Curriculum Development
As a research intensive institution, the University ensures that its teaching references the research interests of its staff, which may change from time to time. As a result, programmes are regularly reviewed with the aim of enhancing students' learning experience. Our approach to course revision is described at:
www.st-andrews.ac.uk/media/teaching-and-learning/policies/course-revision-protocol.pdf

Images by: Callum Hyland and Oli Walker

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The School of Management  
University of St Andrews  
The Gateway  
ST ANDREWS  
Fife  
KY16 9RJ  

September 2016

Dear Student,

Welcome to the School of Management in the lovely town of St Andrews. We hope you will settle in well, join in interesting conversations and enjoy contributing to the life of the School. We also hope you will make lasting connections during your time here.

The School of Management is a gathering of scholars who study, teach and engage with policy and practice around the theme of “responsible enterprise”. What constitutes responsible enterprise is not always clear and we will explore different nuances throughout your study. We will help you develop an understanding of management processes and practices as well as to take a broader view of the relationship between organisations, society and the economy. In undertaking this exploration with you, we do not seek a lofty or detached position. Instead, we will offer a critical and constructive engagement with the subject matter, and one which is interested in the ethics of organising and managing.

We will be using case studies of “good practice”, and examples of less successful management experiences, to ensure that you appreciate management in practice. We will also encourage you to develop critical skills of inquiry, whether in essays, presentations or group discussions. These skills are particularly important as you continue to engage with and contribute to a range of organisations that play different parts in your life. We will help equip you with the skills to question, analyse different sources of knowledge and develop new ways of thinking about management.

Management is one of the most important activities in the modern world - not least in its capacity to enable progressive, or dysfunctional, outcomes - and we are delighted that you share our interest in, and passion about, its significance.

Welcome again to our learning community. We hope you will enjoy your time with us, and with each other.

Yours faithfully,

Yours faithfully,

Kevin Orr & Lorna Stevenson  
Co-Heads of School
INTRODUCTION

This Student Handbook provides you with some important information relevant to your studies with us. It includes key features of your postgraduate programme, outlines the organisation of the academic and administrative support systems in the School of Management and explains the procedures and regulations relevant to postgraduate study at the University of St Andrews.

This Handbook is divided into four main parts:

- the first one provides you with practical information about the School and the University;
- the second explains important rules and regulations common to all the taught postgraduate programmes in the School;
- the third part provides some advice to help make this year an effective learning experience for you;
- the final part gives you more detail about your specific programme and its relevant modules.

Further information on each module can be found in the “Management Student” section of the School of Management website.

It is important that you understand your obligations and responsibilities as a postgraduate student within the School of Management; if there is anything you do not understand or if you need any help throughout the year, please do not hesitate to contact a member of staff in the Taught Postgraduate Programme team. The School is committed to providing the best possible learning environment and all staff will endeavour to give you the support you require to achieve academic success.

What does it mean to study at Masters Level?

Programmes taught at postgraduate level study in the UK are subject to external benchmarks set by the Quality Assurance Agency (QAA). One of the core philosophies underpinning postgraduate level study is “Mastersness.” At the heart of being a master is the ability to think critically and to critically evaluate concepts.

The following are some of the ways that “Mastersness” manifests itself:

- Level of excellence required for admission/entry to Postgraduate Programmes
- Student knowledge acquisition on their chosen programme of study
- Level and nature of assessment
- Student achievement during assessment
- Requirement for leading edge research to be integrated into teaching
- Student skill attainment and employability

As a basic rule of thumb, you will be expected to demonstrate mastery of the following skills and knowledge by the time you have finished your postgraduate level study:
- Critical thinking and creativity
- Organisation of information and skills related to the acquisition of knowledge including scanning and organising data and abstracting meaning from information
- Analysis, synthesis and appraisal skills
- An ability to identify assumptions and to evaluate evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- Problem solving and decision making skills
- Ethics and value judgement
- Self-awareness, as a researcher (the application of critical evaluation to your own underlying methodological assumptions, as well as the methods and techniques used. This requires you to be aware of your own philosophical position with regard to research)
- The ability to reflect on your studies and work toward becoming a reflexive professional

GOOD LUCK WITH YOUR STUDIES!

IMPORTANT NOTE

Please make sure that you familiarise yourself with the contents of this Student Handbook.

Every effort has been made to ensure that the information provided in this Student Handbook is correct at the time of printing. However, errors can occur and both the School and the University may make amendments and updates throughout the year. You should note that the module titles listed are illustrative and may be subject to change (see back cover for the University’s position on Curriculum development). Students are therefore urged to check on information published on the School of Management and University of St Andrews websites on a regular basis.

http://www.st-andrews.ac.uk/management/student/

http://www.st-andrews.ac.uk/studenthandbook/

https://www.st-andrews.ac.uk/pgstudents/
PART A
PRACTICAL INFORMATION

KEY CONTACT POINTS AT THE SCHOOL OF MANAGEMENT

CO-HEAD OF SCHOOL:  PROFESSOR KEVIN ORR
Email:  mgmthos@st-andrews.ac.uk
Tel No:  (01334) (46)1998

CO-HEAD OF SCHOOL:  LORNA STEVENSON
Email:  mgmthos@st-andrews.ac.uk
Tel No:  (01334) (46)2820

Although Professor Orr and Ms Stevenson have overall responsibility for directing all aspects of the activities of the School, in the first instance all queries and issues you may have relating to your studies can be dealt with by contacting a member of the Taught Postgraduate Programme Team indicated below.

The Taught Postgraduate Programme Team

The Taught Postgraduate Programme Team is located in the School of Management Office on Level 2 of the Gateway building and is made up of:

- Director of Postgraduate Programmes: Julie Brooks
- Administrative Support Staff: Eleanor Brown, Jacqui Angus, Fiona Harrison and Sam Letham.

We are responsible for overseeing the operation of the Taught Postgraduate Programmes in the School of Management on a day-to-day basis. We work together with other colleagues in the School and University to support you and ensure all administrative and managerial aspects of your studies are handled smoothly and that your overall experience as a postgraduate student is positive and enjoyable.

In addition to supporting current students, the team contributes to teaching on the postgraduate programmes and are also responsible for: external relations, alumni affairs, marketing, student recruitment and admissions to the MLitt/MSc programmes and as well as liaison with University-wide services.

We have an email address specifically for current taught postgraduate students (manpgt@st-andrews.ac.uk). We recommend you use this email address to contact a member of staff for any queries. Alternatively, you are always welcome to stop by the School Office on Level Two of the Gateway Building. The office is normally open to students Monday to Friday from 9am – 1pm and 2pm - 5pm.
Programme Directors
The Programme Directors are responsible for overseeing each programme and are the people you would normally contact if you have an issue or concern relating to your academic studies.

- **MSc in Finance and Management**
  Programme Director: Dr Jimmy X Chen (xc38@st-andrews.ac.uk)

- **MSc in Banking & Finance**
  Programme Director: Dr Pejman Abedifar (pa31@st-andrews.ac.uk)

- **MLitt in International Business**
  Programme Director: Dr Ross Brown (rcb4@st-andrews.ac.uk)

- **MLitt in Marketing**
  Programme Director: Julie Brooks (jfb9@st-andrews.ac.uk)

- **MLitt in Management**
  Programme Director: Dr Francois-Regis Puyou (frp2@st-andrews.ac.uk)

- **MLitt in Human Resource Management**
  Programme Directors: Dr Shiona Chillas (sac30@st-andrews.ac.uk) and Martin Dowling (mjd11@st-andrews.ac.uk)
**Teaching Staff**  
Each module in your programme of study is led by a Module Co-ordinator – a member of academic staff who is responsible for the co-ordination, teaching and assessment of the particular module. In delivering the teaching of his/her module, the Module Co-ordinator may be assisted by other members of the School’s academic staff. Module Co-ordinators will issue specific details relating to module objectives, administration, teaching arrangements and assessment procedures. If you have a query relating to the teaching, learning and assessment of a particular module you would normally contact the Module Co-ordinator in the first instance.

You will find that all members of staff in the School of Management will be helpful in dealing with your queries. Please note that members of staff have many teaching, administrative and research commitments, both within and out with the University. Normally, meetings with members of staff should be arranged directly in advance by email.

Many of your enquiries will be answered by careful reference to printed material you have received or to information contained on the School and University websites. Routine enquiries about the programme should be made at the School Office. More substantive enquiries should be addressed to the relevant Programme Directors.

**Other key roles in the School:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Tel No</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Director of Teaching</td>
<td>Martin Dowling</td>
<td>(01334) (46)1970</td>
<td><a href="mailto:mgmtdot@st-andrews.ac.uk">mgmtdot@st-andrews.ac.uk</a></td>
</tr>
<tr>
<td>Co-Director of Teaching</td>
<td>Dr Sandra Romenska</td>
<td>(01334) (46)4839</td>
<td><a href="mailto:mgmtdot@st-andrews.ac.uk">mgmtdot@st-andrews.ac.uk</a></td>
</tr>
<tr>
<td>Taught Postgraduate Examinations Officer</td>
<td>Dr Dimitris Chronopoulos</td>
<td>(01334) (46)1963</td>
<td><a href="mailto:dc45@st-andrews.ac.uk">dc45@st-andrews.ac.uk</a></td>
</tr>
<tr>
<td>Director of Research</td>
<td>Professor John Wilson</td>
<td>(01334) (46)2803</td>
<td><a href="mailto:mgmtdor@st-andrews.ac.uk">mgmtdor@st-andrews.ac.uk</a></td>
</tr>
<tr>
<td>School Administrator</td>
<td>Shona Deigman</td>
<td>(01334) (46)2450</td>
<td><a href="mailto:smh3@st-andrews.ac.uk">smh3@st-andrews.ac.uk</a></td>
</tr>
<tr>
<td>Disability Co-ordinator</td>
<td>Jo McGinley</td>
<td>(01334) (46)2800</td>
<td><a href="mailto:manug@st-andrews.ac.uk">manug@st-andrews.ac.uk</a></td>
</tr>
</tbody>
</table>
Academic Misconduct Officer: Julie Brooks
Tel No: (01334) (46)1962
Email: jfb9@st-andrews.ac.uk

Safety Co-ordinator: Shona Deigman
Tel No: (01334) (46)2450
Email: smh3@st-andrews.ac.uk

Contact for reporting absence from classes: manpgt@st-andrews.ac.uk
(01334) (46)2871

Contact for reporting Special Circumstances: manpgt@st-andrews.ac.uk
(01334) (46)2871

Student Support & Guidance Advice: Any member of Staff in the Taught Postgraduate Programme team.

Address for Correspondence: Taught Postgraduate Programme Team
School of Management
University of St Andrews
The Gateway
ST ANDREWS
Fife
KY16 9RJ

COMMUNICATION

There are two important University websites that provide you with information, advice and guidance concerning your time with us as a student. These are:

http://www.st-andrews.ac.uk/management/student/
https://www.st-andrews.ac.uk/pgstudents/

You should familiarise yourself with the contents of these websites and visit them on a regular basis to find relevant information.

Your University email account is the official means of communication for the University and you are therefore reminded that you should read your e-mails daily. You can arrange to have your University e-mail account automatically forwarded to your personal non-University account. However, you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working. Please check with the University IT Services Helpdesk (helpdesk@st-andrews.ac.uk).
Wednesday Memo
The Wednesday Memo is a University wide email sent each Wednesday lunchtime to undergraduate and postgraduate students alerting them to announcements and messages which have been posted over the past week on the Undergraduate Memos and Postgraduate Memos web pages. You will find the postgraduate memos at the following link:

http://memos.wp.st-andrews.ac.uk/

You will also find a section in the Postgraduate Student webpage that provides information about current news, events and announcements. These are of relevance and interest to all students providing information from administrative and academic staff, the Students' Association and student societies.

Friday Memo
The Friday memo is a School of Management-wide email sent each Friday afternoon to Taught Postgraduate students. The memo will typically refer to events occurring in the following week, bring to your attention any urgent issues arising and remind you of critical dates and events that you may have been informed of earlier.

INFORMATION TECHNOLOGY AND COMPUTER SERVICES

IT Services provides advice on many topics arising from the use of computers in the University, from hardware faults on desktop and classroom computers, to problems with word-processing and viruses.

There is also a PC clinic available, providing a wide range of computer services to staff and students who require help with their personal computing equipment, for more information email:

pcclinic@st-andrews.ac.uk

How to contact the Helpdesk:

- email: please send your queries to “helpdesk”. If sending from outside St Andrews please remember to add “@st-andrews.ac.uk”

- telephone: (01334) (46)3333

The Helpdesk is closed every Friday between 09:30 and 10:30 for staff training.
MOODLE and MMS (MODULE MANAGEMENT SYSTEM)

For each of your modules, online resources may be found on Moodle:

https://moody.st-andrews.ac.uk/moodle/

The Moodle link can also be accessed through the School of Management web page and the Student web pages on the University of St Andrews website:

http://www.st-andrews.ac.uk/management/student/
http://www.st-andrews.ac.uk/students/

Details about how to use Moodle are on the first page, with links to more information.

When you have accessed Moodle and opened a School of Management module, you will find a link to the MMS (Module Management System) pages for the same module. MMS is the University's online tool for coursework hand-ins and where assessment marks are recorded. You can also access MMS directly (rather than going via Moodle) on the Student web pages on the University of St Andrews website:

https://mms.st-andrews.ac.uk/mms/

Sign up for tutorials is normally via MMS in Semester Two. Links to module readings in the University of St Andrews Library and other resources can normally be found on Moodle.

The Management Student page on the School of Management website has links to additional resources:

http://www.st-andrews.ac.uk/management/student/

THE UNIVERSITY LIBRARY

The University Library offers a wide range of services and resources, you will find all the relevant details at the following web pages:

http://www.st-andrews.ac.uk/library/

If you need advice or assistance on any library matter, from finding a book on your reading lists to locating the best sources of information on a particular topic, please contact the Academic Liaison Librarian for business and management:

• Hilda McNae (hmm9@st-andrews.ac.uk)

The Library’s online reading list service enables you to find and access the books, journal articles, and other resources you are expected to use in relation to your studies for the various modules that compromise your programme. By clicking links in online
reading lists you can see straight away the location and availability of books in the Library and get direct access to online resources. By logging in you can use the features which allow you to record what resources you have used, plan ahead and create personal study notes. You can also export citations to Endnote from reading lists.

To find out if your modules have a reading list check the module in MMS or Moodle (see page 9), or check the Online Reading List page on the Library website: http://www.st-andrews.ac.uk/library/information/subjectguides/readinglists/

DISABILITY SUPPORT

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical condition and much more.

THE ADVICE AND SUPPORT CENTRE (ASC)

- Short of money?
- Trouble with your flat mates?
- Feeling upset or worried about something or someone?
- Your visa is about to expire and you don't know what to do?

These are just some of the areas we can help with.

Come in to the ASC (Advice & Support Centre), 79 North Street, where staff will be able to listen, give advice or refer you on to appropriate services. We always have time for you and can help you deal with challenges you may be facing.

The Advice & Support team will provide advice on all welfare matters including overseas student issues, flat mate problems, financial matters/problems or any matter of concern to a student. If we cannot help then we will refer you to an appropriate person either within the University or out with the University.

Contact the ASC on 01334 462020 or email: theasc@st-andrews.ac.uk

Contact details: Student Services
University of St Andrews
The ASC (Advice & Support Centre)
79 North Street
St Andrews
Fife
KY16 9AL
THE GATEWAY BUILDING

The Gateway Building is the location of the School of Management. The facilities in The Gateway are here to be used. You will normally enter the Gateway (Reception) on Level 1, where the main public access area is situated, this includes meeting areas and a brasserie where light snacks and refreshments are available. The lower ground floor (Level -1) contains the teaching facilities, including lecture and seminar rooms and also includes an area for self-study. Level -1 also contains a number of PCs and printers for your use. Level 2 of The Gateway is where most of the administrative and some of the academic staff of the School are situated. Levels -1, 1 and 2 of the Gateway Building are accessible using your student swipe/ID card. Some members of our academic staff are located on Level 3, students do not have access to this by their swipe/ID cards and if you have a meeting with a member of staff on Level 3 you should contact the staff member directly to arrange access.

**IT Facilities at The Gateway:** wireless access (Wi-Fi) is provided in the Gateway building for St Andrews students with their own laptops. Many other locations in the University also have wireless facilities. Further details, including configuration information, are available at the following link:

http://www.st-andrews.ac.uk/itsupport/network/networkservices/wirelessaccess/

The University of St Andrews also provides computer classrooms and labs for all students to use. You will also have access to a number of computers in the Gateway building on Levels -1 and 2.

Locations and opening times (many 24-hours) for computing facilities throughout the university can be found on the IT Services web pages at:

http://www.st-andrews.ac.uk/itsupport/help/classrooms/

**Mobile phones:** should only be used in the public areas of The Gateway on Level 1. The Gateway Building is a no smoking zone.

**Eating and drinking:** is not permitted in lecture rooms, or study rooms/areas.

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HEALTH & SAFETY

First-aid boxes are located with the Administrative Support Staff on Level 2 of The Gateway.

Notices are posted throughout the School indicating who the current First Aiders are and how to contact them.

Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.
The School Safety Co-ordinator is Shona Deigman. Any hazards or safety-related incidents should be reported to the School Safety Co-ordinator or the School of Management Taught Postgraduate team immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in disciplinary action.

---

**FIRE – EMERGENCY INFORMATION**

Events can move rapidly when a fire occurs so you must know your fire routine before a fire breaks out i.e. what to do if the fire alarm sounds and what to do if you discover a fire.

**If you discover a fire you should:**

1. Sound the alarm by breaking the nearest glass fire call point. This will set off the building fire alarm. You or someone else must then phone 9-999 (or 999 from phones out-with the University) and request the attendance of the Fire Service. The sounding of a building fire alarm does not mean the Fire Service are automatically alerted. In fact this is not the case in most instances so you must assume the alarm has not alerted the Fire Service and you should make the emergency call **EVERY TIME**.

2. Only fight the fire if you can do so without endangering yourself or others - a water extinguisher can throw a jet of water up to 6 metres. If one extinguisher does not put the fire out, **GET OUT AND CLOSE THE DOOR BEHIND YOU AND STAY OUT UNTIL TOLD BY A FIRE SERVICE OFFICER IT IS SAFE TO RETURN**.

3. Do not fight a fire which is large and/or spreading or if you are unsure of the type of extinguisher to use on the fire.

**If you hear the fire alarm you should:**

1. Leave your place of work, closing windows and doors behind you if this can be done quickly.

2. Follow your nearest exit route to the agreed place of safety/assembly point and stay there until authorised to return by a Fire Officer.

*The fire exit route in The Gateway Building is via either stair case down to the basement level (-1) where you will exit via the fire doors in the stair well and proceed to the safety/assembly point on the grass area away from the building. Evacuation from Lecture Rooms 3 and 4 in the basement is via the glass doors in the rooms which exit directly to the paved area outside of the building.*
3. If your usual exit route is blocked by smoke, **STOP - CHANGE DIRECTION - FIND AN ALTERNATIVE EXIT ROUTE.** You should still muster at the normal assembly point for your workplace.

**DO NOT**

(a) Stop to collect personal belongings

(b) Use any lifts

(c) Re-enter the building until authorised by a Fire Brigade Officer

**Actions by Persons Requiring Assistance:**

It is expected that, on entering the building for the first time, a person who for any reason will require assistance:

- Should familiarise themselves with the established procedures of the building. (Fire action notices detailing this procedure are sited throughout the building);

- Contact a member of staff to arrange for the appropriate nominated person to discuss an agreed fire evacuation plan;

- Co-operate with the agreed managerial procedures for safe evacuation in the event of fire.

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**TIMETABLE FOR THE 2016/17 ACADEMIC YEAR**

**Key dates during the Academic Year**

Please see page 71.

**Programme Timetable**

Your Programme/Module Timetable for Semester One of Academic Year 2016/17 will be issued to you during Orientation Week. Please ensure that you check both of the following links regularly for updates:

**MySaint Personal Timetable**

Students are able to view their Personal Timetable, including all of their core and option module lectures, through MySaint only once they have completed matriculation and are fully registered.

**Web Timetable**

http://www.st-andrews.ac.uk/management/student/timetables/ - students are able to view details of their specific tutorial group sessions using this web timetable.
You can also check MMS (see page 9) to see which tutorial group you are signed up to and check the web timetable to see the times, dates and venues your group has tutorial sessions scheduled. Please note that the web timetable is available by programme (including all core modules). Option modules are available to view separately. NOTE: in order to view your core and option modules, you will first need to select your programme and the relevant semester to view the timetable for your core modules and then view the option module timetable separately. The Semester Two timetable will be issued as soon as possible during Semester One.

**Examination Timetables**
The University Examinations Office has responsibility for timetabling of all examinations. You will be advised via the “Wednesday Memo” when the provisional examination timetable is available for checking, please ensure you check the timetable carefully. Whilst every effort is made by Schools and the Examinations Office to prevent timetable clashes, these can occasionally occur. Where such a clash is identified, students should contact the Examinations Office (examinations@st-andrews.ac.uk) as a matter of urgency while the exam timetable is still at a draft stage.

All examination timetables are published via the web and are available via MySaint which can be accessed from the Current Students section of the University home page.

*Please make special note of the Examination Periods at the end of each semester. You should remain in St Andrews until the end of each Examination Period even if your Examination Timetable (when published) indicates that your examinations finish before the end of the Examination Period – changes to the published Examination Timetable may have to be made at short notice for a variety of operational reasons.*

**STUDENT FEES**
Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

**CLASS REPRESENTATIVES AND THE STAFF-STUDENT LIAISON COMMITTEE**
At the start of the academic year, students from each postgraduate programme elect two class representatives. The role of a class representative is to bring to the attention of the School issues and matters of specific common concerns that affect (or may affect) student progress with their studies. Such issues can be raised on a “need-to” basis at any time and brought to the attention of any member of the Taught Postgraduate Programme Team, the specific Programme Director or the relevant Module Co-ordinator. Periodically, class representatives from all the School’s postgraduate programmes meet with members of the Postgraduate Management
Team and other teaching staff to discuss issues that may apply to all students. This is known as the School Staff-Student Liaison Committee (SSLC). More details concerning the duties and election of class representatives, dates of the meetings and the operation of the Staff-Student Liaison Committee will be made known to you in due course.

SCHOOL PRESIDENT

The role of the School President is to make representations on behalf of the students within their School to the University. The broad aim of the School President system is to improve communications and co-operation between students and staff, for the mutual benefit of both. The School Presidents will act as a fundamental link between the student sabbatical officers of the Students’ Association and the class representatives. The School President is normally either a 3rd or 4th year Honours (Undergraduate) Student.

The School President for 2016/17 is Nikolai Rothermel (managementpresident@st-andrews.ac.uk), please see the Welcome Letter on page 75.

THE MANAGEMENT SOCIETY (MNG SOCIETY)

This is a student society that is organised and operated by students from both the undergraduate and postgraduate programmes in the School. A Committee elected by all students in the School oversees the activities of the Society. More information about the Society will be available in due course, please see the Welcome Letter on page 76.
PART B
RULES AND REGULATIONS

ADVISING

The Advising process in the University ensures that all students take the correct core and optional modules and number of credits that they need in order to graduate in their chosen degree. The School of Management is responsible for advising taught postgraduate students into their modules.

Each MLitt/MSc programme consists of: (1) a set of modules which are core and (2) a maximum of one option module per semester.

Postgraduate students in the School of Management will be advised into the core modules for their programme during Orientation Week at the start of Semester One. At the beginning of each semester taught postgraduate students will choose and be advised into their option modules. Any queries regarding this process and module selection should be addressed in the first instance to the Taught Postgraduate Programmes Team.

Students will be able to request their preferred option module (where applicable) by completing a form and indicating their 1st, 2nd and 3rd option module choices for Semesters One and Two. Details of option modules available to you can be found at Part D of this handbook. The School will advise students into their option modules once students have submitted their preferences.

Please note: it may not always be possible for students to be allocated to their first choice of option module.

Changing Modules/Re-advising

Students are allowed to change their option module only during the first week of each semester. Students must put in a request by e-mail to Julie Brooks (jfb9@st-andrews.ac.uk) before 4pm on the Friday of the 1st week of the semester (16 September 2016) to obtain the necessary approval for a change of option module.

Please note: places in option modules are limited and changes may not be possible.

After the first week of the semester the School will be required to place a special request, on your behalf, to a senior University member of staff, the Postgraduate Pro Dean (Arts), for approval to change an option module choice.

You must not, in any circumstances, simply start attending the classes for a new module without being formally Re-Advised.

Once the advising process has been completed at the beginning of each semester you will find information about your modules on MySaint.
MATRICULATION

Matriculation is a compulsory University process by which students register on their programme at the beginning of the academic session.

All Taught Postgraduate students are expected to matriculate during Orientation Week at the start of Semester One. A separate Matriculation session has been organised for all Taught Postgraduate Management Students in The Gateway, Level -1 on Monday, 5 September 2016. You should plan to matriculate between 9am and 5pm on Monday, 5 September 2016. Please note that online matriculation should be completed by 12 noon on Friday, 9 September 2016 at the latest. Information on matriculation is available on the ‘New Postgraduate Students’ page on the University website:

http://www.st-andrews.ac.uk/newptau taught/

International students (those requiring a student visa) should have collected their Biometric Residence Permit (BRP) card from the Lower Ground Floor of the Gateway building on either on 3 or 4 September between 9am and 5pm.

UNIVERSITY MARKING SYSTEM FOR ASSESSMENTS AND PROGRESSION TO THE MLITT/MSc DISSERTATION

Common Reporting Scale (20-point)
The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at:

https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/

Assessments in the School of Management are marked according to the University’s 20-point grading scale. In the case where assessments are marked otherwise, e.g. in certain quantitative based assessments where percentage figures may be used, these marks are then converted to the 20-point scale for reporting purposes (please see page 72 for more information on assessment guidelines and mark conversions).

The following Marking Scale is adopted in all module assessments and examinations.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20</td>
<td>Pass/Distinction</td>
</tr>
<tr>
<td>7 - 16</td>
<td>Pass (*please see below for information on progression to the MLitt/MSc dissertation)</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Fail</td>
</tr>
</tbody>
</table>

This marking scale is used for all elements of module assessment (marks) as well as for indicating the overall assessment achieved for modules (grades). The tables at page 72 give you an indication of what the marking system means in relation to assessments.
Progression to the Dissertation
In order for students to progress to the dissertation element of their programme of study, they must have passed all six taught modules in their programme.

Reporting of Results and Related Codes
At the end of each semester following School Examination Board meetings, your academic record is updated to show the grades achieved in your modules. Your academic record card may show module results reporting codes such as OD for Deferred Assessment. Further information on the various reporting codes may be found on the Registry web site:

http://www.st-andrews.ac.uk/pgstudents/

 Deferred Assessment
Please note you can find further information on the University’s policy on Deferred Assessment can be found within the following document http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess Policies Procedures.pdf.

Special Circumstances - ’S’ coding
’S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ’S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. ‘S’ coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 50% of the taught element of a postgraduate award may be ‘S’ coded.

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ’S’ coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying ‘S’ to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module ‘S’ coded as well.
MODULE CREDITS, LEVEL AND ACADEMIC ALERTS

Module Credits
Credits measure the student workload required for the successful completion of a programme of study – one credit represents about 10 hours of study. For a typical 20-credit module at master’s level, this means that approximately 200 hours of study is required to pass the module. The 200 hours comprises class contact time (i.e. lectures/tutorials); time to undertake the assessments associated with the module, individual and in groups; and your own private study time. Typically, a 20 credit/200-hour module will comprise between 36 and 48 hours of class contact, 40 hours of assessment time with the remaining hours devoted to private study time.

Level
This indicates the educational standard at which the module is taught. Level 5 indicates teaching and learning at a postgraduate level (e.g. MN5001).

Academic Alerts
Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from a member of staff within the School and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AcademicAlerts.pdf. Guidance for students is available at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf.

Please note that the School expects students to attend all lectures, tutorials, submit coursework by the required deadline and attend class tests and examinations as detailed in the Module Guides. Please see page 32 for a complete list of student responsibilities.

LOCATION OF STUDIES

The University of St Andrews expects all students to live at a term address within a commutable distance from St Andrews during their period of study, from the beginning of Orientation Week and up to and including the full period of your dissertation. If a student is required to be away from St Andrews for more than 10 consecutive days for either academic or non-academic reasons, they must request permission using the location of studies tool on MySaint. Full details of these
requirements are contained in the University of St Andrews Policy on Location of Studies:


Specific absences and the requirements for reporting them are covered on page 35.

WITHDRAWAL FROM STUDIES

If you are considering withdrawing from your studies at the University you should discuss the matter with your Programme Director in the first instance. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact the appropriate Pro Dean who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal.

SUSPENSION OF STUDIES

Temporary suspension of studies or leave of absence may be requested if your personal circumstances warrant this. For information about the procedure for seeking leave of absence, please contact your Programme Director in the first instance.

For further information on University procedures concerning Suspension of Studies/Leave of Absence please refer to:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LeaveofAbsence.pdf

TERMINATION OF STUDIES

If your academic performance is unsatisfactory you may be at risk of having your studies at the University terminated. For more information on this matter please see: http://www.st-andrews.ac.uk/students/advice/academic/Termination/
ASSESSMENT PROCEDURES

The School is committed to a continuing review of its assessment procedures and is active in evaluating and implementing creative modes of assessment, where appropriate. The philosophy and practical aspects of assessment for each module will be fully explained by each Module Co-ordinator. A central aim of this approach is that, for each module, the mode of assessment should constitute a strong incentive for students to strive for excellence.

It is important that students understand the principles which guide the award of particular grades for assessed work. In particular, it is essential that students understand what is required to achieve the highest grades and that these grades are achievable and available for high quality work.

The School is keenly aware of the importance of establishing the criteria for excellence in an environment where teaching staff, departments and universities are judged increasingly on student performance. There is, therefore, a common interest in developing a system and a culture which provides the incentive to aim for excellence.

The University marking scale (see page 72) and its interpretation give a detailed account of the type of work that will achieve the appropriate grade.

All assessments in the School are subject to a five-stage process.

1. Assessed coursework and exam scripts are marked according to the marking scales.

2. A sample of scripts is second marked by a member of staff in the School with a close knowledge of the subject area to ensure objectivity.

3. The first and second markers discuss their marks and agree the final mark.

4. A sample of scripts representing the different marking categories, any failures and any problem scripts (for instance, where the first and second markers cannot agree) are sent to the relevant External Examiner for the module in question. The School’s external examiners are senior academics associated with the relevant subject areas and employed at other UK universities. External Examiners are responsible for “balancing and checking” to ensure consistency. The role of the External Examiner is crucial and is taken very seriously.

5. A final stage follows which involves Examination Board meetings within the School at the end of semester one and semester two attended by members of staff and the External Examiners for all taught postgraduate programmes. Every student’s record on coursework and examination is scrutinised and approved by the examination board. Any special circumstances, including requests for the S-coding of modules (see page 18), that students wish to have noted as potentially adversely affecting their academic performance, are
discussed in confidence at meetings of the School’s Special Circumstances Board (which meets prior to each Examination Board meeting).

6. The School’s Examinations Officer then submits these final approved module grades to the University Examinations Officer and student academic records are updated accordingly.

**Coursework submission**

**Written assignments** should be submitted as follows:

- All assignments must be word-processed.
- All assignments should be accompanied by the coursework cover sheet, this can be found at: [http://www.st-andrews.ac.uk/management/student/](http://www.st-andrews.ac.uk/management/student/)
- One hard copy (stapled and not in a plastic wallet) should be placed in the relevant submission box (this will be clearly indicated by the module number) by 12 noon on the submission date, this will be advised by the Module Co-ordinator. The submission boxes are located within the open plan area on Level 2 of the Gateway Building. In addition a soft copy uploaded to MMS must be submitted by the same deadline. MMS, the University’s *Module Management System*, is a centralised system that is used to oversee student academic results and module records. Please note the maximum file size for MMS submissions is 20 MBS. It is your responsibility to ensure files submitted comply with this requirement. Further information on the operation of MMS will be provided at the start of your studies with us.
- Assignments should conform to the Harvard style of reference and be accompanied by a full bibliography of items referenced in the text (see Part C of the Handbook).

**Late Submission of Coursework Assignments/Non Submission of Coursework**

Normally, no extensions for coursework submissions are available. Extensions for assessed coursework are given only where there is appropriate evidence of acute or chronic ill health or serious personal issues. Please note, computer problems, extra curricula activities and the pressure of work due to other modules are not valid reasons for requesting an extension.

Students with exceptional circumstances who would like to request an extension should approach the Module Co-ordinator after having completed the *request for extension form*. Extensions must be requested in advance of the deadline. A copy of any extension request will also be passed to the relevant Programme Director.

The request for extension form is found on the Management student section of the School of Management website.


*NOTE: Late assignments should be submitted directly to the School Office not via the submission box system.*
Penalties for late Submissions and/or Coursework of Incorrect Length

If work is submitted after the specified deadline, without valid cause (see above) the following penalties will be applied.

- **LATE SUBMISSIONS:** Work shall be penalized by one mark on the 20-point scale for each day (or part thereof) that it is submitted late. In the context of submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day. Work submitted more than 10 days late will not be marked and shall receive a mark of zero.

- **COURSEWORK OF INCORRECT LENGTH:** All coursework assignments have a word limit and this is clearly indicated as part of the assignment information. Reference lists and any appended material are excluded from the word limit. To provide you with some flexibility, Module Co-ordinators will accept assignments that are over or under the word limit by 10%. Assignments that exceed this flexible limit will be penalised at the rate of one mark (on the 20-point scale) for every 10% over the word limit. No penalties will be applied for work that is under the word limit, however not making full use of the word count is likely to mean that you have not fully addressed the requirements of the coursework and the mark received may reflect this.

Anonymous Marking

All coursework and examination papers are marked anonymously. Therefore, it is important that you do not include your name anywhere on your assessments prior to submitting them. When submitting coursework (individual or group work) you should use the coursework cover sheet, this can be found on the School of Management web pages:

http://www.st-andrews.ac.uk/management/student/

- an example is also included on page 74, **please do not include your name on any part of your assessment.**

Feedback on Assessed Work

Students must receive routine feedback on any work that they have submitted. Feedback will give you advice that will guide you in improving your learning and future performance. Feedback opportunities vary but can include individual face-to-face discussion, written commentaries on work or electronic feedback, for example through Moodle. Please refer to page 32 “Responsibilities: School and Student” for School of Management guidelines.

Feedback on examination or class test performance can be given to a class as a whole or if you wish detailed feedback from a member of academic staff on an examination script, you should contact the Module Co-ordinator to arrange an appointment. This appointment should fall within 2 weeks of the grades being released, however, if this 2 week window falls over a vacation period you must make arrangements to view
feedback within the first two weeks of the new semester or the recommencement of teaching. No fee is charged for this type of feedback. Students are however also entitled to request a hard copy of any of their own completed examination scripts. If a photocopy of the script is required for personal reference, please contact the School Admin Office and, on payment of a fee of £10 per examination script, a photocopy will be provided for you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet.

EXAMINATIONS

Any queries in relation to exam related matters should be addressed to the University Examinations Officer: examoff@st-andrews.ac.uk.

Registry has compiled a list of Frequently Asked Questions which may be of benefit to you in your exam preparation:

http://www.st-andrews.ac.uk/students/academic/Examinations/FrequentlyAskedQuestions-Exams/#d.en.62577

You will also find all matters relating to examinations at the following link:

http://www.st-andrews.ac.uk/students/academic/Examinations/

Illegible Exam Scripts
It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews then you will have to bear the costs of any return travel to the University.

Recording Devices in Lectures
If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf

Academic Flexibility for Students with Recognised Sporting Talent
There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see
Degree Regulations
A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/ and https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/.

DISSERTATIONS

The University provides general guidance about dissertations in the University of St Andrews Code of Practice for Supervisors and Students in Taught Postgraduate Programmes (2015/16 Session). This document can be found at:

http://www.st-andrews.ac.uk/staff/policy/tlac/postgraduate/taught/

The following section of your handbook deals with additional requirements specific to taught Postgraduate Students in the School of Management. Further advice and detailed instruction will be provided over the course of the year as part of the Dissertation Module which will be listed in your student record as MN5499. Any specific questions with regard to your dissertation should be sent by e-mail to Julie Brooks, Director of Postgraduate Programmes (jfb9@st-andrews.ac.uk).

1. Choice of Dissertation Topic
We strongly advise you to be thinking about the topic of your dissertation as early as possible during your year as a postgraduate student in the School of Management. You will be asked to submit your dissertation proposal including your choice of topic to the School for approval and you will be allocated a supervisor. We make every reasonable effort to allocate appropriate supervisors to students and although students may request a particular member of staff as their supervisor, it is not always possible for such requests to be met.

2. Choice of Dissertation – Group or Individual
Taught Postgraduate students have the option to undertake either a Group or an Individual Dissertation. Once students decide they wish to pursue a group dissertation, they will be advised into MN5498 (module code for group dissertations) rather than MN5499 (module code for individual dissertations). Dissertations groups must designate a group leader who will be the main point of contact with the School. For Group Dissertations there is an additional requirement for each individual to submit a separate essay (the “individual element” of the group dissertation) of no more than 3,000 words, which is related/linked to the Group Dissertation research topic and must be academic in nature, rather than reflective. Students should choose their own topic for the individual element of the group dissertation, which should be agreed with their supervisor during the supervision process. Dissertation groups are also
required to keep an accurate record of group meetings (a log book is provided to all groups for this purpose). The log of group meetings should be submitted with the hard copy of the group dissertation. Group Dissertations will be marked on a 70/30 basis: 70% Group Dissertation, 30% Individual Element.

3. Dissertation Submission
The dissertation should be submitted as follows:

- **Dissertations should be submitted to the School of Management Office no later than 12 noon on Friday, 18 August 2017. Please note: the deadline for submission is not flexible and neither your supervisor nor other staff in the School of Management are in a position to grant extensions unless there are extenuating circumstances (substantiated either by a Doctor or other official means).**

- **If for some reason you will be submitting your dissertation to us by post or asking someone else to hand your dissertation in for you, please ensure that you leave enough time for the dissertation to reach the School of Management by the above deadline. It is your responsibility to ensure that your dissertation arrives by the above deadline. Dissertations arriving after 12 noon on 18 August 2016 may be penalised.**

- **Two hard copies of the dissertation must be submitted together with an electronic copy uploaded to MMS. The hard copies must be bound, although students have a choice of either hard or soft binding. Please note we will not accept stapled, ring or spiral bound dissertations.** Following assessment of the dissertation, one of the bound copies will be made available for collection by students (normally at the time of graduation) from the Taught Postgraduate Programme.

- The University’s Print & Design Unit is ideally set up to print and/or bind your dissertation or thesis. You can send your material in PDF format (with a note of pages to be printed in colour) to: printanddesign@st-andrews.ac.uk and then they will be in touch when your job is ready. Price lists and further information: www.st-andrews.ac.uk/printanddesign/

Please allow adequate time for printing and binding your dissertation, as this service becomes very busy around the submission date.

- **For Group Dissertations:** The complete hard copy of the group dissertation (including each of the individual submissions) must be handed in at one time to the office. Hard copies of the individual elements do not need to be included in the bound copy of the group dissertation, but can be stapled separately (essay-style) and submitted at the same time. The designated group leader must upload the group dissertation to MMS on behalf of all of the group members. Each group member should upload their own individual element of the group dissertation to MMS in the space provided. Dissertation Group Log Books should also be submitted along with the copies of the dissertation.
Mandatory Declarations and Title Page:

The following sections should be included at the beginning of the dissertation (for ALL dissertations):

(i) A title page with the title of the dissertation, your name, your matriculation number, the name of your supervisor, the name of the degree and the date of submission [specific format at student’s own discretion]. Please note students are not required to include the University crest on the title page of their dissertation; however should you wish to do so please follow the style guidelines for use of the University logo as outlined on the University website:

https://www.st-andrews.ac.uk/staff/policy/styleguides/corporateidentity/

(ii) The following declaration in the case of an individual dissertation:

I hereby certify that this dissertation, which is approximately ..... words in length, has been composed by me, that it is the record of work carried out by me and that it has not been submitted in any previous application for a higher degree. This project was conducted by me at [the University of St Andrews / another location] from [month/year] to [month/year] towards fulfilment of the requirements of the University of St Andrews for the degree of .........under the supervision of ............. date ...... signature of candidate ........

(iii) The following declaration in the case of a group dissertation:

We hereby certify that this dissertation, which is approximately ..... words in length, has been composed by us, that it is the record of work carried out by us and that it has not been submitted in any previous application for a higher degree. This project was conducted by us at [the University of St Andrews / another location] from [month/year] to [month/year] towards fulfilment of the requirements of the University of St Andrews for the degree of .........under the supervision of ............. date ...... signature of candidates (in exceptional circumstances one group member may sign on behalf of the dissertation group) ........

The declaration for group dissertations must comply with the University’s requirement for students working in groups to take responsibility for their individual input to the group dissertation.

In order to comply with this requirement, all group dissertations must include a declaration of responsibility. This declaration should take the form of a list of the dissertation sections and the corresponding group member who is primarily responsible for each section, for example:
Introduction - E. Hemingway  
Literature Review - J. Steinbeck  
Methodology - C. Dickens  

This declaration should be signed by each member of the group. A student taking responsibility for a section will be held accountable should academic misconduct be detected within their section. In the case of shared responsibility for one or more sections of the dissertation, students should clearly state that the group members are jointly responsible for the section or part of the dissertation.

(iv) The School of Management recognises that some postgraduates, such as those whose first language is not English or who have dyslexia, may wish to obtain additional assistance with their writing. As a general principle, such assistance must be limited to matters of style, idiom, grammar, syntax and spelling. If assistance of this kind is obtained by a student then this must be explicitly acknowledged in a further signed declaration at the front of the submitted dissertation as follows: “I, ........., received assistance in writing this dissertation with style, idiom, grammar, syntax or spelling, which was provided by [INSERT NAME].”

Please note that it is not necessary to use a coursework hand-in sheet for submission of your dissertation.

4. Absence from St Andrews during the Dissertation Period  
Students must be resident in St Andrews during the whole of their studies, including the dissertation period (up until 18 August 2017). Students are expected to attend meetings with their supervisors and also, in the case of group dissertations, with the other members of their group. We recognise that it may be necessary for students to travel in order to undertake certain aspects of their research related to their dissertation; however any travel should be discussed and agreed with your dissertation supervisor in advance. Any absence from St Andrews which is longer than 10 consecutive days will require formal approval, according to the University of St Andrews “Location of Studies” Policy (please see page 19 for more details). Please be advised that travel and/or absence from the University during the dissertation period may hinder your ability to receive adequate supervision and to complete your dissertation on time and to the required standard.

International Students (those who are non-European Economic Area nationals) are affected by regulations introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Border Agency any student who is not in attendance during the period of their study. In other words, if you are absent during the dissertation period, this may affect your visa status.
5. Dissertation Length and Format
Dissertations should be word-processed in 1.5 or double line spacing and the font size should be no less than 12. Double-sided submission is acceptable. The margins should be no narrower than 30mm. The dissertation or project must not exceed 15,000 words (excluding ONLY the bibliography and any appendices). This includes footnotes and edited original documents and texts, as well as all other parts of the dissertation. This word limit is set by the University and applies to all taught postgraduate dissertations. Students must comply with the word limit and no excess will be allowed.

6. Dissertation Log Books
The School of Management requires students and their supervisors to keep a record of their meetings in a Supervisory Log Book. These log books will be provided to supervisors at the beginning of the supervisory period and will be kept by the supervisor and handed in to the School of Management office at the end of the dissertation period. A further log book is required to record dissertation group meetings (please see above for more information).

7. Dissertation Library
The School of Management maintains a small library of past dissertations. The School makes every effort to ensure that dissertations in the library are of a high quality and in particular those achieving a ‘distinction’ (a mark of 16.5 or better) may be included. Unless the School is notified otherwise, dissertations receiving distinction-level marks may go into the School’s dissertation library. Therefore students who submit a dissertation which is of a confidential nature must include a note, requesting their dissertation be withheld from the dissertation library.

The dissertation library is located on Level 2 in the Gateway Building behind the reception area. Previous dissertations are only made available to staff and students in the School of Management. Students may request to view copies of previous dissertations via the School of Management office; however, previous dissertations must not be photocopied, photographed or taken away from Level 2 of the Gateway.

* MLitt in HRM students wishing to obtain the CIPD accredited qualification MUST undertake an individual dissertation. Further information on additional dissertation requirements in line with CIPD will be provided.

RESEARCH ETHICS (DISSERTATION)
As your dissertation research may include data obtained from living human subjects (for example through conducting interviews, undertaking a survey, or focus groups) it may therefore come within the scope of the University’s policies and procedures concerning the ethical approval of such research activities. This is overseen by the University’s Teaching and Research Ethics Committee (UTREC).
UTREC focuses on academic activity involving living human subjects, human tissues and other human samples. All research and teaching activities of all staff and students in all Schools and Units of the University that involve living human subjects, tissues and/or other samples will require formal approval from UTREC.

Find out more please refer to:

http://www.st-andrews.ac.uk/utrec/

Students will be informed of the requirements for obtaining ethical approval for any data collection involving human subjects as part of the teaching on the dissertation module.

AWARDS

Programme Award
This refers to the academic qualification you are entitled to receive based upon the results you have achieved in the modules that comprise your programme of study. For the award of the Master’s in your chosen programme you are required to pass the taught modules in your programme and the dissertation module with a minimum credit weighted average of 13.5 and you are required to pass the dissertation with a grade no lower than 13.5. If your performance is lower you may be eligible for the award of Postgraduate Diploma.

Distinctions
Distinctions can be awarded in relation to: the dissertation element of your programme; to the taught component of your programme; or, to the programme as a whole. A grade of 16.5 or above constitutes the threshold for the award of distinction in the dissertation. An average of 16.5 or above in the six taught modules of your programme constitutes the threshold for the award of distinction in the taught component. A grade of 16.5 or above in the dissertation and an average module grade of 16.5 or above in the taught component constitutes the threshold for an overall distinction in your programme.

Prizes
The Head of School Prize is awarded at both undergraduate and postgraduate levels and is offered to students in the School of Management who have contributed to the School and in particular to its outreach activities.

The Macallan Marketing Prize is awarded at the discretion of the Examination Board to the student from the MLitt Marketing programme who achieves the highest overall average when the grades for the taught component of the programme and the dissertation are combined.

Deans’ List
This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names
inscribed on the Deans’ List, an honour which will also appear on your University transcript. The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans’ List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in the pro-rata equivalent of 120 credits over the course of an academic year. Full details of all the criteria and conditions for the Deans’ List are available at https://www.st-andrews.ac.uk学生们的学术奖励/院长列表/ and http://www.st-andrews.ac.uk/媒体/教学-学习/政策/PGT学分奖励.pdf.

GOOD ACADEMIC PRACTICE POLICY

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed to unfairly take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

Academic misconduct includes the presentation of material as one’s own when it is not one’s own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation is liable for consideration under the University’s Good Academic Policy irrespective of whether it carries credit towards your degree. All work submitted by students is expected to represent good academic practice.

You should be aware that the University takes academic misconduct offences extremely seriously and any student found guilty of a repeat offence may be expelled from the University either temporarily or on a permanent basis.

The University’s Good Academic Practice Policy (see link below) covers the behaviour of both undergraduate and postgraduate students.

All students are required to undertake the Training in Good Academic Practice (TGAP) module. Further information on Academic and Study Skills can be found at the following link:

http://www.st-andrews.ac.uk/学生们/学术/学习和建议/学术技巧/


Students who are unsure about the correct presentation of academic material should approach their tutors, and can also contact CAPOD, which is the University’s Centre for Academic, Professional and Organisational Development, via email on learning@st-andrews.ac.uk.

RESPONSIBILITIES: SCHOOL AND STUDENT

In seeking to achieve our objectives, there are levels of input from the School and students which should be regarded as minimum requirements.

School Responsibilities

- To provide clear notification of module objectives and content, teaching methods, assessment and the penalties for non-compliance with attendance or submission requirements.
- To ensure sensitivity in setting coursework submission dates and early notice of such dates.
- To provide a level of library provision which gives reasonable access to all recommended material, where necessary through the short-loan system.
- To provide high quality provision of study aids (hardcopy information, electronic-based sources, etc).
- To return coursework with appropriate feedback and normally within 3 weeks of submission. However, if the feedback date falls over the Christmas or Spring vacation period the feedback will not be returned until the Tuesday when teaching recommences. A copy of the Assessed Coursework Feedback Form used by Module Co-ordinators can be found at page 73, (please note that this Feedback Form may be amended by individual Module Co-ordinators as necessary). In addition, assessment guidelines can be found at page 72. Please note that all continuous assessment grades are technically provisional until endorsed at the final Exam Board.
- To provide advance notification of, and explanation for, any changes to teaching times or rooms, communicated by email or by updating relevant web pages.
- To offer a reasonable level of access to staff outside formal class times.
- To provide opportunities for discussion of performance in assessed coursework and examinations; and in relation to your general progress with your studies.

Please note that University policy concerning feedback on examination performance and the return of examination scripts can be found at:

Student Responsibilities

- To be punctual and have full attendance at lectures and tutorials.
- To check relevant University web pages for timetable changes and for notices.
- To read the reference materials provided by your Module Co-ordinator and to consult additional sources as necessary.
- To have adequately prepared for, and participate actively in, smaller group classes such as tutorials, seminars etc.
- To organise and schedule work so that submission deadlines are met. Requests for extensions to coursework submission dates must be agreed with the relevant Module Co-ordinator.
- When assessed presentations are included in the coursework of a particular module, attendance on the date/time specified is mandatory and the presentation should be regarded as if it were a formal examination for purposes of absence and the like.
- To provide written, and if possible, prior notification of unavoidable inability to attend lectures/tutorials (e.g. on health grounds). In these cases, students should email or write a letter to their Module Co-ordinator with a copy to the Taught Postgraduate Programme team (manptg@st-andrews.ac.uk).
- To follow strict compliance with University regulations relating to academic offences (e.g. plagiarism) and acceptance of the penalties for non-compliance (see the Good Academic Practice section of this handbook).
- To undertake the Training in Good Academic Practice (TGAP) module.
- To check your University email on a daily basis.
- To inform us promptly of any change of address for either your St Andrews or home details, this must be done via MySaint.

In meeting these responsibilities we recognise that you will need time, especially in the first semester, to adjust to your own timetable and the facilities that you will need to access in different parts of the University. We also recognise that it would be rare for any student entering post-graduate study not to encounter aspects of life that are difficult or uncertain. Experience suggests that addressing problems early leads to an easier and quicker solution.

Personal Details
You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via MySaint. This is the on-line portal through which you can access a variety of information sources relevant to your studies with us. MySaint can be accessed from the Current Students section of the University home page.

Senate Regulations
You should make yourself aware of the Senate Regulations and the key Codes of Practice and Rules that govern your studies and behaviour in St Andrews. These are all available on the University web page under the Sections on Academic Matters and Policy & Guidance, please see the following link:

http://www.st-andrews.ac.uk/students/
ACADEMIC APPEALS, COMPLAINTS AND DISCIPLINARY ISSUES

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

**An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals).

**Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints Handling Procedure).

**Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of an appropriate member of staff (for example your Module Co-ordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

**Using the Right Procedure**

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you **must** use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic
judgment or decision is not one of the outcomes from the Complaints procedure used alone.

**Further guidance and support**
The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

**Contact:**
Iain Cupples  
Student Advocate (Education)  
**Telephone:** 01334 462700  
**Email:** inc@st-andrews.ac.uk

**ABSENCE REPORTING**

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a **Self Certificate of Absence form (through e-Vision)** as soon as possible.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self Certificates in a single semester, or if the period of absence extends to more than two weeks, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.
Absence from Examinations
Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self Certificate of Absence form (through e-Vision) as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than three days after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

Contact: Examinations Officer
The Old Burgh School, Abbey Walk
Telephone: 01334 464100
Email: examoff@st-andrews.ac.uk

STUDENT SUPPORT & GUIDANCE

There are a number of support and guidance facilities available to you during your time as a student with us. These include:

- Staff in The School of Management;
- The University’s Advice and Support Centre (ASC), see page 10;
- The Student Association: http://www.st-andrews.ac.uk/studentservices/
- Student Services: http://www.st-andrews.ac.uk/studentservices/

In seeking advice and guidance from colleagues in the University, please be assured that personal matters will be dealt with confidentially and information will only be passed on to other members of staff in accordance with the University Student Confidentiality Code:

http://www.st-andrews.ac.uk/students/rules/dataprotection/
PART C
EFFECTIVE LEARNING

GROUP WORK
During your postgraduate studies, working in multi-cultural teams or groups will form an important part of your studies. Not only is this a key part of the learning experience, but it will also help to prepare you for future employment. At the School of Management, we strive to achieve diversity among our student cohorts to ensure that the study environment reflects the globalised world in which we live and work. We hope that you will form lasting relationships with the other students in your cohort and that working together helps to facilitate this process.

During first semester, for group work undertaken in core modules, you will be working in ‘Action-Learning Groups’ which have been allocated by the School to ensure that all groups are as diverse as possible. For option modules in Semester One groups will be assigned by the Module Co-ordinator on the same basis as the Action-Learning Groups. During Semester two, students will be allowed to freely choose with whom they wish to work and form their own groups.

In some cases, assessed group work will include an element of ‘peer evaluation’ in order to inform the module co-ordinator about the process of group working. In order to help you to work better in your Action Learning Groups, sessions on group work have been organised in Orientation Week and early in Semester One, including a Belbin self-assessment of group roles and a follow-up workshop to help individuals understand how they normally work within teams or groups of people.

If you encounter any problems within your Action-Learning Groups that you are unable to resolve yourselves, you should bring this to the attention of your module co-ordinator as early as possible and before any assessed group work is submitted.

WRITTEN ASSIGNMENTS
Many of the assessments you are required to complete as part of the coursework for your modules are written assignments. These may be essays or more reflective pieces of writing such as learning journals or blogs. The following notes might be of help in preparing written assignments and also when revising for examinations as most examination papers require you to write long answers in “essay-style” format. The following paragraphs provide some general advice on writing essays; however your Module Co-ordinators will provide additional advice for other types of written assessments.

At the outset you should establish the amount of time needed to complete the essay for the deadline date and work backwards to give an appropriate start date/time. However, you should begin your essay as early as possible to ensure that you can give enough time to the task of essay writing. Here are some tips on handling written assignments:
1. **Examine the task:**
   (a) Make sure that you know how long the essay has to be.
   (b) Look for keywords in the question as these will help you to understand what you are being asked to do.
   (c) Decide on the limits of the topic

2. **Collect the material you need:**
   (a) Start early, thinking carefully about the topic and the approach you are going to take to it.
   (b) Use a variety of sources, starting with the ones that have been recommended, if any.
   (c) When reading material, always make sure that you have the essay title in front of you and a list of questions you want to answer.
   (d) Carefully record the sources you use as you must reference them all, and you may want to go back to the original material at a later date.

3. **Plan the outline and write a first draft:**
   (a) *Introduction* – this first paragraph is often the most difficult to write, but you can always rewrite it later if necessary. You should introduce the topic, perhaps giving some explanation of what you understand by the title, and establish the main point that you are going to develop.
   (b) *Development* – develop your ideas or argument as fully as you can, usually one main point per paragraph. You will need to explain and justify the points that you make, supporting them with evidence such as examples and diagrams. Continually prove your point of view throughout the essay; don’t drift or leave the primary focus of the essay; don’t lapse into summary – that should come in the conclusion.
   (c) *Conclusion* – summarise your main points and, if asked, give your view or position; draw more general conclusion if appropriate; refer back to the essay title and, if it asks a specific question, make sure that you have answered it. Read your first paragraph and the development.
   (d) Edit/rewrite the first paragraph if necessary.
   (e) *References/Bibliography* – do not plagiarise, you must give references for both direct quotations and paraphrases of others’ ideas. All referenced works must also appear in the bibliography.

4. **Take a day or two off!**

5. **Re-read your essay with a fresh mind and a sharp pencil. You might like to bear the following questions in mind:**
   (a) Does the essay answer the question?
   (b) Is the content accurate and relevant?
   (c) Have you covered all the main aspects in sufficient depth?
   (d) Is each main point well supported by examples and argument?
   (e) Is the material arranged logically?
   (f) Is there a clear distinction between your ideas and other people’s ideas?
   (g) Have you acknowledged all sources and references?
   (h) Is it the right length?
(i) Is it clearly written and well laid out?
(j) Is the grammar, punctuation and spelling correct?

6. Edit, correct, and re-write as necessary.

7. Submit the essay.

8. Congratulate yourself on a job well done!

Keywords in Essay Titles

Analyse
Examine the detailed constituents of.

Compare
Examine qualities or characteristics to discover resemblances. “Compare” is usually stated as “compare with”; you are to emphasize similarities, although differences may be mentioned.

Contrast
Stress dissimilarities, differences, or unlikeness of things, qualities, events or problems.

Criticise
Express your judgement of correctness or merit. Discuss the limitations and good points or contributions of the plan or work in question.

Define
Definitions call for concise, clear, authoritative meanings. Details are not required but limitations of the definition should be briefly cited. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others.

Describe
In a descriptive answer, you should recount, characterize, sketch or relate in narrative form.

Discuss
The term discuss, which appears often in essay questions, directs you to examine, analyse carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and entailed answer.

Evaluate
In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

Explain
In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the ‘how’ or ‘why’, reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions that give rise to whatever you are examining.

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1 Modified and adapted from: University of St Thomas’ ISS-Learning Center (http://www.stthomas.edu/academicsupport)
| **Illustrate** | A question that asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concrete example. |
| **Interpret** | An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve, or comment upon the subject and usually to give your judgement or reaction to the problem. |
| **Justify** | When you are instructed to justify your answer you must prove or show grounds for decisions. In such an answer, evidence should be presented. |
| **Outline** | An outline answer is organised description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification. |
| **Prove** | A question that requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning. |
| **Relate** | In a question that asks you to show the relationship or to relate, your answer should emphasize connections and associations in descriptive form. |
| **Review** | A review specifies a critical examination. You should analyse and comment briefly in organised sequence upon the major points of the problem. |
| **State** | In questions that direct you to specify, give, state, or present you are called upon to express the high points in brief, clear narrative form. Details and, usually, illustrations or examples, may be omitted. |
| **Summarise** | When you are asked to summarize, you should give in condensed form the main points or facts. All details, illustrations and elaboration are to be omitted. |
| **Trace** | When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deduction. |

Unless otherwise stated, essays and reports require a full answer in good English. Although not essential, the use of headings and sub-headings is often helpful in structuring an answer, and you should not be afraid to use these where appropriate. In any event, separate paragraphs should be employed for the discussion of each new point.
Essays are usually set in such a way that they cannot be satisfactorily answered by paraphrasing standard textbooks or papers. Attempts to treat essays as paraphrasing exercises will attract minimal marks and run the risk of penalties for plagiarism. Essays invariably require a certain amount of reading, both of recommended references and consideration of lectures and class discussions. While references to the literature are expected, you should develop properly argued answers in your own words rather than present a mere patchwork of other people's thoughts/interpretations/words. This is the only way to understand a subject fully, and demonstrate to tutors that you have a grasp of the subject.

All references/sources used in your work must be cited wherever appropriate. Failure to comply with these directions means that you run the risk of penalties for plagiarism.

For example:

When you consciously refer to, or legitimately borrow an idea from an author's work, you must always acknowledge this. The most convenient way of doing this is: “Ansoff (1984; p73) suggests that” or “these four components together form the common thread concept of strategy (Ansoff 1984).”

Direct quotations must be placed in quotation marks followed by a clear indication of the source and relevant page number.

All references cited should be listed in full in alphabetical order at the end of your work, see the information contained in the Referencing Guide of this Handbook.

**REFERENCING GUIDE**

This section of the Student Handbook sets out the Harvard system of referencing to be used in tutor-marked assignments and research reports submitted to the School of Management, University of St Andrews. It is important to reference published material that you wish to use in your written work. While referencing is a standard that is used to avoid plagiarism it also supports a strong scientific method. To build arguments and provide evidence you must reference any published resources you use. The spirit of referencing is embodied in Isaac Newton’s famous 1676 quote, “If I have seen further it is by standing on the shoulders of giants”. It means that Newton’s great discoveries were made by building on the previous work of scientists. This reference guide sets out how to reference other authors’ work properly.

For each type of material you are referencing (e.g. books, journal articles, newspapers, internet sites), this guide presents two parts, and how to write the full reference at the end of your work. The section at the end of the work should be called a reference section and only include those references cited in the essay. For the purposes of this guide these two sections will be called in-text referencing and the reference list format.

A note on paraphrasing and quoting: quotations are direct transcriptions of text from other sources while paraphrasing uses your own words to express others’ ideas. You
should attempt to paraphrase where possible and only use quotations sparingly and strategically. Both paraphrasing and quoting require referencing, and quotations must refer to the page number from which they were taken (see Books section overleaf).

**Generic Format**
The Harvard system has a generic format for in-text referencing and the reference list. While this guide provides a range of examples for books, articles, Internet sources etc, the generic format below should be used where adaptation is necessary.

In-text
Author (year) or (Author, year)
e.g. Sillince (1996) or (Sillince, 1996)

In-text (direct quote)
Author (year: page number) or (Author, year: page number)

Reference list
*Books*
Author (Year) *Title*. Place Published: Publisher.

*Articles*

*Books*
The following exemplifies several in-text references for books with one author, two authors, more than two authors, and authors cited by another author. When citing more than two authors, list all authors’ surnames the first time, then use *et al.* (see example; *et al.* is an abbreviated version of the Latin phrase *et alii*, which means “and others”). Note the different formats for the in-text referencing of paraphrasing and quotations (with page number) and the complete references in the reference list.

**In-Text**

*One author*
The development of bureaucratisation in the UK was fundamentally different from that of the US. The Taylorist efficiency movement occurred in the US during an expansionary period while the same movement occurred in the UK during one of the worst ever recessions (Littler, 1982). Littler (1982) concludes that for these reasons the labour movements in the UK are fundamentally different from those in the US. These differences in capitalist development had important consequences, ‘This affected the pattern of resistance, and British capitalism still carries the scars of this historical conjuncture’ (Littler, 1982: 195).

*Two authors*
Managerial skills are a key focus for Whetton & Cameron’s (1991) introductory text.
Three or more authors
Smith, Child & Rowlinson’s (1990) case study of Cadbury’s Ltd revealed that the corporate culture’s resistance to change was diminished by the use of new concepts and symbols. The new vision embodied in the transformation was also facilitated by key change agents located strategically throughout the organisational structure (Smith, et al., 1990).

Author cited by other author: secondary sources

Reference List
Alphabetically ordered list of references.

Journal Articles
In-text referencing of journal articles uses the same format as books (see above). Notice that the reference list includes the name of the journal article and the name of the journal. Be wary of electronic journals or articles retrieved from the Internet, as some formats may not include the original page numbers you might need for direct quotations.

In-text
Broadbent, Jacobs, & Laughlin’s (1999) comparison of the organisational accountability of UK and New Zealand Schools reveals important distinctions. Broadbent, et al. (1999) discuss how management accounting in UK schools results in an individualistic focus in contrast to the socialising focus of an integrated financial accounting in New Zealand schools. An individualising focus may result in undermining ‘the capacity for communal action and alienate the organisational members from the activities that they are required to undertake’ (Broadbent, et al.,1999:358).

Reference list

Internet Sites
The variability of Internet site quality is problematic for referencing in academic essays. However, access to annual company reports, press releases, and daily news
services provide ample reasons to utilise the Internet in essays. Journal articles obtained over the Internet should use the standard journal format unless the journal is solely in electronic format.

In-text
Wiegran & Koth’s (1999) article on successful online commerce focuses on customer loyalty, increasing purchases, and higher margin products. They propose five website features to achieve successful online commerce; value added information, personalisation, intelligent communication, user generated content, and loyalty incentives (Wiegran & Koth, 1999).

Since 1991, the price of oil has reached its highest in February 2000 and this rise is due to OPEC restrictions on oil production (BBC, 2000).

Reference list


Other formats
Again, use the generic system when you encounter material to be referenced that does not fit clearly into the previous or following examples.

- Newspapers  In-text  Use same as Books (i.e. Author, year). If no author is found then use full name and date as follows. The oil crisis has caused parents to ‘consider home education’ (The Times. 9 July 1973: 3).

  Reference list

- Chapter in edited collection

  In Text
  Note that the author’s cited chapter is taken from pages 138 to 157 from Pollert’s Book, Farewell to Flexibility. Smith’s (1991) examination of flexible specialisation focuses on production and consumption.

  Reference list
• Company Publication

In-text
Flexible work technologies are a key focus for British Telecom. BT has set up a consultancy unit that specializes in employing flexible working practices with respect to technology (British Telecom, 1999).

Reference list

• Author with more than one publication in a year

In-text
Haslam, Williams, & Williams (1990a) is distinguished from Haslam, Williams, & Williams (1990b).

Reference List

• Interviews and personal communication
Students are advised not to reference personal communication (e.g. lectures or meetings) unless as part of a submitted field research project with a relevant section on methods. Lecture material should be traced back to original sources.

In-text
One respondent believed that post modern research methods were indicated by the use of computers and quantitative algorithms with traditionally qualitative textual analysis (Innes, 2000).

Reference list
Innes, P. (2000) Interview, no.01, 22 March.

GUIDELINES ON ACADEMIC INTEGRITY

It is critical to the reputation of the School of Management and of the University that everyone associated with the programmes behaves with the highest academic integrity. As the programmes help create individuals who will take up responsible positions in business and government, we have a special responsibility to ensure that our academic standards are beyond reproach.

All programmes encourage students to work together and discuss ideas, this is an integral part of the learning process. However, we should caution you that discussion
and collaboration should be clearly separated from the written preparation and submission of individually assessed work.

Please make sure you have read the section on “Good Academic Practice” in Part B of this handbook.

PREPARING FOR EXAMINATIONS

Reciting/Memorising from lecture notes
The aim is not to memorise and recite what you think is the most relevant bit of the lecture notes as accurately as possible. The aim is to answer the question that has been asked. This may well require you to think hard in the examination room, using all that you have been taught in this and other courses, as well as knowledge from your own reading. There is nothing to be gained by memorising paragraphs of text (and mathematics) for reciting in the examination. Indeed, such behaviour may lead to charges of plagiarism.

Originality
High marks will be awarded for original thought that is sensible (and hopefully correct) and for the use of information from additional reading. This is easily noticed by the marker amongst a large amount of lecture note repetition.

Meaning
Deciding what the question means is a key aspect of answering some questions. Good students are distinguished by their ability to correctly interpret the question. So part of your answer may sometimes involve some discussion of how the question can be interpreted, and why you have chosen to interpret it in the way you have.

Argument
It is not enough to reproduce the relevant facts; you must use these facts in an argument that answers the question. Most students do not need to know a lot more to get higher marks. By just using what they already know in a better argument they could get substantially higher marks. You may think the facts you have written down “speak for themselves” and provide all that is needed for an intelligent person to answer the question. But if you have not shown how they can be used to answer the question, you will not get very good marks. For example, the observation that apples fall to the ground is not the same thing as the theory of gravity.

Write It Down
You only get marks for what you have written down, not what you could have written down, or what you meant to write down. For example, sometimes students miss out the word "not", which has a dramatic effect on the meaning. More generally, students fail to fully explain their argument.

Relevance
Strongly resist the temptation to stray off the point. You will get very few marks for irrelevant material, even if it is all correct. It demonstrates a failure to properly
understand the question. Extra marks will be given for candidates who are able to select only those parts of what they have been taught that are directly relevant to answering the question.

**Correct Answer**
The examiner is often less interested in whether your answer to a question is Yes or No, but in how you have arrived at your answer. Indeed, either yes or no may be acceptable answers when properly justified by a well-structured argument.

**References**
You do not need to memorise (and quote in your answer) the names of the authors of a large number of journal papers etc. What is important is that you understand the contribution to knowledge a paper has made, and can make use of this knowledge, where relevant.

**Diagrams**
They are easy and quick to draw, usually indicate an understanding of the problem, and often assist candidates in analysing the problem, leading to a better answer. Remember to label your axes and curves.

**Handwriting and English**
You will only get marks for what the examiner can read, and so you will not get marks for illegible or incomprehensible material. Therefore, it is worthwhile writing a bit more slowly so the meaning and handwriting are clear.

**Mathematics**
In general, outside of statistics courses, unless you are asked for a proof, substantial amounts of mathematics are not required or expected in answers. However, in a question on say CAPM, a brief mathematical statement of the SML may be beneficial. If you do use some mathematics, then briefly define your symbols.

**Numerical Questions**
Numerical questions versus essay questions. There is a risk return trade-off in making this choice - numeric questions tend to have a higher average mark, but also a much higher variance of marks.

**Method**
Most of the marks are usually allocated for showing a correct and clear sequence of calculations. A lucky guess of the correct numerical answer will get few marks. If your method is correct showing your workings also means that if you make a slip in your calculations, you will still get good marks.

**Omissions**
You may think a piece of information is missing from the question. In this case, state clearly any assumptions you make. Examiners may omit some assumptions which are necessary to properly answer the question, but the deliberate omission of numbers necessary to answer the question is rare.
**Length of Answers**
Very short answers, e.g. *Yes or No*, will score very few marks.

**Fuller Answers**
Given the constraints that your answer is (a) legible, (b) clearly expressed in good English, (c) directly relevant to answering the question and (d) correct; then a fuller answer will usually score higher marks. However, repetition will not lead to higher marks.

**Fundamental Mistakes**
Lengthening your answer by making statements which demonstrate you do not understand fundamental concepts may lead to *lower* marks than if you had not written this material.

**Conclusions**
Try to have a final paragraph which concludes your answer and summarises your main points.

---

**FURTHER HELP WITH STUDY SKILLS AND ASSESSMENTS**

**CAPOD**, is the University’s Centre for Academic, Professional and Organisational Development. CAPOD provides support for students in developing academic and study skills (eg. essay writing, referencing and notetaking), support with any maths/stats elements of your course, IT skills, and professional skills (e.g. presentation skills, time-management, teamwork) to help you get set for the workplace.

For academic/study skills support you can book an individual appointment with one of our experienced postgraduate tutors or attend a drop-in session every Thursday afternoon in the Main Library.

If you require support with maths/stats skills, you can book an individual appointment with one of our postgraduate mathematicians or statisticians. More information and booking details can be found here: [http://www.st-andrews.ac.uk/capod/students/pgtaught/](http://www.st-andrews.ac.uk/capod/students/pgtaught/)

You can also take part in the Academic Skills Project, a series of subject-specific workshops delivered by postgraduates. To find out more about the project see: [https://www.st-andrews.ac.uk/students/academic/advice/studyskillsandadvice/asp/](https://www.st-andrews.ac.uk/students/academic/advice/studyskillsandadvice/asp/)

Information about resources to help you develop your professional skills and IT skills (including the ability to study for a Microsoft Office Specialist qualification), as well as detail on the M-Skills programme for Masters students, can be found on the MSkills webpage: [http://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/](http://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/)

Finally, you can contact CAPOD by: e-mail learning@st-andrews.ac.uk or telephone on 01334 (46)2141 or visit in person at the Hebdomadar’s Block, St Salvator’s Quad.
ENGLISH LANGUAGE TEACHING

The purpose of In-sessional English Language Service (iELS) is to help you acclimatise to academic study in the UK. This includes:

- understanding your lecturers’ expectations
- developing and organising arguments
- encouraging critical thinking
- enhancing your language accuracy and fluency

iELS tuition comes in the form of:

- one-to-one tutorials
- workshops
- a bank of 150+ online lessons

In your induction session in orientation week, enrolment will be explained. You can also visit our website and enrol on our Moodle site for the latest information about iELS, and for access to a number of language competence diagnostic tools.

Contact details:

Email: iels@st-andrews.ac.uk
Moodle: https://moody.st-andrews.ac.uk/moodle/course/view.php?id=241
Website: https://www.st-andrews.ac.uk/elt/iels/
Address: iELS, English Language Teaching Centre, Kinnessburn, Kennedy Gardens, ST ANDREWS  Fife   KY16 9DJ

FURTHER INFORMATION

The University is registered under the Data Protection Act and reserves the right to enter personal student data on its computer systems.

Equal Opportunities: The School and University are committed to a comprehensive policy of equal opportunities for students, in which individuals are selected and treated on the basis of their relevant merits and abilities and are given equal opportunities within the University. No student should receive less favourable treatment on any grounds which are not relevant to academic ability and attainment. The University is committed to a programme of action to make the policy fully effective.

Special Consideration: will be given to students who are subject to medical illness or extenuating (social/personal) circumstances which are likely to affect academic performance. Students should submit relevant documents and inform one of their Programme Directors of all such circumstances as soon as possible. Please also note the procedures in earlier sections of this document.
PART D
TAUGHT POSTGRADUATE PROGRAMMES

Your chosen programme of study is one of a number of Taught Postgraduate Programmes in the School:

- MSc in Finance and Management
- MSc in Banking & Finance
- MLitt in International Business
- MLitt in Marketing
- MLitt in Management
- MLitt in Human Resource Management

All programmes share a common philosophy in that they aim to provide students with a critical understanding of the nature of strategic business and management activity and the wider contexts within which such activity takes place. This is achieved through the provision of programmes whose content is relevant to the specialist area of study chosen and which:

- is rooted in sound research into the nature of business and managerial work;
- offers an integrated theoretical and empirical framework within which to study the subject;
- provides for a balance in the learning of useful concepts and techniques and the development of analytical, critical, and evaluative skills that are transferable and that will support the student’s needs for lifelong learning;
- helps to prepare students who can be expected to operate in often diverse cultural settings and within a global business environment;
- examines the ethical dimensions of business and organisations;
- gives you the opportunity to work in teams, make presentations and debate and analyse with fellow students and staff contemporary issues in business and management;
- emphasises the process of learning as well as the content of learning;
- through the provision of option modules, offers the opportunity for students to tailor their studies to reflect their particular interests;
- provides a variety of activities (for example, guest lectures and organisation visits) to complement your studies and enable you to develop further your knowledge of, and skills in, the subject of business and management.

The modules offered by the School of Management aim to develop both the knowledge base and the skills of students. In each of these aims, there is an important role for the concept of student-centred learning. In practical terms, this involves a co-operative arrangement between staff and students, with staff responsible for organising and guiding students towards a variety of learning resources and students making the fullest use of these resources on their individual initiative.
It is a strong belief of the staff that, as well as encouraging academic excellence, the School of Management should take a positive role in developing the types of skills which are essential to effective leadership. Such skills include:

- Analysis – learning to use methods of careful and logical reasoning.
- Synthesis – recognising patterns of development in diverse material.
- Oral presentations to small and large audiences of peers.
- The ability to work in groups or teams, with the associated organisational, leadership and delegation skills.
- The capacity for constructive self-evaluation.
- The ability to communicate with representatives of business and to understand and use with confidence the vocabulary and conceptual frameworks employed in business.
- The capacity for research and investigation.

SKILLS FOR EMPLOYMENT, PROFESSIONAL DEVELOPMENT AND THE CO-CURRICULAR MASTERS EXTRA PROGRAMME

In addition to the academic studies associated with your programme, we offer an integrated programme of professional, personal and career development activities to complement your academic studies, enhance your experience at the University of St Andrews and contribute to your employment and career development profile. Known as the Co-curricular MX (Masters Extra) Programme it is open to all post-graduates at the School of Management and comprises the following elements:

- **MX-TALKS**: A series of specialist lectures by guest speakers from industry, commerce and the professions; presentations by leading employers and a number of management-related interactive workshops all aimed at enhancing your knowledge and understanding of business and management. Additionally, events will also be organised by the School’s student-led Management MNG Society, more details are available here: [https://www.facebook.com/MNGSociety/?fref=ts](https://www.facebook.com/MNGSociety/?fref=ts)

- **MX-JOBS**: The opportunity to participate in the University Careers Centre programme of activities and to take advantage of the Centre’s advice and guidance on employability skills and issues. Throughout the year, activities organised by the Careers Centre that are relevant to the School’s postgraduate students take place. Stay up to date with the Careers Centre on Facebook [https://www.facebook.com/universityofstandrewscareerscentre](https://www.facebook.com/universityofstandrewscareerscentre) or drop in to 6 St Mary’s Place (directly opposite the Student Association building) which is open from 10am to 5pm Monday to Friday.

- **MX-SKILLS**: Personal development workshops provided by the University’s Centre for Academic, Professional and Organisation Development (CAPOD). The workshops will include topics such as Time Management, Project Planning and working in teams. Additionally, CAPOD offers a wider programme of workshops, ‘M-Skills’ [https://www.facebook.com/MSkills](https://www.facebook.com/MSkills). This is open to all Masters students at the University, including the opportunity to study for a globally recognised IT qualification.
(Microsoft Office Specialist). For more information on CAPOD please see page 52, and on M-SKILLS http://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/.

The MX Programme will help develop your networking skills and will introduce you to practitioners and experts from outside the University. It will give you an awareness of employers, the skills they are looking for in potential employees, business practice and employment opportunities in Scotland and beyond.

Participation in this programme of voluntary activities will also enable you to earn points towards a Certificate in Career Development (CCD) which is awarded by the Careers Centre.

More details of the MX Programme and the CCD will be given during Orientation Week, the programme for 2016-17 is available here:


MX events take place on Wednesday afternoons between 4.00 pm and 6.00 pm – though occasionally we present additional guest speakers at other times.

During the semester, each week, details of events will be provided via the Friday Email.

Further information about the MX programme from Charles Lovatt: cl210@st-andrews.ac.uk.
THE MSc in FINANCE AND MANAGEMENT PROGRAMME

The programme will enable students to develop an integrated and critically aware understanding of the financial context of managing business organisations and will assist students to undertake effective roles within these organisations.

Programme Aims
*The aims of this programme are to provide students with:*

1. an intellectual framework to study financial imperatives, tools and techniques and the changing managerial context in which they operate.

2. preparation for a career in business and management or for research or further study in the area by developing skills at a professional or equivalent level.

3. the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, so as to help improve business and management practice.

4. enhanced lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Learning Outcomes
*At the end of this programme students should be able to:*

1. apply a systematic understanding of relevant knowledge about the nature of management decisions within the financial environment of business.

2. apply a range of financial analysis techniques applicable to complex managerial situations.

3. demonstrate a critical awareness of current issues in international business which is informed by leading edge research and practice in the field.

4. demonstrate various techniques to allow detailed investigation of social and environmental issues affecting business.

5. demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in financial management decision environments.

6. acquire and analyse data and information, evaluate their relevance and validity, and synthesise a range of information in the context of new situations.

7. apply conceptual understanding that enables the student to:
• evaluate the rigour and validity of published research and assess its relevance to new situations.

• extrapolate from existing research and scholarship to identify new or revised approaches to practice.

8. conduct research into financial and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.

9. communicate effectively both orally and in writing, using a range of media.

Programme Structure

The core (compulsory) modules for your programme are indicated below.

Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5442</td>
<td>Corporate Financial Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5443</td>
<td>Research Methods in Finance &amp; Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5444</td>
<td>Advanced Corporate Finance</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5612</td>
<td>Portfolio Management &amp; Investment</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5498 or MN5499</td>
<td>Dissertation (Group)</td>
<td>5/60</td>
<td>All year</td>
</tr>
</tbody>
</table>

Option Modules

In addition to the core modules you must choose two option modules, one in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.

Semester One Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5401</td>
<td>International Marketing</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5421</td>
<td>Managing People in Global Markets</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5501</td>
<td>Scenario Thinking &amp; Strategy</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5510</td>
<td>Entrepreneurship, Creativity &amp; Innovation</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5513</td>
<td>Ethics, Organisations &amp; Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5604</td>
<td>Financial Systems</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5607</td>
<td>International Financial Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5611</td>
<td>Alternative Investments</td>
<td>5/20</td>
</tr>
</tbody>
</table>
Semester Two Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5311</td>
<td>Responsible Investment</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5511</td>
<td>Leadership in Organisations</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5515</td>
<td>Entrepreneurship &amp; Business Development</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5554</td>
<td>Marketing &amp; Society</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5560</td>
<td>Creativity, Marketing &amp; Communication</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5608</td>
<td>Risk Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5821</td>
<td>Managing Non-governmental Organisations</td>
<td>5/20</td>
</tr>
</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.
THE MSc IN BANKING & FINANCE

This programme has been designed to prepare students for advanced level employment or doctoral research in the fields of Banking and Finance. The quantitative orientation of the programme will provide students with the technical skills needed to undertake independent empirical research and achieve a critical understanding of current theories in banking and finance. The core and option modules cover a very wide range of specialist areas from which students will gain a thorough knowledge of the most current developments in the global financial markets.

Programme Aims
The aims of this programme are to provide students with:

1. advanced training in elements of Banking and Finance, which are required to undertake studies at PhD level.

2. an in-depth knowledge of the functioning of financial markets and institutions as required by many financial firms and government agencies so that they may undertake a career in the financial sector

3. enhanced lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Learning Outcomes
At the end of this programme students should be able to:

1. abstract from particular solutions to general ones.

2. use a range of theories for careful and logical analysis to anticipate the consequences of alternative strategies.

3. take a critical view of the subject material in order to learn to recognise the limitations of alternative theories and competing strategies.

4. Understand the theoretical foundations of banking & finance, specifically concepts of financial intermediation and markets.

5. analyse the microeconomics of financial products and their underlying risk.

6. summarise and explain to different stakeholder groups alternative choices relating to banking & finance decision-making.

7. conduct empirical research in the area of banking and finance.
Programme Structure

The core (compulsory) modules for your programme are indicated below.

Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5310</td>
<td>Banking and Finance</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5443</td>
<td>Research Methods in Finance (Econometrics 1)</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5444</td>
<td>Advanced Corporate Finance</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5320</td>
<td>Research Methods in Banking and Finance (Econometrics 2)</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5499</td>
<td>Dissertation</td>
<td>5/60</td>
<td>All year</td>
</tr>
</tbody>
</table>

Option Modules
In addition to the core modules you must choose two option modules, one in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.

Semester One Option Modules

<table>
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<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MN5611</td>
<td>Alternative Investment</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5604</td>
<td>Financial Systems</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5607</td>
<td>International Financial Management</td>
<td>5/20</td>
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</tbody>
</table>

Semester Two Option Modules

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MN5311</td>
<td>Responsible Investment</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5608</td>
<td>Risk Management</td>
<td>5/20</td>
</tr>
</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.
THE MLITT IN INTERNATIONAL BUSINESS PROGRAMME

The programme will provide students with a detailed knowledge of business systems and institutions across the world in order to prepare them for positions as potential international managers in the global marketplace.

Programme Aims
The aims of this programme are to provide students with:

1. an advanced study of organisations, their management and the changing external context in which they operate.

2. preparation for a career in business and management or for research or further study in the area by developing skills at a professional or equivalent level.

3. the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, so as to improve business and management practice.

4. enhanced lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Learning Outcomes
At the end of this programme students should be able to:

1. demonstrate a systematic understanding of relevant knowledge about organisations, their international context and how they are managed.

2. apply relevant knowledge to a range of complex cross-cultural situations taking account of relationships and interactions with other areas of the business or organisation.

3. demonstrate a critical awareness of current issues in international business which is informed by leading edge research and practice in the field.

4. apply appropriate techniques sufficient to allow detailed investigation into relevant international business issues.

5. demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in international business.

6. acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.

7. apply conceptual understanding that enables the student to:
• evaluate the rigour and validity of published research and assess its relevance to new situations.

• extrapolate from existing research and scholarship to identify new or revised approaches to practice.

8. conduct research into international business issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.

9. communicate effectively both orally and in writing, using a range of media.

Programme Structure

The core (compulsory) modules for your programme are indicated below.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
<th>Semester</th>
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<tbody>
<tr>
<td>MN5001</td>
<td>Contemporary Global Issues in Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5423</td>
<td>Global Business Strategy</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5002</td>
<td>Contemporary Conceptual Issues in Management</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5425</td>
<td>Master Classes in International Business</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5498 or MN5499</td>
<td>Dissertation (Group) Dissertation (Individual)</td>
<td>5/60</td>
<td>All year</td>
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Option Modules

In addition to the core modules you must choose two option modules, one in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.

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</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.
THE MLITT IN MARKETING PROGRAMME

The programme will enable students to develop an integrated and critically aware understanding of marketing and organisations and provide for their education as marketing specialists in order that they may position themselves in the global marketplace as a potent strategic marketer.

Programme Aims

The aims of this programme are to provide students with:

1. An advanced study of marketing organisations, their management and the changing external context in which they operate.
2. Preparation for a career in marketing or for research or further study in the area by developing skills at a professional or equivalent level.
3. The ability to apply knowledge and understanding of marketing to complex issues, both systematically and creatively, so as to improve business practice.
4. Enhanced lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Learning Outcomes

At the end of this programme students should be able to:

1. demonstrate a systematic understanding of relevant knowledge about marketing and organisations.
2. apply relevant knowledge to a range of complex marketing situations taking account of its relationship and interaction with other areas of the business or organisation.
3. demonstrate a critical awareness of current issues in marketing which is informed by leading edge research and practice in the field.
4. apply appropriate marketing techniques sufficient to allow detailed investigation into relevant business issues.
5. demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management.
6. acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
7. apply conceptual understanding that enables the student to:
• evaluate the rigour and validity of published research and assess its relevance to new situations.
• extrapolate from existing research and scholarship to identify new or revised approaches to practice.

8. conduct research into marketing issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.

9. communicate effectively both orally and in writing, using a range of media

Programme Structure

The core (compulsory) modules for your programme are indicated below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5001</td>
<td>Contemporary Global Issues in Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5406</td>
<td>Consumer Behaviour &amp; Market Research</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5002</td>
<td>Contemporary Conceptual Issues in Management</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5405</td>
<td>Dialogue &amp; Debate (Master classes) in Marketing</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5498 or MN5499</td>
<td>Dissertation (Group)</td>
<td>5/60</td>
<td>All year</td>
</tr>
<tr>
<td></td>
<td>Dissertation (Individual)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Option Modules

In addition to the core modules you must choose two option modules, one in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.

Semester One Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5401</td>
<td>International Marketing</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5421</td>
<td>Managing People in Global Markets</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5501</td>
<td>Scenario Thinking &amp; Strategy</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5510</td>
<td>Entrepreneurship, Creativity &amp; Innovation</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5513</td>
<td>Ethics, Organisations &amp; Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5604</td>
<td>Financial Systems</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5607</td>
<td>International Financial Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5611</td>
<td>Alternative Investments</td>
<td>5/20</td>
</tr>
</tbody>
</table>
Semester Two Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5311</td>
<td>Responsible Investment</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5511</td>
<td>Leadership in Organisations</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5515</td>
<td>Entrepreneurship &amp; Business Development</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5554</td>
<td>Marketing &amp; Society</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5560</td>
<td>Creativity, Marketing &amp; Communication</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5608</td>
<td>Risk Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5821</td>
<td>Managing Non-governmental Organisations</td>
<td>5/20</td>
</tr>
</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.
THE MLITT in MANAGEMENT PROGRAMME

The programme will provide students with an integrated and critically aware understanding of management and organisations and will help to prepare them for employment in a variety of positions in both the public and private sectors.

Programme Aims
The aims of this programme are to provide students with:

1. an introduction to contemporary management techniques, primarily based around multi-functional project teams and networked organisations;
2. an understanding of the concepts and techniques that inform contemporary management practice;
3. a range of analytical, critical, communication and leadership skills;
4. analytical and practical skills to undertake a project with either a research or management practice focus in the form of an MLitt dissertation.

Learning Outcomes
At the end of this programme students should be able to:

1. understand the key disciplines of contemporary management;
2. understand the key principles of management strategy – analysis, formation, implementation and review;
3. understand the main principles of the disciplines – marketing, finance, HR etc – that constitute multi-functional project teams;
4. demonstrate skills of working, influencing and leading in multi-functional project teams;
5. evaluate critically the strengths and weaknesses of particular strategies in specific contexts;
6. identify the likely effectiveness of proposed solutions to managerial and organisational dilemmas;
7. identify the implications for all stakeholders of a variety of policy alternatives involving ethical, social and environmental issues;
8. abstract from particular solutions to general ones;
9. use a range of theories for careful and logical analysis to anticipate the consequences of alternative strategies;
10. demonstrate a critical view of the subject material in order to learn to recognise the limitations of alternative theories and competing managerial strategies;

11. apply critical analytical skills to complex practical problems;

12. summarise and explain alternative choices to different stakeholder groups;

13. demonstrate the capacity to evaluate alternative strategic choices, both in writing and verbally;

14. demonstrate the teamworking and leadership skills required to deliver projects on time and on budget;

15. communicate effectively both orally and in writing, using a range of media;

16. review literature, produce research essays, and contribute to team-based projects;

17. demonstrate self-management skills: planning, organising, working independently, showing initiative, managing time and other resources effectively, showing responsibility for personal and career development;

18. assess business potential and the viability and consequences, broadly conceived, of alternative strategies.

Programme Structure

The core (compulsory) modules for your programme are indicated below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/ Credit Value</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5461</td>
<td>Strategic Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5471</td>
<td>Marketing Principles &amp; Practice</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5424</td>
<td>Corporate Finance &amp; Accounting</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5470</td>
<td>Managing Human Resources</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5498 or MN5499</td>
<td>Dissertation (Group) or Dissertation (Individual)</td>
<td>5/60</td>
<td>All year</td>
</tr>
</tbody>
</table>

Option Modules

In addition to the core modules you must choose two option modules, one in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.
Semester One Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MN5401</td>
<td>International Marketing</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5421</td>
<td>Managing People in Global Markets</td>
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</tr>
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<td>5/20</td>
</tr>
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<td>Entrepreneurship, Creativity &amp; Innovation</td>
<td>5/20</td>
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<td>Ethics, Organisations &amp; Management</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5604</td>
<td>Financial Systems</td>
<td>5/20</td>
</tr>
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<td>5/20</td>
</tr>
<tr>
<td>MN5611</td>
<td>Alternative Investments</td>
<td>5/20</td>
</tr>
</tbody>
</table>

Semester Two Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5311</td>
<td>Responsible Investment</td>
<td>5/20</td>
</tr>
<tr>
<td>MN5511</td>
<td>Leadership in Organisations</td>
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<td>MN5821</td>
<td>Managing Non-governmental Organisations</td>
<td>5/20</td>
</tr>
</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.

The MLitt in Management and the Chartered Management Institute (CMI)

* The Chartered Management Institute (CMI) is the professional body for managers in the UK with over 80,000 members. It also has a developing international profile. The CMI has accredited the MLitt in Management programme and students who are successful in the programme will achieve Associate membership status (ACMI). As your managerial career develops you can apply to the CMI for Chartered Manager (CMgr) level of membership. Students on the MLitt in Management programme will be automatically enrolled as student members of the CMI and this will not only enable you to gain the appropriate recognition from the CMI at the end of your programme for your achievements but it will also provide you with access to a wide range of resources to support your studies. For example, you will benefit from access to the CMI’s vast library of Management learning resources, texts, surveys and reports. Moreover, through the CMI’s various online platforms and social media facilities you can develop your network of contacts. We also hope to have a number of CMI members as guest speakers during your studies. At the start of the programme, we will guide you through the process of enrolling as a CMI student member.

For further information about the CMI and its resources visit: http://www.managers.org.uk/
THE MLITT in HUMAN RESOURCE MANAGEMENT PROGRAMME

The programme will provide students with an integrated and critically aware understanding of human resource management within the overall strategic management of the organisation and will prepare them for employment in both the specialist field of HRM and as line managers working in a team-based environment.

The Chartered Institute of Personnel and Development has accredited the programme and students who follow the required curriculum will be eligible for membership of the Institute. Please see page 69 for details.

Programme Aims
The aims of this programme are to provide students with:

1. an integrated theoretical and practical framework that locates HRM within the concepts and techniques that inform management practice as reflected in contemporary approaches to strategic management and the effective management and development of people.

2. the skills to analyse and evaluate HRM and HRD as critical features of contemporary management in organisations.

3. a range of analytical, critical, communication, team-working and leadership skills.

4. the research skills necessary to undertake project work and to complete an MLitt dissertation.

Learning Outcomes
At the end of this programme students should be able to:

1. understand the key disciplines of contemporary management and the strategic context within which HRM is practised.

2. understand the key principles of management strategy – analysis, formation, implementation and review and their links with HRM practice.

3. understand the main principles and practices involved in an integrated approach to HRM.

4. design, implement and evaluate organisational strategies relating to the management and development of people.

5. demonstrate the skills necessary to work effectively as part of a multi-functional project team.

6. demonstrate that they can evaluate critically the strengths and weaknesses of particular strategies in specific contexts.
7. identify the likely effectiveness of proposed solutions to managerial and organisational dilemmas.

8. identify the implications for all stakeholders of a variety of policy alternatives involving ethical, social and environmental issues.

9. abstract from particular solutions to general ones.

10. use a range of theories for careful and logical analysis to anticipate the consequences of alternative strategies.

11. take a critical view of the subject material in order to recognise the limitations of alternative theories and competing managerial strategies.

12. apply critical analytical skills to complex managerial and HR problems in organisations.

13. evaluate alternative strategic choices, both in writing and verbally.

14. communicate effectively both orally and in writing, using a range of media.

15. review literature, produce research essays, and contribute to team-based projects.

16. demonstrate self-management skills: planning, organising, working independent, showing initiative, managing time and other resources effectively, showing responsibility for personal and career development.

Programme Structure

The core (compulsory) modules for your programme are indicated below.

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MN5001</td>
<td>Contemporary Global Issues in Management</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5480</td>
<td>Managing and Developing People</td>
<td>5/20</td>
<td>One</td>
</tr>
<tr>
<td>MN5473</td>
<td>Skills and Challenges for the HR Professional</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5481</td>
<td>Master Classes in Human Resource Management</td>
<td>5/20</td>
<td>Two</td>
</tr>
<tr>
<td>MN5498 or MN5499</td>
<td>Dissertation (Group)</td>
<td>5/60</td>
<td>All year</td>
</tr>
<tr>
<td></td>
<td>Dissertation (Individual)*</td>
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<td></td>
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</tbody>
</table>

For information regarding arrangements concerning your choice of option modules please refer to Part B: “Advising”.

Please note that, in exceptional circumstances, minor modifications to your programme structure may be necessary during the course of the year.
Option Modules
In addition to the core modules you must choose **two** option modules, **one** in each semester. Option modules are indicated below. Please note, however, that changes may be made to the list of available options and places may be limited.

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</tr>
</tbody>
</table>

Semester Two Option Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level/Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN5311</td>
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</tr>
<tr>
<td>MN5511</td>
<td>Leadership in Organisations</td>
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</table>

The MLitt in Human Resource Management and the Chartered Institute of Personnel and Development (CIPD)

* The CIPD is the professional body for Human Resource professionals in the United Kingdom (and Ireland). With close on 140,000 members, it is the most long-standing and well-developed professional body of its kind, and is increasingly influential worldwide. **Students who wish to achieve CIPD membership as well as the MLitt qualification are required to take MN5421 Managing People in Global Markets and MN5511 Leadership in Organisations as their option modules in semesters 1 and 2 respectively and must also undertake an individual dissertation (MN5499).** For these students, success with the MLitt in HRM programme will enable you gain the knowledge required at the **advanced level** for the CIPD’s **Associate professional level** of membership (**Assoc. CIPD**). As your career develops after graduation and you acquire the necessary professional experience, you can apply for a “membership assessment” which, if successful, will enable you to be upgraded to the CIPD’s **Chartered** level of membership.

Students opting to follow the curriculum for the MLitt in HRM that has been approved by the CIPD will automatically be enrolled as student members of the CIPD. This student membership will not only enable you to gain the appropriate recognition from the CIPD at the end of your programme for your achievements but it will also provide you with access to a wide range of resources to support your studies. For example, you will benefit from access to the CIPD’s vast library of HRM and related texts, their
surveys and reports, and receive their bi-monthly journal “People Management”. You will also be able to attend sessions of interest/relevance to your studies at your local branch meetings and develop networks with other professionals to support your studies and your career.

At the start of your programme, we will guide you through the process of enrolling as a CIPD student member. The Programme Director will provide you with your CIPD number early in the induction process. It is then your responsibility to enrol online with the CIPD and to keep your student detail and registration status up to date whilst you are studying with us.

For further information about the CIPD and its resources visit: www.cipd.co.uk
## ACADEMIC CALENDAR: SCHOOL OF MANAGEMENT 2016/17

### SEMESTER 1: MARTINMAS SEMESTER (12 September 2016 - 16 December 2016)

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-sessional</td>
<td>Monday 5 September 2016</td>
<td>Orientation week</td>
</tr>
<tr>
<td>Week 1</td>
<td>Monday 12 September 2016</td>
<td>Teaching begins</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday 19 September 2016</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday 26 September 2016</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday 3 October 2016</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday 10 October 2016</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday 17 October 2016</td>
<td>Independent Learning Week (ILW)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday 24 October 2016</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday 31 October 2016</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday 7 November 2016</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday 14 November 2016</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday 21 November 2016</td>
<td>Revision / St Andrew’s Day Graduation - Wed 30 Nov and Thurs 1 Dec</td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday 28 November 2016</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 5 December 2016</td>
<td>Semester 1 examinations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday 12 December 2016</td>
<td>Semester 1 examinations</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 19 December 2016</td>
<td>Christmas vacation</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 26 December 2016</td>
<td>Christmas vacation</td>
</tr>
<tr>
<td>Inter-semester</td>
<td>Monday 2 January 2017</td>
<td></td>
</tr>
<tr>
<td>Inter-semester</td>
<td>Monday 9 January 2017</td>
<td></td>
</tr>
</tbody>
</table>

### SEMESTER 2: CANDLEMAS SEMESTER (23 January 2017 - 26 May 2017)

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-semester</td>
<td>Monday 16 January 2017</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Monday 23 January 2017</td>
<td>Teaching begins</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday 30 January 2017</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday 6 February 2017</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday 13 February 2017</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday 20 February 2017</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday 27 February 2017</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday 6 March 2017</td>
<td></td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 13 March 2017</td>
<td>Spring vacation</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 20 March 2017</td>
<td>Spring vacation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday 27 March 2017</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday 3 April 2017</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday 10 April 2017</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday 17 April 2017</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday 24 April 2017</td>
<td>Revision week</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 1 May 2017</td>
<td>May Day holiday - no teaching (Monday 1) /Revision week</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday 8 May 2017</td>
<td>May examinations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Monday 15 May 2017</td>
<td>May examinations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Monday 22 May 2017</td>
<td>Module results reporting</td>
</tr>
</tbody>
</table>
ASSESSMENT GUIDELINES/MARKING STRUCTURE:
Essays, Reports and other Qualitative Assessments

<table>
<thead>
<tr>
<th>Mark</th>
<th>Result</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>Fail</td>
<td>Disjointed and with limited evidence of understanding, tending towards an answer that is incoherent, irrelevant or non-existent.</td>
</tr>
<tr>
<td>7 - 11</td>
<td>Pass (Below Masters Level)</td>
<td>Performance substantially below expected Masters level. Some knowledge and understanding is evident, but answer is partial and inadequate; may be in summary or list form only.</td>
</tr>
<tr>
<td>12 - 13</td>
<td>Pass</td>
<td>Adequate performance. Answer covers all relevant material but descriptive rather than explanatory. Unreflective reproduction of lectures and basic readings. Little analysis. Relatively coherent at top end; less coherent at bottom end.</td>
</tr>
<tr>
<td>14 – 16</td>
<td>Pass</td>
<td>Performance is good to very good. A clear understanding of material. Augments indicative answer. Well-structured and coherent argument. References exceed basic readings. Upper end includes critical analysis. Lower end exhibits only minor flaws in structure, or unclear linkage of concepts.</td>
</tr>
<tr>
<td>17 – 20</td>
<td>Pass / Distinction</td>
<td>Excellent performance. Includes critical analysis of course material, evidence of wide reading, and thorough understanding of subject matter. Cogent, well-written and integrated answer, which illustrates main points with excellent examples. Original insights at the top end.</td>
</tr>
</tbody>
</table>

Assessment Guidelines/Marking Structure:
Technical Reports and Analysis and other Quantitative Assessments

<table>
<thead>
<tr>
<th>Mark</th>
<th>%</th>
<th>Result</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>1 -37%</td>
<td>Fail</td>
<td>Technically unacceptable or with very poor technical work, very little effort and lacks understanding.</td>
</tr>
<tr>
<td>7 - 11</td>
<td>38 -49%</td>
<td>Pass</td>
<td>Weak technical coverage, little explanation, some guesswork.</td>
</tr>
<tr>
<td>12 - 13</td>
<td>12 = 50 – 55% 13 = 56 – 59%</td>
<td>Pass</td>
<td>Partial answer, reasonable structure and explanation. Reasonable understanding of the technical issues with no serious errors in technical application.</td>
</tr>
<tr>
<td>14 – 16</td>
<td>14 = 60% - 63% 15 = 64% - 66% 16 = 67% - 69%</td>
<td>Pass</td>
<td>Good answer. A good understanding of the theoretical and technical issues with clear structure and presentation. Some omission and explanation at lower end.</td>
</tr>
<tr>
<td>17 - 19</td>
<td>17 = 70% - 79% 18 = 80% - 89% 19 = 90% - 95%</td>
<td>Pass/Distinction</td>
<td>Complete answer, clearly structured and explained with good presentation and references.</td>
</tr>
<tr>
<td>20</td>
<td>96% - 100%</td>
<td>Pass/Exceptional performance</td>
<td>Perfect answer with full explanation.</td>
</tr>
</tbody>
</table>
EXAMPLE

University of St Andrews

School of Management

Assessed Coursework Feedback Form

MODULE CODE & TITLE:

STUDENT ID:

Assignment number:

% of overall mark for module:

Penalties for late submission: Days late = Penalty Points =

Final Mark

Performance against assessment criteria

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A B C D E</td>
</tr>
<tr>
<td>Evidence of preparation</td>
<td>A B C D E</td>
</tr>
<tr>
<td>Ability to define and discuss key concepts, and apply theory &amp; ideas</td>
<td>A B C D E</td>
</tr>
<tr>
<td>Structure and clarity</td>
<td>A B C D E</td>
</tr>
<tr>
<td>Student Value Added: Insights (analysis, arguments etc.) Provided by a student beyond describing the current literature</td>
<td>A B C D E</td>
</tr>
</tbody>
</table>

Overall comments

Name of assessor: Date:

Marking Scale

The following Marking Scale is adopted in all module assessments and examinations.

17 – 20 = Pass with Distinction
7 – 16 = Pass
1 – 6 = Fail

Please note that the mark awarded reflects overall performance on the assessment. The assessment criteria and "A to E" scale provide additional feedback on the strengths and weaknesses of the assessment.
STUDENT ID No:
(If group coursework, please list all ID Nos.)

MODULE CODE:

SCHOOL OF MANAGEMENT
Taught Postgraduate Programmes

MODULE TITLE:

PROGRAMME:
(eg. MLitt Marketing, MLitt International Business, MSc Finance and Management, etc)

MODULE COORDINATOR:

WORD COUNT:
(List of references and appendices are not to be included in the word count but tables, even those input as images, will be counted as part of the word count)

DEADLINE DATE:

In submitting this assignment I hereby confirm that:

- I have read and understood the University’s policy on Good Academic Practice.
- I confirm that this assignment is all my own work.
- I confirm that in preparing this piece of work I have not copied any other person’s work, or any other pieces of my own work.
- I confirm that this piece of work has not previously been submitted for assessment on another programme.
The School of Management  
University of St Andrews  
The Gateway  
ST ANDREWS  
Fife  
KY16 9RJ  

September 2016

Dear Management Student,

My name is Nikolai and I have the honour of being your School of Management President this year. I did not run for this position because I know the best way of doing things around our school. After all, we are attending one of the finest Schools of Management in the country. I ran for School President because I am passionate about improving our community by representing your views.

For many of us, our time in St Andrews will be amongst the most formative experiences of our lives and I want you to be engaged with this experience. I would like you to be a part of this formative process of mutual learning and invite you to join the dialogue between the School and its students.

Two years of experience as class representative have shown me that engagement is not always easy. There are many things we love about our school and perhaps some we feel could do better. My main role is to improve communication and co-operation between students and staff and the School is as eager to learn from us as we are to learn from them.

Challenge yourself and your environment, for being critical is what makes this school stand out from so many others. I promise to give my voice to support your ambitions with my time, effort, and the resources our School has to offer.

Please feel free to share your questions, ideas and concerns with me in person (office hours will be announced in my weekly email) or by emailing managementpresident@st-andrews.ac.uk.

I wish you a fantastic year.

Best Regards,

Nikolai Rothermel

School of Management President 2016/17
Dear Management Student,

On behalf of The Management (MNG) Society, welcome to the School of Management! The MNG Society is delighted to align its purpose with the School in helping students reach their goals as future business professionals and leaders. The calibre of teaching, academic rigour of the courses, and real world application of the subject matter are just a few of the strengths the School of Management offers. It is this real world application that the MNG Society aims to help bring students even further into the business world.

The Management Society’s chief goal is to provide a link from academic knowledge to the business environment through our invited speakers, careers workshops, and meet-and-greet events throughout the year. By providing professional insight through our prestigious speakers, the MNG Society hopes that each “how they did it” tale brings students one step closer to fulfilling their own success story.

One of St Andrews’ largest societies, MNG Society provides members with excellent platforms for realising their career goals. Our previous talks by top executives come from world famous companies across various industries such as Estée Lauder, Coca-Cola, Tiffany & Co, Spotify, Topshop, British Airways and Land Rover. In addition, we host graduate recruiters to showcase the wealth of talent found among our members. It is our sincerest hope that the glimpse we offer into industries such as finance, consulting, fashion and entertainment will lead students to the career they truly love.

We aim to expand this glimpse by providing opportunities in the growing sectors of technology and entrepreneurship. Fostering innovation and new ideas in a complex, ever-changing business environment is at the heart of our mission this academic year. As helping our students finding careers is important, reaching outside our University and giving back to help those less advantaged to find careers is equally important to us, therefore we have partnered with The Prince’s Trust.

The MNG Society has enjoyed much success, but our real success story is YOU.

Guiding members as they make their way from business novices to business leaders is our goal. Begin your success story with us by liking our Facebook page, following our website www.mngsociety.com, or emailing us at mngsociety@st-andrews.ac.uk. Become a member and enjoy reduced entry to events such as our annual Fresher Social, Annual Business Conference and Women in Business Series, along with discounts at a range of shops and restaurants in St Andrews.

The MNG Society looks forward to another exciting year and we hope you will join us!

Best Regards,

Linn Alexandra Tysland

President 2016/2017
The Management Society
As a research intensive institution, the University ensures that its teaching references the research interests of its staff, which may change from time to time. As a result, programmes are regularly reviewed with the aim of enhancing students' learning experience. Our approach to course revision is described at:

www.st-andrews.ac.uk/media/teaching-and-learning/policies/course-revision-protocol.pdf

Images by: Callum Hyland and Oli Walker