanities**

### **Guidelines on the Supervision of Dissertations**

#### **Background**

The dissertation forms a substantial component of Masters' level Degree Programmes, the bulk of which will be independent study. Regulation XIX – Academic Appeals states that a student may make an appeal on grounds alleging 'that the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected.' It is, therefore, essential that we ensure that our students are adequately supervised.

Detailed below are the expected responsibilities of the supervisor, student and School in relation to the dissertation / project element of the Masters' degree programme. Although practice on the supervisor-student relationship varies between Schools, the principles to be applied are the same, whether individual or group supervision.

#### **1. The Supervisor's Responsibility:**

The role of the dissertation supervisor is to provide guidance and advice. Dissertation supervisors are not responsible for proof-reading student's work. They may or may not read individual draft sections, but are not obliged to read or approve the whole dissertation. Feedback from reading students work is formative and does not predetermine or prejudge the final examination of the submitted dissertation.

Responsibilities of the dissertation supervisor normally include:

***Administration of Dissertation Process:***

- Establishing a clear relationship between all parties if there are two (or more) supervisors
- Maintaining contact through meetings (specifying how many the student is entitled to)
- Informing the student of any periods of holiday or work-related absence during the supervision period
- Being accessible at other appropriate times e.g. by email or during office hours
- Informing the student if he / she cannot make a supervision that has been arranged, except where circumstances make this unfeasible
- Maintaining a suitable record of supervision meetings, including dates, action agreed and deadlines set

***Choice:***

- Discussing the choice of dissertation or project topic with the student to make sure that the project / research is feasible within the time available
- Advising on the writing of any outline and proposal required and the selection and submission of a title

***Planning:***

- Discussing the design and adequacy of methods
- Giving guidance about the nature of the dissertation / project and, where possible, suggesting dissertation / project reports of former students as examples

***Execution:***

- Giving guidance on search techniques and on necessary reading

**Guidelines on the Supervision of Dissertations**

- Giving guidance on the planning of empirical work
- Giving guidance on the development of chapters
- Giving guidance on conventions of dissertation writing
- Assisting the student in managing the timetable of the project
- Assisting the student in identifying when problems are liable to be encountered and how they might be tackled
- Identifying any health and safety requirements related to the project which must be adhered to and to ensure proper risk assessments are conducted where required
- Making the student aware when progress on the dissertation is below the standard expected and giving guidance on how the problem should be rectified
- Informing students who require additional help with language skills, where such help can be sought
- Drawing to students attention policies and regulations relating to the conduct of research, including ethical considerations

**Writing-up:**

- Responding to first drafts of chapters in reasonable time with constructive feedback, normally within three weeks of receipt
- Ensuring that the student is aware of policies and regulations relating to the reporting of research and the implications of misconduct and plagiarism

**Completing:**

- Giving advice on the necessary completion dates for successive stages of the work so that the dissertation may be submitted by the published submission date
- Advising the student about the need to submit formal requests for interruptions/extensions as required

**2. The Student's Responsibility:**

Students should note that they are responsible for their work and that the role of the supervisor is to provide guidance and advice. Students may NOT expect their supervisors to provide detailed feedback on more than one draft of each chapter or to correct spelling, grammar, punctuation etc. It remains the sole responsibility of the student to ensure that all requirements of the dissertation are met.

The responsibilities of the student normally include:

**Administration of Dissertation Process:**

- Arranging meetings with his/her supervisor(s) (taking account of any periods of holiday or work-related absence during the supervision period)
- Keeping appointments with his/her supervisor(s), or informing his/her supervisor(s) where this is not possible
- Discussing with his/her supervisor(s) the type of guidance and comments s/he finds most helpful
- Ensuring a professional relationship with his/her supervisor is maintained at all times
- Maintaining a suitable record of supervision meetings, including dates, action agreed and deadlines set
- Preparing adequately for meetings with his/her supervisor(s)

**Guidelines on the Supervision of Dissertations**

- Attending and participating fully in any courses related to the dissertation element of the programme provided by the School
- Discussing issues arising from feedback and taking appropriate action
- Maintaining the progress of the work as agreed with his/her supervisor(s)
- Raising problems or difficulties with his/her supervisor(s)
- Making his/her supervisor(s) aware of any circumstances likely to affect his/her work
- Giving his/her supervisor(s) due warning and adequate time for reading any drafts

- Being familiar with University / Faculty / School regulations and policies that affect him/her
- Submitting the masters' dissertation title and ethical approval form to the relevant office by the due date specified  
(<http://www.humanities.manchester.ac.uk/infoforstaffstudents/academicsservice/s/pgteaching/ethicalapproval/>)

#### ***Writing-up:***

- Ensuring that the final dissertation is written in accordance with requirements relating to the correct use of English language and presentation of tables, references, figures etc.
- Where necessary arranging for the completed dissertation to be proof-read and ensuring that this is done in adequate time to allow submission by the required date
- Checking the completeness and accuracy of the text of the dissertation/ project submitted
- Ensuring that submitted work is their own (i.e. avoiding plagiarism)
- Ensuring adequate time for the binding of the dissertation

#### ***Completing:***

- Submitting the dissertation to the appropriate office by the specified submission date specified
- Informing his/her supervisor of the need for formal extensions or interruptions to the period of study and to ensuring that such extensions or interruptions are applied for in the appropriate way

### **3. Responsibilities of the School include:**

#### ***Administration of Dissertation Process:***

- Establishing the minimum number of formal 'supervisory sessions' a student is entitled to
- Publishing in handbooks relevant information about supervisory practice
- Providing information about the procedures by which a student may make representation if they feel that the work is not progressing satisfactorily for reasons outside their control
- Establishing and disseminating a mechanism whereby a student is able to request the possibility of changing the supervisor if an effective working relationship is not established, or if the supervisor is unavailable for long periods of time e.g. due to illness, sabbatical leave, if the supervisor moves to a new post at another institution etc
- Liaising with supervisors and resolving, where possible, any individual difficulties
- Resolving difficulties, which are the responsibility of the School (e.g. major equipment breakdown)
- Ensuring Research Council guidance is followed, when appropriate, in respect of facilities to be made available (study space, library, appropriate research Environment, etc).
- Having in place published procedures for the consideration of ethical declarations
- Ensuring assessment procedures have internal consistency

## **Guidelines on the Supervision of Dissertations**

- Handling any appeals from a student alleging inadequate supervision in accordance with the University's appeals procedure (<http://www.campus.manchester.ac.uk/staffnet/policies/academicappeals/>)

## **Submitting Your Dissertation**

Dissertations should be submitted in accordance with the information set out in the University's Guidance Notes for the Presentation of Dissertations. This may be found in Appendix A at the back of this handbook.

Dissertation or project submission dates will normally be 51 weeks after the start of the programme. Please see Section Two for the exact date for full time students. If you are studying part-time, you should contact your Programme Administrator for confirmation of your submission date. You are required to submit the dissertation by the given date, unless you have applied for, and been granted an extension for extenuating circumstances.

If you fail to achieve the Masters level pass grade of 50% for your dissertation, you will normally (at the recommendation of the Board of Examiners) be allowed one resubmission and this will normally be within four months of the date of the publication of your results. However this is not guaranteed and the Board of Examiners in agreement with the External Examiner, (see further details below) may exceptionally decide not to allow resubmission and the Faculty will agree that the grounds for not allowing a resubmission are justified. Please note that there is an additional fee for resubmission of a dissertation, details of which may be found in Section One of this handbook.

If you achieve a dissertation mark of between 40-49% on your first submission, at the discretion of the Board of Examiners (see above) you may accept the award of Postgraduate Diploma with no further work required. Alternatively you may choose to resubmit the dissertation. If you achieve a grade of below 50% for a resubmitted dissertation, you will be awarded a Postgraduate Diploma.

The maximum mark to be awarded for resubmitted dissertations is normally 50% for the Masters degree.

Note: You may exceptionally be required to attend an examination, orally or otherwise, in the subject of your dissertation or project report, or a related matter.

## Electronic Thesis and Dissertation (ETD) Submission

It is a University requirement (from 1 November 2009) that all students registered for a Masters level programme are required to submit an electronic version of their dissertation (or equivalent) in addition to the bound paper copies. All the rules and guidelines on the formatting etc must be adhered to (<http://www.staffnet.manchester.ac.uk/documents/?letter=G>)

The bound paper copies of the dissertation (or equivalent) must be printed from the submitted electronic version and include an automatically generated cover page. It is your responsibility to ensure that the paper copies are a true and accurate representation of the electronic submission.

You will need to submit an electronic copy of your dissertation (or equivalent) in pdf format via the University's Student Portal; there is a dedicated ETD Submission portlet. Full details of how to do this, along with a set of frequently asked questions can be found at: <http://www.manchester.ac.uk/escholar/etd>

It is essential that you complete and submit the Notice of Submission Form by (insert date); this triggers the administrative process that ensures that your dissertation (or equivalent) can be submitted electronically; you will not be able to submit electronically until after this time. It is important that you check your University email account regularly as you will be automatically sent an email notifying you when you can submit your dissertation electronically.

If your dissertation (or equivalent) contains elements which are non digital (e.g. large hand drawn maps, performances etc) you are required to submit the text based elements electronically, as above, with a full description of the non digital elements of the submission. Multi-media files that form part of your dissertation (or equivalent) should be submitted in a suitable format (i.e. CD Rom) and placed in a pocket inside the back cover of the paper version of your dissertation (or equivalent)

You are required to submit both the electronic and paper copies by the submission deadline (insert date) otherwise the late submission penalty will be applied. The bound paper copies should be submitted to (*insert info*)

In line with the University's PGT Regulations students will normally be allowed one resubmission of a failed dissertation (or equivalent) providing that certain criteria has been met. If it has been approved that your failed dissertation (or equivalent) can be resubmitted then you will be required to submit this electronically as well as bound paper copies as above.

Upon submission of the electronic dissertation you will be asked to give permission for your dissertation to be made freely available to anybody with access to the World Wide Web i.e. to be made open access. If we consider that your dissertation is suitable to be made open access (not all dissertations will), and you have given permission, then your dissertation will be added to the library catalogue to be made available on the World Wide Web. Further information on open access can be found on the FAQs webpage at: <http://www.manchester.ac.uk/escholar/etd>

If you have problems logging-in to the Student Portal you should contact:

For MBS contact specialist the MBS IT Service Desk

IT Services

Room 3.79 MBS West

Tel: 0161 275 6321

Email: [itservices@mbs.ac.uk](mailto:itservices@mbs.ac.uk)

## MINIMUM WORK AND ATTENDANCE

Unlike many undergraduate programmes, attendance at all course unit sessions at postgraduate level is **compulsory**. The only reason for non-attendance is on health or compassionate grounds.

University regulations require that the Programme Committee responsible for the management of the Programme scrutinises the work and attendance of each student in order to ensure that they are satisfying the requirements laid out in this handbook. If we are concerned about your work and attendance we will write to you asking you to take immediate steps to improve your work and attendance. If an improvement is not forthcoming the Programme Committee is empowered to exclude you from submitting assessments and taking part in examinations. These requirements are in your own interest: although success at Masters Level relies a great deal on independent study conducted outside classes, it is also particularly difficult to catch up parts of the course missed through absence from sessions.

If you are going to miss a session due to illness please telephone your Programme Administrator beforehand or as soon as is practicably possible. If you are going to be ill for more than a couple of days, you will need to either self-certify your illness or provide a sick note from your doctor (see below). Without this we cannot take illness into account at a later date (for instance, at the Examiners Meeting, or in discussions with your funding body). If at all possible, please phone or email the Programme Administrator in advance if you are going to miss a session. You may find details of the University's policy on Work and Attendance of Students at:

<http://www.studentnet.manchester.ac.uk/policies/?letter=W>

### Cancellation of Class Sessions

We endeavour not to cancel sessions except through illness. Where this occurs we will make every reasonable effort to communicate this with you at the earliest possible opportunity. It is not our policy to reschedule teaching sessions for reasons other than staff illness but in an exceptional case where this becomes necessary (e.g. lack of availability of an external speaker) we will aim to give you at least one week's notice.

### Part time Employment

Whilst we appreciate that many students are constrained to take part-time employment to help fund their studies, and indeed the University regulations allow for a limited amount of part-time work, full-time students must not allow employment to get in the way of their full-time studies. Teaching sessions or supervision meetings may be scheduled at any time between 8.00am and 6.00pm Monday-Friday and students should therefore not take up any paid work within these hours. Absence, late arrival or leaving early in connection with employment will be considered as non-attendance.

### Programme Duration and Holidays

Unless you are registered as a part-time student, the programme (like all Postgraduate Taught Programmes) is **full-time** over the period of **one year** from

September to September. No lectures are timetabled during the Christmas and Easter vacation periods but you will almost certainly have to do work (reading or essay preparation) for some of these periods. Holidays should only be taken in these two vacation periods. **There is no formal summer vacation period for postgraduate students.** This is a very intensive programme of study and you should therefore limit summer holidays to no more than two weeks. Holidays will not be an acceptable reason for non-attendance at dissertation progress meetings.

### **Study away from Manchester**

During the dissertation phase, you may wish to study away from Manchester. You must have the prior permission of the Programme Director, the School, and your dissertation supervisor to do this. You must provide full contact details in advance and have negotiated a practical way of keeping in touch with your supervisor and providing work in progress for comment.

## **PERSONAL MITIGATING CIRCUMSTANCES AND ILLNESS**

If you feel that your examination performance (including coursework assessment) has been or will be affected by medical, family or other personal troubles you must inform your Programme Administrator or Programme Director, in writing, of the nature of the circumstances. Medical evidence must be certified by a doctor. All evidence or other mitigating circumstances (other than a doctor's note) from a third party must be submitted by you. Any unsolicited material will be sent back to the sender, with an indication that the School will not accept it unless it is verified by, acceptable to, and submitted by you. Examples of such material would include letters about your health or personal problems sent direct by your relatives or friends.

Please also note that we are not permitted to give out any of your details to anyone else apart from you. You may authorise a third party to act as your 'agent', but unless this authorisation is given by you in writing, we are not able to discuss issues (medical, academic or anything else) relating to you with them. This includes people such as employers, sponsors and even your parents!

### **Certification Of Illness**

Please remember to check with your chosen healthcare practice that they are prepared to issue medical notes to students for consideration at Examiners' Boards. Not all are prepared to do this so please do not register with a practice or health centre that refuses to provide this service.

It is a requirement of your registration with the University of Manchester that you register with a local doctor (general practitioner or GP). A list of GP practices can be obtained from the Student Health Centre, any University hall of residence or a local pharmacy. Please note that according to guidance issued by the General Medical Council it is not regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.

You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health. You should also consult your GP if illness keeps you absent from the University for more than 7 days including weekends. If you do

consult a GP and they consider that you are not fit for attendance at the University, then you should obtain a note from the doctor to that effect or ask them to complete Part III of the University form 'Certification of Student Ill Health' (your GP may charge for this service). Copies of the form are available at local GP surgeries, halls of residence and from your Programme Administrator. You should hand this certificate to your Programme Administrator at the earliest opportunity

If your condition is not sufficiently serious to cause you to seek medical help, then **the University does not require you to supply a doctor's medical certificate unless you are absent from the University due to illness for more than 7 days** (in which case see above). You must however contact the School as soon as possible and self-certify your illness (that is complete and sign Part 1 of the 'Certification of Student Ill Health' form to state that you have been ill) as soon as you are able to attend the School. You should do this if your illness means you are absent from the University for any period up to 7 days or if you are able to attend the University but feel your illness is affecting your studies.

You then must give the 'Certification of Student Ill Health' form to your Programme Administrator who will pass it to your course unit convenor or dissertation supervisor so they can use Part II to record the advice given to you and/or that you appeared to them to be unfit to perform to your potential. Repeated self-certification (on three or more occasions) will normally result in you being referred to the University Student Health Service for assessment.

If you are unwell and feel unable to attend the University to take a compulsory class, assessment or examination then you must seek advice by contacting your Programme Administrator at the School immediately, in person, through a friend or family member, or by telephone or email. This is to ensure that you understand the implications of being absent and the consequences for your academic progress, which might be quite serious. You must do this as soon as possible so that all options can be considered and certainly **no later than the day of your compulsory class, assessment or examination**. If you do not do this then you will normally be considered to have been absent from the class without good reason, or to have taken the assessment or examination in which case you will be given a mark of zero. Depending on the circumstances, you may be asked to self-certify your illness using the 'Certification of Student Ill Health' form and your course unit convenor or supervisor in the School will use Part II to record advice given and/or that you appeared to be unfit to perform to your potential. This form must be completed and handed in to your Programme Administrator.

If you feel unwell, but proceed with an assessment or examination and feel that your performance has been impaired you must inform the School about this **on the day** of the assessment or examination and hand your Programme Administrator a completed 'Certification of Student Ill Health' form. If you leave this until later it will not normally be possible to take your illness into account when assessing your performance. If you are taken ill during an examination, you should be referred to the University Student Health Centre. The doctor or nurse who sees you will, at your request, complete the 'Certification of Student Ill Health' form and send it to your Programme Administrator

If, as a consequence of your illness, you wish to seek an extension to a deadline for submitting assessed coursework, you must complete a 'Certification of Student Ill

Health' form and discuss it with your Course Unit Co-ordinator or dissertation supervisor in the School. In normal circumstances, the application for extension must be made **BEFORE** the deadline and not retrospectively.

You may be under occasional and ongoing medical attention that affects your studies. If so, you should obtain a letter from your physician and this must be given to your Programme Administrator in the School before the relevant examination period if you wish your condition to be taken into account as an extenuating circumstance.

If you are found to have been deceitful or dishonest in completing the 'Certification of Student Ill Health' form you could be liable to disciplinary action under the University's General Regulation XX: Conduct and Discipline of Students which may be found at:

<http://www.studentnet.manchester.ac.uk/policies/?letter=C>

## **WITHDRAWING FROM OR INTERRUPTING YOUR PROGRAMME**

If you are considering withdrawing from your programme, you are strongly advised to discuss the situation with your Programme Administrator (in the first instance), Programme Director or Personal Tutor prior to making a final decision. We have experience of students considering whether to continue and we have found that problems may often be solved without withdrawing. The Academic Advisory and Counselling Services are also highly experienced in talking through options (see Section Four for contact details).

If you are unable to continue your studies due to serious illness or other serious circumstances, you may request an interruption of study. However, you cannot normally interrupt your programme once you have started your examinations.

If you wish to seek an interruption of study, you should discuss the matter with your Programme Director and provide him/her with written medical or other evidence in support of your request to interrupt. You will be notified in writing if and when the interruption is approved.

Students normally interrupt for one full year, from the time that they can no longer attend due to mitigating circumstances/medical reasons, e.g. a student interrupting in January would return to the School to complete the programme in the following January.

Students who are granted an interruption due to mitigating circumstances/health problems are allowed to carry forward coursework and examination marks obtained before the interruption began, but have to complete the remaining requirements for coursework and examinations on their return.

**Such interruptions are not granted lightly. Students may find it difficult to adjust on returning the following year; their colleagues will have moved on and the contents of some of the Course Units may well have changed. That is why this course of action is only considered in exceptional cases where there are serious problems, medical or otherwise, which dictate consideration.**

Guidelines on Interruptions can be found at:

<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/guidelinesandpolicydocuments/index.html>

## **CONDUCT AND DISCIPLINARY MATTERS**

University General Regulation XVII defines types of behaviour which may lead to disciplinary action being taken against students who are in breach of the regulation. Misconduct can be defined as the improper interference, in the broadest sense, with the proper functioning or activities of the University or of those who work and study in the University, or action which otherwise damages the University or its reputation. The Regulation on Conduct and Discipline of Students does not cover action against students following failure in examinations or failure to meet other academic requirements. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty. Any enquiries about issues relating to student misconduct in the Faculty of Humanities should be referred to the Head of Faculty Academic Services in the Faculty of Humanities Office (telephone: 275 0284, email: [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)).

For full details of the University's policy on conduct and discipline of students, please see: <http://www.studentnet.manchester.ac.uk/policies/?letter=C>

## **ACADEMIC APPEALS**

University General Regulation XIX defines a number of decisions affecting a student's academic progression against which students might wish to appeal. These include expulsion from the University, exclusion from a programme of study, or the result of assessment or award of a particular degree classification. There are specific grounds on the basis of which an appeal may be made which are as follows:

An appeal may be made only on grounds alleging:

- i) that there exists or existed circumstances affecting the student's performance of which, for good reason, the board of examiners or committee may not have been made aware when the decision was taken and which might have had a material effect on the decision (Note: if students wish to appeal on such grounds, they must give adequate reasons why this information was not made available prior to the decision being made);
- ii) that there had been a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred;
- iii) that there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;

- iv) that the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected.

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a student's academic performance or professional competence shall not be permitted.

Before proceeding to formal appeals, students are strongly advised to try to resolve the matter with an appropriate person in their School. If this fails, then the formal appeals procedure may be invoked by contacting the Head of Faculty Academic Services in the Faculty of Humanities Office (telephone: 275 0284, email: [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)).

For full details of the University's policy on academic appeals, please see:

<http://www.studentnet.manchester.ac.uk/policies/?letter=A>

## **STUDENT COMPLAINTS**

The University defines a complaint as 'an expression of dissatisfaction which merits a response.' Most complaints can be resolved informally, and where practicable, a complaint should be dealt with as close as possible to the point at which it arises. The complaint should therefore be made initially to the appropriate member of staff who seems best placed to deal with the matter. This would normally be the Programme Director, Administrator or Course Unit Co-ordinator, though you may wish to informally discuss any concerns with your Personal Tutor beforehand.

You should normally expect to receive a written or verbal acknowledgement within five working days and a full response within fifteen working days of receipt of the complaint.

If you are not satisfied with the response at the informal stage, you may initiate a formal complaint by completing a Complaints form (available from your Programme Administrator, Student's Union, Student Services Centre or at the following web address where full details of the complaints procedure may be found.

<http://www.studentnet.manchester.ac.uk/policies/?letter=A>

Please note that the complaints procedure covers issues concerning the provision of programmes, or parts of programmes, services or facilities by the University or the actions, or lack of actions, by University staff. It does not cover matters relating to assessment and progression, nor complaints involving allegations of misconduct or harassment as these are covered by separate procedures. Any enquiries about issues relating to student complaints in the Faculty of Humanities should be referred to the Head of Faculty Academic Services in the Faculty of Humanities Office (telephone: 275 0284, email: [neil.ferguson@manchester.ac.uk](mailto:neil.ferguson@manchester.ac.uk)) to whom completed Complaints Forms should also be submitted.

# **SECTION FOUR:**

# **STUDENT SUPPORT**

Further details of student support may be found in the Student Guide which you should be given at registration at the main University. Please find below, however, brief details of some the support services available.

## **STUDENT SERVICES CENTRE**

The SSC is a major point of contact for most of the administrative tasks you need to carry out as a student, including registration/fees, documentation, loans and grants, exams and graduation. SSC is placed on Burlington Street between the library and the refectory. Opening times: Mon - Fri, 9:00 - 6:00.

Phone: 0161 275 5000                      Email : [ssc@manchester.ac.uk](mailto:ssc@manchester.ac.uk)  
<http://www.campus.manchester.ac.uk/ssc/>

## **ACADEMIC ADVICE AND INFORMATION**

The Central Academic Advisory Service (CAAS) is a confidential service offering consultation and information for students who wish to discuss any matters relating to their academic work or that may be affecting their academic progress.

Phone: 0161 275 3033                      Email: [caas@manchester.ac.uk](mailto:caas@manchester.ac.uk)  
<http://www.campus.manchester.ac.uk/academicadvisoryservice/>

## **THE COUNSELLING SERVICE**

The Counselling Service provides confidential and individual counselling for anyone who wants help with personal problems affecting their work or general well-being. It also runs specialist groups and workshops on problems such as self-esteem, confidence and academic pressure.

Phone: 0161 275 2864                      Email:  
[counsel.service@manchester.ac.uk](mailto:counsel.service@manchester.ac.uk)  
<http://www.studentnet.manchester.ac.uk/counselling/>

## **CAREERS GUIDANCE**

You are strongly encouraged to make use of the excellent information room at the Careers Service and to make appointments to see a Careers Adviser where appropriate.

Phone: 0161 275 2828 (University Careers Service)

The **MBS Specialist Masters Careers Liaison Team** assists all Specialist Masters students at Manchester Business School. Working closely alongside the University Careers Service, the aim is to ensure all students have the best opportunity to develop personally, become highly employable and access the most appropriate and up to date information to plan their future career.

You are strongly encouraged to attend the seminars put on by the Careers Liaison Team and also to make use of the excellent information at the Careers Service, booking appointments to see a Careers Advisor where appropriate

Phone 0161 275 0129 (MSB Specialist Masters Careers Liaison Team)

<http://www.studentnet.manchester.ac.uk/careers/>

## **THE DISABILITY SUPPORT OFFICE**

The Disability Support Office offers confidential advice and support to students with additional support needs arising from a disability, medical condition or specific learning difficulty. Services offered include:

- Advice to applicants and students
- Assistance with obtaining funding to support disability-related study needs
- Dyslexia screening
- Specialist equipment loan
- Referrals to an educational psychologist
- Provision of examination arrangements for students with an additional support need
- Study aid assessments for the disabled students' allowances
- Study skills groups for students with additional support needs

Phone: 0161 275 7512

Fax: 0161 275 7018

Minicom: 0161 275 2794

Email: [disability@man.ac.uk](mailto:disability@man.ac.uk)

<http://www.campus.manchester.ac.uk/equalityanddiversity/disability/>

## **STUDENTS' UNION ADVICE CENTRE**

The Centre can help with a wide variety of problems. It also provides legal advice for students through an appointments system with a legal adviser.

Phone: 0161 275 2946/7

<http://www.umu.man.ac.uk/advice>

## **NIGHT-TIME TELEPHONE LISTENING/INFORMATION SERVICE**

Nightline is a student-run listening and information telephone service, operation by the Students' Union. It offers students a point of contact throughout the night.

Phone: 0161 275 2983/4

<http://www.umu.man.ac.uk/nightline/>

Email: [nightmail@nightline.man.ac.uk](mailto:nightmail@nightline.man.ac.uk)

## **INTERNATIONAL STUDENTS' WELFARE OFFICER**

In addition to learning new skills, international students face the challenge of learning to live in a different society. Problems of communication are frequent. Occasionally the distance from home can lead to acute personal or financial problems. The School wants all students to be free to study without these difficulties. If you have a problem the first thing to do is see your Programme Administrator, Programme Director or Personal Tutor, **at the earliest opportunity**.

There is no need to feel isolated. The Students' Union has societies catering for most international students. In addition, the International Students' Welfare Officer, based in the International Office in the Beyer Building is available at all times to provide help, guidance and information to students from overseas. Students should phone first to make an appointment.

Phone: 0161 275 2196

**The International Society** also offers advice, information and a social base for students.

Phone: 0161 275 4959

<http://orgs.man.ac.uk/intsoc/>

## **MEDICAL ADVICE**

The Student Health Service in Waterloo Place offers an emergency and occupational health services to students. This includes contraception, travel advice and vaccinations for overseas travel. It is not, however a general practice and all students should register with a local doctor.

Phone: 0161 275 2858

<http://www.campus.manchester.ac.uk/healthandsafety/studentOH.htm>

## **THE UNIVERSITY LANGUAGE CENTRE**

All Management teaching in MBS takes place in the English language. There are no facilities for the presentation of teaching material or tutorials in any language other than English. All students are therefore expected to have attained a sufficient standard in English to enable them to understand the teaching material and to be able to effectively communicate with others. If you are at all concerned about the standard of your English, particularly if you think it will hinder your progress on the programme, you should discuss this with your Programme Administrator, Programme Director or Personal Tutor.

To help you, The University Language Centre offers a variety of English language courses throughout the year - before and during your period of study at Manchester. The Centre also provides support with in-session support classes in academic writing/listening and speaking/pronunciation and academic writing consultations.

Phone: 0161 306 3397

[www.langcent.manchester.ac.uk](http://www.langcent.manchester.ac.uk)

The University also offers Institution Wide Language Programmes known as LEAP programmes which are language courses available to students of any discipline within the University. Some are general language courses, and others are designed for special purposes (that is, for scientists, medical students and business students). If taken for credit, language courses are free, but there is a small additional charge if you take them as an 'extra'.

Phone: 0161 275 3141

<http://www.langcent.manchester.ac.uk/undergraduate/leap/>

## HEALTH AND SAFETY

It is the policy of the University of Manchester to pursue high standards of health and safety, beyond minimum compliance with legal requirements, and progressive improvement in the health, safety and welfare of its staff, students, visitors and all others who may be affected by its work activities. You may find the University of Manchester's full Statement of Health and Safety Policy at:

<http://www.campus.manchester.ac.uk/healthandsafety/policy.htm>

Within Manchester Business School (MBS), all accidents at work or study must be reported to MBS's Safety Adviser, Ms Joann Slater, room 5.04 Harold Hankins, telephone 0161 (27) 56422; email: [joann.slater@manchester.ac.uk](mailto:joann.slater@manchester.ac.uk)

An 'Accident Report Form' should also be completed and returned to the School Safety Adviser, who will conduct an investigation and report the accident/incident to the University. Copies of this form may be obtained from:

MBS West: Reception Desk (telephone 275 6303)

MBS East: Reception Desk (telephone 306 3404)

Alternatively a form can be found at:

<http://intranet.mbs.ac.uk/HealthandSafety/tabid/340/Default.aspx>

In the case of a serious incident (accident or otherwise), phone:

- (i) An appointed first-aider (details below) if immediate on-the-spot first aid and/or an ambulance is required;
- (ii) The University Security Service (27) 52728 if the incident occurs on the main University campus.

First Aid boxes are located as follows:

**MBS East:** Reception Desk, the Undergraduate Office (D22), the Staff Common Room (F22)

**MBS West:** Reception Desk, the Director's Office and the Porter's Lodge

**MBS Crawford:** General Office (M15)

**MBS Harold Hankins:** Room 4.17

The following staff are qualified first-aiders:

**MBS East:** Sarah Thew (D38, telephone 306 3331)  
Lesley Gilchrist (F14, telephone 275 6420)  
Matt Hubbard (MBS East Reception, 306 3404)

Basic First Aid Jean Lagan (F16, telephone 275 0538)

**MBS West:** Deborah Toth (Room 3.45, telephone 275 6540)  
Christopher Grave (Library, telephone 275 6499)  
David Downes (Reception, telephone 275 6303)  
Andrew Wilson (IT Services, telephone 275 6329)

Basic first Aid Lea Reilly (EDC MBS West, telephone 275 6361)  
Michelle Wigggett (MBA Centre, MBS West telephone 275 6308)  
Dr Charles Cui (3.31 MBS West, telephone 306 3461)

**MBS Crawford House:** First Aid can be obtained from MLP Careers & Employability Division located on 3<sup>rd</sup> Floor Crawford House

James Field (telephone 306 3161)  
Kirsty Hutchison (telephone 275 8100)  
Bridget Kik (telephone 275 4760)  
Pete Morris (telephone 275 2368)

**MBS Harold Hankins:** Contact MBS West Reception

There are signs located at all lifts advising of first aiders and their contact details.

Alternatively you can contact MBS West reception on 275 6303 and they will contact a first aider on your behalf.

Note: In respect of MBS East, Crawford House and Harold Hankins buildings, please contact the University Security Service (27) 52728 if the accident/incident occurs in the evening or at weekend.

**SECTION FIVE:**

**STUDENT  
REPRESENTATION  
AND FEEDBACK**

Although this section is entitled student representation and feedback, it really covers the general channels of communication between the Student Body and the School. An important aspect of the development of MBS and its programmes is ongoing discussion with you about improving course unit delivery and developing programmes and course units to meet your needs.

In terms of informal routes of communication you have access to the staff directly involved in delivering your programme – these are your Course Unit Co-ordinators, Programme Director, Personal Tutor and Programme Administrators who will all be happy to hear your comments. Some programmes will also invite you to a meeting with the External Examiner at which no staff are present and at which you can provide anonymous feedback.

More formally the School uses course evaluation questionnaires to assess the quality of its courses and you will also be required to complete an overall programme evaluation questionnaire when you submit your dissertation at the end of the programme. This feedback is taken into account by the Programme Committee when considering the design and delivery of the programme for future years.

MBS also has a system of student representation to ensure that the concerns (and compliments!) of the Student Body are heard. An effective system of student representation benefits both students and staff. The individual student representative benefits through increase of transferable skills; the wider student body benefits through having systematic input to the development of their programmes; and the School has students with a sense of ownership of their education.

The role of a student representative is to:

- Liaise between students and staff on matters of concern
- Provide two-way feedback on the quality of course units, programmes and teaching
- Promote active student involvement in the development of programmes

In order to fulfil these roles effectively, student representatives will, as a minimum, receive the following support:

From MBS:

- Specific information on the committee/body that they will be a member of
- Adequate notice of the meeting dates
- Information on other sources of support such as the Students' Union

From the Students' Union:

- General information on student representation within the University
- Professional training in areas such as committee and presentation skills
- The opportunity to attend meetings organised by the Union specifically for student representatives
- A drop-in advice service

***The Student's Union will deliver training on Friday 16<sup>th</sup> October 5:00 – 7:00pm (Venue to be confirmed) for all MBS student representatives 2009/10 – please contact The Academic Affairs Officer for details – [academic@umsu.manchester.ac.uk](mailto:academic@umsu.manchester.ac.uk) or if you have any questions regarding the role. .***

The committees listed below have postgraduate representation and are of particular relevance to students registered on Masters Programmes.

## **MANCHESTER BUSINESS SCHOOL BOARD**

### **Terms of reference**

Remit: to discuss and declare an opinion on any matter relating to the work of the School.

- To be able to report opinions to the Director, the Deans and, through the Registrar and Secretary, to Senate and the Board of the University
- To be able to review the research profile and activities of the school
- To be able to review the content and operation of academic programmes and student matters
- To be able to advise the Director on the management of resources, allocation of duties and on the School's strategic development

The Board dates for the 2009/10 academic year are not yet scheduled, however the Student reps will receive an email confirming the dates once they have been arranged.

One representative from postgraduate taught programmes may be elected to sit on this board.

One representative from postgraduate taught programmes may be elected to sit on this board.

## **POSTGRADUATE TAUGHT PROGRAMMES COMMITTEE (PGT COMMITTEE)**

### **Terms of reference**

Remit: to consider and decide upon issues regarding the design, content, delivery, assessment and management of programmes and to advise the School on strategic developments.

- To prepare and recommend regulations and codes of practice consistent with University and Faculty guidelines
- To examine and approve programme revisions
- To examine and make recommendations on proposals for new course units and programmes and for major new initiatives
- To consider major programme-related and student issues

- To take the lead in reviewing programmes in line with University and Faculty procedures and in preparing for and managing external reviews
- To be responsible for the efficiency and quality of the delivery of programmes
- To consider any other matters referred to it by Programme Committees
- To be responsible for approving and overseeing the governance, consultation and reporting arrangements for programme committees
- To keep under review the balance of administrative and academic responsibilities
- To promote the sharing of good practice between programmes and divisions
- To liaise with the Faculty PGT Committee

In 2009/10, the Committee will meet on Wednesday afternoons, however the dates are to be confirmed.

One PGT representative from each of the four divisions may be elected to sit on this board.

## **POSTGRADUATE PROGRAMME COMMITTEES**

### **Terms of reference:**

Remit: The programme committee is responsible for the structure, content, management and quality of a programme. The Programme Committee also undertakes the preliminary annual review of the programme which involves:

- An assessment of the aims
- An evaluation of the content and structure
- Consideration of other matters relating to programme management
- Consideration of students' views

There is a Programme Committee for each of your programmes which will meet 2-3 times per year. Dates will be confirmed with the student representatives in semester one.

Two student representatives per programme may be elected to sit on this committee.

## **STUDENT REPRESENTATION**

Postgraduate students are represented on each Programme Committee and on the PGT Committee and MBS Board. They have full voting rights and are encouraged to raise matters of interest and concern.

There is usually no difficulty in getting students prepared to act in this capacity; however, there are always those who, once elected, fail to attend meetings or are unable to attend. It is essential, if students are to have a voice in the management of the School, that representatives **do** attend, speak and report back. Word processing and photocopying services are available free to elected representatives for committee business to enable them to report back to and elicit opinions from students.

There is also an opportunity for students to become involved in representation at the Faculty level.

In common with other faculties the Faculty of Humanities is governed through a combination of bodies representing schools, staff and students. There are two bodies on which staff from all areas of the Faculty (academic and support staff) are represented. These are the **Faculty Meeting** held at least once a year for all staff in the Faculty and the **Faculty Committee**. The Faculty Meeting is consultative and involves all staff. The Faculty Committee is advisory and has members by virtue of the office they hold (e.g. Associate Deans and Heads of Schools) as well as an elected element. The **Faculty Policy and Resources Committee**, consisting of the Faculty Officers (Dean, Associate Deans, Head of Faculty Administration and Heads of Schools) assists the Dean on issues of policy and resourcing. The Dean also has an **Advisory Group** comprising the Associate Deans and the Head of Faculty Administration, which meets at the Dean's request.

There are a number of Sub-Committees of the Faculty Committee. Their purpose is to co-ordinate essential academic functions and formulate policy and regulatory frameworks for approval by the Faculty Committee. These cover Undergraduate and Postgraduate matters (taught as well as research programmes), Teaching & Learning, and Research. Membership of the Sub-Committees is normally on the basis of an office held within the School, e.g. all School Research Directors are members of the Research Committee.

There is provision for student membership of all of the above except the Faculty Meeting, the Policy and Resources Committee, the Dean's Advisory Group and the Research Sub-Committee. Students normally participate in full in the business of (sub-) committees unless an item of business is reserved, e.g. when it involves discussion of a named individual. On such (rare) occasions student members will be asked to withdraw. There is also student representation on key bodies within schools and there are separate Student Representatives' Committees at Faculty level.

At the beginning of semester one you will be asked for nominations for student representatives. You will then have the opportunity to vote for the representatives on your programme.

Please note only one Student Representative per programme may attend the Committee Meetings.

# **SECTION SIX:**

# **LEARNING RESOURCES**

## LIBRARIES AND INFORMATION SERVICES

As a student of Manchester Business School and the University of Manchester you have access to excellent libraries and resources. Also you are expected to make full use of several libraries, which have complementary collections. You will have tours of the John Rylands University Library of Manchester (JRULM), and the specialist Manchester Business School libraries during induction week, where you will meet the subject specialist librarians and be shown the collections and information services.

### John Rylands University Library of Manchester (JRULM)

Phone: 0161 275 3738

Burlington Street

<http://www.library.manchester.ac.uk/>

JRULM is among the top three academic libraries in the UK, and combines a sense of tradition with the best information systems to provide an extensive range of services and resources to actual and virtual visitors. In recent years the University has made considerable investment in making the resources held by the library as accessible as possible to its large number of users. These efforts include major investments in electronic provision of information, and in the provision of high-specification computer clusters around the library.

Upon registration, you will receive a **University swipe card**. This as well as acting as your University identification (for financial and security purposes<sup>1</sup>), will allow you to access the libraries, borrow books and use the online information resources. The library is only a few minutes walk from MBS and is open until 9.00pm on most weekdays and on Saturday and Sunday during semesters. The JRULM is a member of CALIM, the Consortium of Academic Libraries in Manchester, which enables you to use the libraries of all the other participating universities in Manchester.

JRULM's resources are catalogued and can be searched for on the web (please see the address above). It also offers an Inter-library loans service, which can be used to obtain books or articles which are not available from one of the University's libraries. This service is charged per item and its effectiveness depends on the quality and completeness of the information you supply in your request form

### The Eddie Davies Library

MBS West

Phone: 0161 275 6507

<http://www.mbs.ac.uk/corporate/libraryservices/eddie-davies-library.aspx>

Within the MBS West building, features of the Eddie Davies Library include:

- Network points at the study spaces. These enable students to access The School's Intranet and LIS databases from their laptops.

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<sup>1</sup> You should carry your University swipe card with you at all times, as it may be required to access University premises, the Library and computer clusters. Loss of your swipe card should be immediately reported **both** to the Programme Administrator (for security reasons) **and** to the Student Services Centre. This is important because your card can be used as a key to enter MBS buildings. A charge may be levied for a replacement card.

- An on-line catalogue which can be accessed both on and off campus. MBS members can check and renew loans, view inter library loan requests and place reservations on items which have been borrowed by other users.
- Access for registered MBS staff and students to a wide range of electronic information sources both on and off - campus.
- Information skills training sessions are held throughout the year to help you get the most of the services available. Details of sessions and other guides to using the Library resources are published on the Library website.
- Informal seating areas where our users can browse newspapers, journals and books in a calm, relaxing environment.

## **The Precinct Centre Library**

University Precinct Centre  
Oxford Road  
Phone: 0161 200 3200

<http://www.mbs.ac.uk/corporate/libraryservices/eddie-davies-library.aspx>

The Precinct Library is a branch of the JRULM which complements the collections held by the main library on Burlington Street and the Eddie Davies Library with a diverse range of materials in management, business, accounting, economics, technology management and other social sciences. One of the key benefits of the Precinct Library is that most of its collection is available for loan rather than for reference only. It also has the useful facility of rooms bookable by students for group work.

## **Manchester (and Surrounding Areas) Public Libraries**

Use of the public libraries is free to all residents and you should ask at your local branch for details. In St Peter's Square there is the main public consulting library, the impressive **Central Reference Library**, with a large reference collection of books and journals on all subjects and a smaller loan collection.

## **COMPUTER FACILITIES**

Manchester Business School (MBS) has its own IT facilities for students comprising a number of clusters of networked PCs. The following clusters are available for postgraduate taught students:

- Crawford House: 1.13 (Monday – Friday 9:00-6:00)
- MBS West Building: 3.99 (Monday to Sunday, 24 hours)
- Harold Hankins: 4<sup>th</sup> Floor (Monday – Friday 8:00-6:00)

There is a wide variety of software and services available including: word processing, spreadsheets, graphics, e-mail and specialised applications.

Printers are available in all of the clusters and print credits may either be purchased on-line or from the School Finance Office, located in room 2.54 in MBS West and 4<sup>th</sup> floor Harold Hankins.

Wireless network connections are available in many areas of the School for students wishing to use their own laptops.

The IT facilities are supported by School's IT Services Department. To get help and advice please contact the School IT helpdesk as follows:

- By email: [itservicespg@mbs.ac.uk](mailto:itservicespg@mbs.ac.uk)
- By telephone: extension 56321

All calls are entered into our call logging system and are assigned to the most appropriate member of our IT Services team to deal with as soon as possible.

The main helpdesk is located in MBS West Building, room 3.49. A helpdesk is also available in MBS East Building, room C11.

Further information is available on the School intranet:

<http://intranet.mbs.ac.uk/school-services/IT/index.aspx>

Additional information about University IT Services and IT courses is available on the University Intranet:

<http://www.itservices.manchester.ac.uk/>

The computer clusters in MBS are working environments and you are expected to behave with proper respect for the equipment and staff and students working in the cluster. Food and drink are not permitted in any computer cluster.

**Please read the University of Manchester regulations relating to the misuse of Computing Facilities and Software Copyright which are set out in the University of Manchester Student Guide.**

## **Email**

The School uses Lotus Domino Web Access as their email & calendaring package. All students will be allocated a MBS email address (which all University and School related correspondence from your Programme Administrator will be sent. This should be checked regularly to ensure that you are up-to-date with current information on the degree programme. The use of personal email accounts will not be acceptable for official communication with you as these may have restrictions on document size and number of emails.

## **REFRESHMENTS IN MBS**

There are refreshment services for students and staff on the fifth floor of the Harold Hankins building and on the ground floors of MBS West and East buildings. Crawford House also provides refreshments/drinks machines at the main entrance of the building. Details about the services provided, including the opening times, will be published at the beginning of the first semester. As postgraduate students, you are invited to make use of the Staff/Student Common Room located on F Floor of the

MBS East Building and there is also an informal meeting area on the seventh floor of the Harold Hankins building where you may prepare hot drinks and snacks – but you must clear up after yourself!. Snacks and hot meals are also available nearby from a number of vendors, both in the Precinct Centre and beyond.

Please note, however, that you must not take food or drink into any of the teaching rooms in any of the MBS buildings!

## **PUBLIC TELEPHONES**

There are a number of public telephones situated across the MBS buildings. If you are using your mobile phone, please note that **you are not permitted to use your mobile phone in lectures or seminars** so please remember to switch it off before going into class.

## **PHOTOCOPYING**

There are photocopiers in the Library in the Precinct Centre and in the Postgraduate Library located in the MBS West Building. Other photocopiers are available in the University central library and on the fourth floor of the Harold Hankins building. Copy cards may be purchased from the Finance Office in MBS West.

## **STATIONERY AND MBS HEADED PAPER**

Stationery is available for sale at the University of Manchester Students' Union Shop. Unfortunately, we are not able to provide you with MBS or University of Manchester headed stationery.

## **SECURITY**

Unfortunately, University buildings have been the target for opportunistic thieves in the past. Please use your common sense and take care of your belongings – do not leave them unattended at any time. Please remember that you will need to use your student swipe card to gain entry to MBS buildings and you should carry it with you at all times.

## **APPENDIX A: GUIDANCE NOTES FOR THE PRESENTATION OF TAUGHT MASTER'S DISSERTATIONS**

These Guidance Notes have been produced for The University of Manchester. Candidates are advised NOT to follow the format of any dissertations previously submitted to the founding institutions (UMIST or The Victoria University of Manchester), as these may have been produced under earlier rules for presentation which are no longer acceptable.

If any part of what follows is not clear, or if anything in particular is not covered, please contact your Programme Administrator for advice before the dissertation is bound.

**FAILURE TO FOLLOW THE INSTRUCTIONS BELOW MAY RESULT IN THE DISSERTATION BEING REJECTED BY THE EXAMINERS.**

Candidates are also advised that examiners can and will reject a dissertation if the quantity of typographical errors indicates careless proof-reading.

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### **1. GENERAL**

All dissertations must be written in English. However quotations, may be given in the language in which they were written. In exceptional circumstances variation of this requirement may be approved by the University for candidates to submit a dissertation predominantly in their language of research. Two identical copies must be submitted in typewritten or printed form on paper of international standard size A4 (210 x 297mm). No other paper size is acceptable for the main text of a dissertation. Paper of a larger size may be used for maps, plans, diagrams or other illustrations forming part of the dissertation if the supervisor agrees that this is required. Where such large sheets are used, or non-paper materials are submitted as part of a dissertation, they must be placed in a pocket inside the back cover of the dissertation or, if substantial, in a separate volume or folder bound and lettered as described in section 4: supplementary items cannot be accepted in any other form.

A dissertation may include reprints of material published by the candidate as sole or joint author. If reprints are to be bound into the dissertation, they must be included in the dissertation pagination, according to the instructions below, or placed in a pocket inside the back cover of the dissertation.

Candidates must consult their programme director for guidance on the length of the dissertation and for information on submission deadlines.

### **2. FORMATTING**

Double or 1.5 spacing with a minimum font size of 12 must be used for the main text; single-spacing may be used for quotations, footnotes and references. Pages may be single or double-sided.

General guidance on bibliographic citations and references can be obtained from the programme director, and must be consistent throughout the dissertation.

To allow for binding, the margin at the binding edge of any page must be not less than 40mm; other margins must be not less than 15mm.

Page numbering must consist of one single sequence of Arabic numerals (i.e. 1, 2, 3 ...) throughout the dissertation. Page numbers must be displayed on all pages **EXCEPT** the title page. The pagination sequence will include not only the text of the dissertation but also the preliminary pages, diagrams, tables, figures, illustrations, appendices, references etc, and will extend to cover all volumes in a multi-volume dissertation. Roman numerals **must not** be used for page numbering.

### **3. REQUIRED PAGES**

The following items (a-f) **must** be included as preliminary pages of the dissertation **in the order given**.

#### **(a) TITLE PAGE**

A title page giving:

- The full title of the dissertation;
- A statement as follows: 'A dissertation submitted to the University of Manchester for the degree of xxx in the Faculty of xxx' (*please see the list of degree titles below*);
- The year of submission (*not including the month*);
- The candidate's name (*the same as the name under which he or she is currently registered, or was last registered, at the University*); and
- The name of the candidate's School

Please refer to the sample title page below.

Where a dissertation consists of more than one volume each volume must contain a title page in the form set out above but including also the appropriate volume number, and the total number of volumes e.g. Volume I of III.

A dissertation which is referred for re-examination must bear the year of **resubmission** on both the spine and the title-page and not the year of the original submission; a new Notice of Submission Form and the appropriate fee are always required (*see Notice of Submission Form, available from your Programme Administrator for dates and fees*).

#### **(b) LIST OF CONTENTS**

A list of contents, giving all relevant sub-divisions of the dissertation and a page number for each item.

In a multi-volume dissertation the contents page in the first volume must show the complete contents of the dissertation, volume-by-volume, and each subsequent volume must have a contents page giving the contents of that volume.

The final word count, including footnotes and endnotes, must be inserted at the bottom of the contents page.

### **(c) OTHER LISTS**

Lists of tables, figures, diagrams, photographs, abbreviations etc. If a dissertation contains tables it is recommended that a separate list of each item, as appropriate, is provided **immediately after the contents page(s)**. Such lists **must** give the page number of each item on the list.

### **(d) ABSTRACT**

A short abstract describing the contents of the dissertation. This must be short (not more than 300 words), with emphasis on major observations and deductions rather than on methods. It must be designed to be read independently of the rest of the dissertation and references to the dissertation and other literature will not normally be included.

### **(e) DECLARATION**

A declaration stating:

EITHER:           that no portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning;

OR:                 what portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

### **(f) COPYRIGHT STATEMENT**

The following three notes on copyright and the ownership of intellectual property rights:

- (1) Copyright in text of this dissertation rests with the author. Copies (by any process) either in full, or of extracts, may be made **only** in accordance with instructions given by the author. Details may be obtained from your Programme Administrator. This page must form part of any such copies made. Further copies (by any process) of copies made in accordance with such instructions may not be made without the permission (in writing) of the author.
- (2) The ownership of any intellectual property rights which may be described in this dissertation is vested in the University of Manchester, subject to any prior agreement to the contrary, and may not be made available for use by third parties without the written permission of the University, which will prescribe the terms and conditions of any such agreement.
- (3) Further information on the conditions under which disclosures and exploitation may take place is available from the Academic Dean of Manchester Business School.

## (g) OTHER PAGES (not compulsory)

The preliminary pages may also include the following:

Dedication, acknowledgement, list of abbreviations and similar: these will normally appear after the compulsory pages listed in section 3 above. Short items may be combined on the same page.

It is helpful, particularly to external examiners, if a brief statement is included giving the candidate's degree(s) and research experience, even if the latter consists only of the work done for this dissertation. This may be untitled or it may be headed 'Preface' or 'The Author' or similar.

## 4. BINDING AND PRESENTATION

The University will accept for examination taught Master's dissertations in two different types of binding.

The two approved binding options are listed below. ***Dissertations in ring binding, spiral binding or any other non-approved bindings will NOT BE ACCEPTED.***

- Standard hard-binding: sewn, with **gold lettering on the spine** and a black cover.
- Soft-Binding: acetate or plain black card front cover, soft plain black card rear cover, glued spine, or channel bound, with **gold lettering on the spine**

Candidates are advised to consult their Programme Administrator as to the preferred option for their programme.

The spine must be **inscribed in gold lettering** with:

- The degree for which the dissertation is submitted;
- The name of the candidate;
- The year of submission (or resubmission); and
- If the dissertation is in two or more volumes, the volume number and the total number of volumes (*please note that it is not recommended that any single volume of a dissertation is thicker than approximately 6cm - if it is greater than this, it is recommended that the dissertation is split into two (or more) volumes*)

These must run from the top of the spine as follows. Please note writing on the spine with a gold pen is NOT acceptable:

Example of spine:

Front Cover

<b>MSc</b> <b>(OR:</b> <b>MSc Dissertation)</b> <i>(at top)</i>	<b>GILBERT K CHESTERTON</b> <b>(OR:</b> <b>Gilbert K Chesterton)</b> <i>(centred)</i>	<b>Vol I of II</b> <i>(as and if appropriate)</i>	<b>2005</b> <i>(at bottom)</i>
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Back Cover

The forename(s) and surname/family name on the spine and title-page must be the same as those under which the candidate is currently registered, or was last registered, at the University. Give first forename in full, other forenames (if any) as initials, then surname.

In all cases, **all other instructions on the presentation of dissertations** (information required on the title page, preliminary pages, etc) **contained in these Guidance Notes must be observed, and identical binding must be used for both copies of the dissertation.**

Once examination of the dissertation has been completed and the examiners' recommendation has been approved by the appropriate School or Faculty Board, candidates will receive a communication from their Programme Administrator informing them of the outcome of their examination. If the result is not published as successful then the communication will explain the next step to be taken by the candidate.

**The Programme Administrator must be in receipt of two correctly bound copies of the final dissertation before a result can be published.**

## **5. ACCESS/RESTRICTION**

Both copies of successful dissertations submitted by candidates on taught Master's programmes will be forwarded to the programme director or Graduate Office, as applicable, for lodging in the appropriate Library once examination has been completed.

Normally the author of the dissertation is not expected to place any restriction on access to his or her work, and, in signing the Declaration on the Notice of Submission form, a candidate authorises access to the dissertation.

If, however, it is considered that because of some exceptional circumstances access to the dissertation should be restricted in some way, the candidate must:

- (a) Sign the Declaration and submit the Notice of Submission form to enable arrangements for the examination to be made;
- (b) Ask their Programme Administrator for a Dissertation Restriction Form;
- (c) Consult the Supervisor about the need for, and nature of, a restriction (the supervisor's signature will be required on any completed Restriction form);
- (d) If a restriction is to be applied, complete the Dissertation Restriction Form as appropriate and submit it **with the dissertation**; this form will then supersede that part of the Declaration on the Notice of Submission Form in which the candidate authorised unrestricted access to the dissertation.

## **LIST OF FACULTY AND SCHOOL TITLES**

### **Faculty of Engineering and Physical Sciences**

School of Chemistry  
School of Computer Science  
School of Earth, Atmospheric and Environmental Sciences  
School of Electrical and Electronic Engineering  
School of Engineering and Analytical Science  
School of Materials  
School of Mathematics  
School of Mechanical, Aerospace and Civil Engineering  
School of Physics and Astronomy

### **Faculty of Humanities**

Manchester Business School  
School of Arts, Histories and Cultures  
School of Education  
School of Environment and Development  
School of Languages, Linguistics and Cultures  
School of Law  
School of Social Sciences

### **Faculty of Life Sciences**

### **Faculty of Medical and Human Sciences**

School of Dentistry  
School of Medicine  
School of Nursing, Midwifery and Social Work  
School of Pharmacy and Pharmaceutical Science  
School of Psychological Sciences

## LIST OF DEGREE TITLES

MA	Master of Arts
MBus	Master of Business
MBA	Master of Business Administration
MDS	Master of Dental Science
MEd	Master of Education
MEnt	Master of Enterprise
LLM	Master of Laws
MusM (Comp)	Master of Music in Composition
MusM (Perf)	Master of Music in Performance
MPlan	Master of Planning
MPHe	Master of Population Health Evidence
MPsy	Master of Psychology
MRes	Master of Research
MSc	Master of Science
MTheol	Master of Theology
MTPI	Master of Town Planning

## **SAMPLE TITLE PAGE**

**TITLE OF DISSERTATION**

A dissertation submitted to The University of Manchester for the degree of .....  
in the Faculty of xxx

**YEAR OF SUBMISSION  
(OR YEAR OF RESUBMISSION)**

**CANDIDATE'S NAME**

**CANDIDATE'S SCHOOL  
(except Faculty of Life Sciences' candidates)**