



St Mary's  
University  
Twickenham  
London



Università  
Europea di  
Roma

# Programme Handbook

International Finance and Accounting (IFA)

Economics and Management of

Innovation (EMI)

MSc

Master

# Table of Contents

Introduction .....	4
Contacts .....	5
Programme Specification .....	6
Summary of the Programme .....	6
Aims .....	6
Learning Outcomes .....	6
Programme Structure .....	7
Scheduled Learning Time .....	8
Modules .....	9
IFM7002B – Principles and Practice of Financial Accounting .....	9
PART 1 – Module Summary .....	9
PART 2 – Module Delivery Details .....	10
PART 3 – Learning Hours.....	10
PART 4 – Learning And Teaching Strategy .....	10
PART 5 – Assessment Details .....	11
PART 6 – Indicative Bibliography .....	11
IBM7007 – Economics and International Finance .....	12
PART 1 – Module Summary .....	12
PART 2 – Module Delivery Details .....	13
PART 3 – Learning Hours.....	13
PART 4 – Learning And Teaching Strategy .....	13
PART 5 – Assessment Details .....	14
PART 6 – Indicative Bibliography .....	15
IBM7024 – Independent Project.....	16
PART 1 – Module Summary .....	16
PART 2 – Module Delivery Details .....	17
PART 3 – Learning Hours.....	18
PART 4 – Learning And Teaching Strategy .....	18

PART 5 – Assessment Details .....	18
PART 6 – Indicative Bibliography .....	19
Teaching, Learning and Assessment .....	21
Overarching teaching, learning and assessment strategy .....	21
Lectures.....	21
Seminars .....	21
Workshops .....	21
Tutorials and Guided Independent Study .....	22
Case studies .....	22
Assessment Profile.....	24
Assessment Grade Criteria.....	25
University Assessment Criteria – Reports - FHEQ Level 7.....	25
Student Support.....	31
Well-being.....	31
Registry .....	31
Personal Tutors .....	31
Student Representatives.....	32
Student-Staff Forum .....	32
Supervisors.....	32
Academic Regulations.....	33
Change Log.....	34

## Introduction

St. Mary's University (SMU) and Università Europea di Roma (UER) offer a study route that allows students studying MA Economics and Management of Innovation (EMI) at UER to continue their studies at SMU and expand their skills and knowledge by joining MSc International Finance and Accounting (IFA) in London, UK.

MSc IFA is a one-year full-time programme offered on campus at SMU whereas MA EMI is a two-year full-time programme. Under the current agreement, UER students come to SMU in the second half of the second year of their studies which commences in January. This means that students start their course in SMU in Semester 2.

This handbook provides information to students from UER about their studies in SMU and details about the modules in MSc IFA students are required to complete. On successful completion of the modules, students are awarded an MSc International Finance and Accounting.

## Contacts

Position	Name	Email	Module Responsibilities
<b>Subject Lead</b>	John Kouraklis	<a href="mailto:John.kouraklis@stmarys.ac.uk">John.kouraklis@stmarys.ac.uk</a>	
<b>Course Lead</b>	John Kouraklis	<a href="mailto:John.kouraklis@stmarys.ac.uk">John.kouraklis@stmarys.ac.uk</a>	
<b>Senior Administrator</b>	Jane Gibson	<a href="mailto:Jane.Gibson@stmarys.ac.uk">Jane.Gibson@stmarys.ac.uk</a>	
<b>Module Convenor</b>	Trevor Williams	<a href="mailto:Trevor.Williams@stmarys.ac.uk">Trevor.Williams@stmarys.ac.uk</a>	IBM7007
<b>Module Convenor</b>	Laura Tracey	<a href="mailto:Laura.Tracey@stmarys.ac.uk">Laura.Tracey@stmarys.ac.uk</a>	IFM7002
<b>Module Convenor</b>	John Kouraklis	<a href="mailto:John.Kouraklis@stmarys.ac.uk">John.Kouraklis@stmarys.ac.uk</a>	IBM7024

## Programme Specification

### Summary of the Programme

This programme provides you with a strong grounding for careers in international finance and accounting. All core and optional modules have a strong focus on the international environment. The modules have been written to develop your soft as well as hard/technical skills in these disciplines including management accounting, financial accounting and business finance. Professional ethics is embedded throughout the programme.

### Aims

The main educational aims of programme are to:

1. Provide students with an opportunity to learn and understand how business, accounting and finance is conducted in the international arena.
2. Ensure that finance, economics and accounting are understood and that graduates have the skills necessary to work successfully in an international context.
3. Provide a solid foundation for a highly-successful career by developing problem-solving and critical thinking abilities within the context of operating across national boundaries in trans and multi-national companies, NGOs, and other types of complex organisation.
4. Inculcate the learner's critical awareness of the complex ethical issues entailed in managing specific accounting processes including auditing, corporate governance and investment decision making across international and socio-cultural boundaries.
5. Nurture within students an enhanced commitment to personal and professional development as well as to lifelong learning.

### Learning Outcomes

On successful completion of the programme, students should be able to demonstrate:

1. Rigorous and in-depth knowledge and critical understanding of diverse perspectives in the areas of international finance and accountancy from the perspective of both investors and businesses.
2. An ability to understand the relationship between the economic variables, trends, finance and accounting decisions.
3. A critical awareness of discipline-based concepts and approaches in order to analyse the practical implications of global business and accounting issues within an ethical framework.
4. A deep and critical understanding of the methods required to undertake practical research in the areas of finance, accounting, and investment.
5. An ability to apply gained knowledge to complex problems, to reflect upon and evaluate their application and to draw logical, reasoned conclusions that are supported by argument and authority.
6. An ability to use business and other information sources in order to analyse complex financial accounting problems for the purpose of decision making.
7. An ability to communicate effectively and convincingly on a factual basis, both orally and in writing.

8. An ability to undertake numerical and quantitative analysis of finance and investment problems.
9. An ability to communicate with non-financial stakeholders, explaining financial numbers and concepts, to inform opinion and to influence
10. An ability to understand financial decision making in rational agent and alternative frameworks.

### Programme Structure

Typically, students in MSc IFA are required to achieve 180 credits at Level 7. Students who take advantage of the agreement between SMU and UER are expected to have successfully completed at least the following modules at UER according to the specialisation of their choice.

MA Economics and Management of Innovation		
Management Consulting	Consulting	Finance
<b>First Year</b>	<b>First Year</b>	<b>First Year</b>
Monetary Policy	Money and Financial Markets	Money and Financial Markets
Applied Econometrics	Empirical Analysis of Financial Markets	Empirical Analysis of Financial Markets
History of Economic Thought	History of Economic Thought	Financial History
Enterprise Risk Management	Risk Management	Risk Management
Economics and Ethics	Ethics and Economics	Ethics and Economics
Management Skills	Management Skills Lab	Management Skills Lab
<b>Second Year</b>	<b>Second Year</b>	<b>Second Year</b>
Economia e gestione dell'innovazione	Operations Management	Economia e gestione dell'innovazione

SMU recognizes 40 ECTS (80 UK) credits from the above modules. Students from UER start their studies at SMU in January (Semester 2) and are required to attend the following modules (100 UK Credits).

Module Code	Title	Credits	Semester	Core/ Option
<b>Semester 2 (January) – 3 Core (100 credits)</b>				
<b>IFM7002B</b>	Principles and Practice of Financial Accounting	20	2	Core
<b>IBM7007</b>	Economics and International Finance	20	2	Core
<b>IBM7024</b>	Independent Project	60	2	Core

IBM7024 has a taught element (Applied Research Skills) followed by a period of supervised independent study where students are working on their dissertation. Dissertations are submitted at the end of August.

On their return to UER, students present the dissertation to UER and, if successfully assessed, they are awarded an MA EMI. The awarding of the MSc IFA from SMU is independent on the MA EMI qualification at UER.

### Scheduled Learning Time

Type of learning time	Hours	Hours (%)
<b>Contact time</b>	108	10%
<b>Placement/work-based learning hours</b>	0	0%
<b>Guided learning hours</b>	120	12%
<b>Independent study time</b>	782	78%
<b>TOTAL*</b>	1000	100%

\*A typical 3-year undergraduate programme has a total of 3600 hours

A typical 1-year Masters level programme has a total of 1800 hours



## Modules

### IFM7002B – Principles and Practice of Financial Accounting

#### PART 1 – Module Summary

---

#### **FHEQ Level**

7

---

#### **Number of credits**

20

---

#### **Institute or Faculty responsible for module**

Faculty of Business and Law

---

#### **Module Description**

This module covers the main principles of financial accounting. Students will learn the skills to produce detailed analysis and accounts for financial statements and related documents. The module will provide a high-level awareness of the different accounting regimes around the world and the implications of the Sarbanes-Oxley legislation.

---

#### **Module Aims**

The module aims to

- Provide students with an in-depth and rigorous understanding of accounting theory
- Provide an understanding of how different forms of business combination are accounted for
- Give students an understanding of what is contained in Company Financial Statements, corporate governance and the responsibility of directors
- Give students the skills to produce relevant analysis of corporate accounts
- Develop knowledge of UK GAAP, US GAAP, IFRS and the internationalisation of accounting standards, and public and private companies, highlighting the key differences
- Give an understanding of the requirements of Sarbanes-Oxley and UK corporate governance

---

#### **Indicative Syllabus**

- Principles of financial reporting (prudence, matching, consistency, substance over form)
- In depth analysis of reports and accounts for listed companies: financial statements, Directors' Report, Corporate Governance, Strategic Review/MD&A, Risk Reporting
- Consolidated financial statements: accounting for different types of business combination, different approaches to accounting for goodwill and intangible assets
- Accounting for financial instruments (classification of instruments - amortised cost, mark-to-market; hedge accounting)
- High level awareness of different accounting regimes: UK GAAP, IFRS, US GAAP
- Sarbanes-Oxley and UK Corporate Governance requirements
- Private versus listed companies, what are the differences for the investor and the company
- Special features of accounting in banks and insurance entities
- Accounting for pension funds

---

### Learning outcomes

At the end of this module, you will be able to:

1. Demonstrate an understanding of financial accounting (prudence, substance over form, matching, etc);
2. Produce detailed financial accounts;
3. Understand key accounting standards e.g. accounting for goodwill and intangible assets;
4. Explain accounting for special instruments;
5. Understand the objectives and requirements of Sarbanes- Oxley and UK governance regimes;
6. Outline advantages and disadvantages of private vs listed companies for investors and the company;
7. Gain an understanding of historical corporate governance scandals and the effect of a lack of business ethics.

### PART 2 – Module Delivery Details

---

#### Semester of Delivery

2

#### Mode of Study

- Full-Time
- Part-Time

#### Mode of Delivery

- Face to Face

#### Programmes on which this module is CORE

- MSc International Finance and Accounting (IFA)

### PART 3 – Learning Hours

---

#### Total study time (hours)

200

**Contact hours (%): 36 (18%)**

**Placement / work-based learning hours (%): 0 (0%)**

**Guided Learning hours (%): 24 (12%)**

**Independent Study hours (%): 140 (70%)**

### PART 4 – Learning and Teaching Strategy

---

#### Learning and Teaching strategy

The strategy includes in-depth discussions around current issues relating to the module outcomes and indicative syllabus. The module includes opportunity to learn about the different concepts in relation to industry practice and gives students a chance to discuss and apply their knowledge in practice.

---

#### Study Pattern Summary

**Lectures per week (hours): 1**  
**Seminars per week (hours): 2**  
**Workshops per week (hours): 0**

## PART 5 – Assessment Details

---

### Assessment Strategy

The assessment strategy includes a report and a closed-book exam.

---

### Formative Assessments

Formative feedback opportunities will be integrated into the module in a variety of ways. Students will be able to discuss their draft reports in timetabled lectures and seminars, and also to have one-to-one sessions with their tutor should they wish. Feedback will be given orally or in writing. For the group presentation, students will be able to receive feedback orally on the content and format of 'mock' presentations performed during seminars.

---

### Number of Summative Assessment Components

2

---

### Assessment Details

#### Type / Title of Assessment 1:

Exam (2.5 hours)

#### Weighting of Assessment 1:

50%

#### Description of Assessment 1:

Closed book exam

#### Type / Title of Assessment 2:

Individual Report (2,500 words)

#### Weighting of Assessment 2:

50%

#### Description of Assessment 2:

Essay/Report

## PART 6 – Indicative Bibliography

---

### Core texts / journals

Leigh, A. (2013). *Ethical Leadership: Creating and Sustaining an Ethical Business Culture*. Kogan Page.

---

### Further Reading

Atrill, P. (2019). *Financial Accounting for Decision Makers*. 9th Edition. London: Pearson.

Britton & Waterston (2009) *Financial Accounting*. Fifth edition. London: Prentice Hall.

Dyson, J. (2017) *Accounting for non-accounting students*. 9th Edition. London: Pearson.

Frank Wood (2018) *Business Accounting-Part 1* London: Pearson

Frank Wood (2018) *Business Accounting-Part 2*; London: Pearson

## IBM7007 – Economics and International Finance

PART 1 – Module Summary

---

**FHEQ Level**7

---

**Number of credits**20

---

**Institute or Faculty responsible for module**Faculty of Business and Society

---

**Module Convenor**Trevor Williams

---

**Module Description**

This module is about understanding the complexities of the role of international trade and finance in the global economy from an ethically sound perspective. The purpose is to delve deeper into the question about how firms use their knowledge of international economics and finance to prosper in the global environment, and how this leads to higher living standards for people. Doing business across borders is different from doing it at home. It entails a whole new set of managerial challenges: understanding basic economic theories of international trade, measuring the impact of government rules and regulations on international trade and investment, reassessing competitive advantage, evaluating the role of international financial institutions, considering the impact of currency fluctuations, and trading regimes and understanding the complication of interlinked global financial markets. The module builds a framework of analysis that enables managers to understand the challenges of international economics and finance and to capitalize on the opportunities they represent in a responsible manner.

---

**Module Aims**

This module aims to:

- Provide a broad understanding of the key theories of international trade
  - Understand the role international institutions play in promoting economic growth and development
  - Examine the role government policies and regulations play in regulating and thereby setting the rules that help to ensure fair and ethical international trade
  - Enable students to understand the theoretical and practical reasons why international trade takes place
  - Evaluate the role foreign exchange markets play in international business
  - Understand the role that international financial flows and finance play in international trade
- 

**Indicative Syllabus**

- Introduction to why international trade takes place
- The theory of specialisation, economies of scale
- Comparative advantage and its evolution
- Trade policy instruments
- Balance of payments
- Exchange rate systems

- Globally important financial institutions
- Economic development theories
- World trade organisations

---

### Learning outcomes

At the end of this module, you will be able to:

1. Critically assess contemporary business and finance practices
2. Understand the principles that underpin international trade and finance
3. Evaluate the key principles and practices that drive international growth
4. Critically assess the impact of fixed and floating rate exchange rate systems on trade and finance for just and fair decision making
5. Demonstrate an understanding of globally important institutions and the role they play in promoting growth and economic development
6. Demonstrate the ability to communicate effectively and persuasively concepts and ideas of economics and international finance

### PART 2 – Module Delivery Details

---

#### Semester of Delivery

2

---

#### Mode of Study

- Full-Time
- Part-Time

---

#### Mode of Delivery

- Face to Face
- Online
- Block Teaching

---

#### Programmes on which this module is CORE

- MSc International Business and Management (IBM)

### PART 3 – Learning Hours

---

#### Total study time (hours)

200

**Contact hours (%): 36 (18%)**

**Placement / work-based learning hours (%): 0 (0%)**

**Guided Learning hours (%): 48 (24%)**

**Independent Study hours (%): 116 (58%)**

### PART 4 – Learning and Teaching Strategy

---

#### Learning and Teaching strategy

Lectures are used to explain the main principles and concepts of the module, guided by tutors. Lectures will provide a structured progression through the module, building on the concepts

discussed in previous lectures and seminars and providing the knowledge and understanding required for students to successfully complete the assessments. Seminars will enable students to explore ideas in more detail in a discursive environment, with less tutor direction and more opportunity for engagement with their peers and seminar leader.

---

### **Study Pattern Summary**

**Lectures per week (hours): 1**

**Seminars per week (hours): 2**

**Workshops per week (hours): 0**

### **PART 5 – Assessment Details**

---

#### **Assessment Strategy**

The assessment approach has been designed to allow students to explore broader principles of economics, international trade, and finance. The case study is an opportunity to apply these principles critically to named examples. The report will require students to demonstrate a broad understanding of, and identify the links between, different aspects of business and financial practice. In contrast, the case-study will require students to critically review the financial practices of globally important organisations, acquiring and synthesising information and evaluating this using established theories. It will allow students to gain a deep insight into the practical application of knowledge and understanding of international trade, economic development and the financial practices that underpin them.

---

#### **Formative Assessments**

Formative feedback opportunities will be integrated into the module in a variety of ways. Formative assessments will be undertaken 3-4 weeks following the commencement of the module. For this module, students will be required to deliver a 5 min individual presentation on the critical factors relating to a contemporary macroeconomic issue.

Feedback will be given orally or in writing by student peers and the lecturer. Advice can be sought from the module tutor via one-to-one tutorials.

---

#### **Number of Summative Assessment Components**

2

---

#### **Assessment Details**

##### **Type / Title of Assessment 1:**

Report (3,000 words)

##### **Weighting of Assessment 1:**

60%

##### **Type / Title of Assessment 2:**

Case Study (2,000 words)

##### **Weighting of Assessment 2:**

40%

PART 6 – Indicative Bibliography

---

**Core texts / journals**

- Appleyard, D. R., and A. J. Field (2016) *International Economics*. London: McGraw Hill.
- Buckley, A. (2018) *International Finance: A Practical Perspective*. Harlow: Pearson.
- Carbaugh. R. J. (2015) *International Economics*, Mason USA: Cengage.
- Levy M.D. (2009) *International Finance*. Abingdon: Routledge.
- Pilbeam, K. (2013) *International Finance*. Basingstoke: Palgrave Macmillan.
- Shapiro A.C., and P. Moles (2014) *International Financial Management*. London: Wiley.

## IBM7024 – Independent Project

PART 1 – Module Summary

---

**FHEQ Level**7

---

**Number of credits**60

---

**Institute or Faculty responsible for module**Faculty of Business and Society

---

**Module Convenor**John Kouraklis

---

**Module Description**

This module enables students to pursue scientific research in social by developing investigative, transferrable and problem-solving skills. It consolidates learning, skills and knowledge that students acquired in the whole programme and allows them to address real-life problems in the domain of their studies.

The module has two parts:

- Proposal: This is the first part and is a taught element over the typical teaching period. It covers the details of a research proposal
- Action: This part provides the opportunity for students to work independently and implement the research project as developed in the proposal.

Students demonstrate their ability to manage a research project from its conception to completion. Throughout this journey, supervisors are available to provide guidance and support to the students. Depending on the circumstances and availability, students can research challenges in specific organisations (consultancy project).

After the completion of the proposal, students need to secure ethical approval before they move on to data collection.

The module is part of the curriculum of a range of programmes. Therefore, it has the flexibility to accommodate research topics from several disciplines (e.g., business and management, charity management, marketing, etc.).

---

**Module Aims**

The module aims to:

- Allow students to evaluate existing research to determine methods of designing, implementing, measuring and evaluating methods of inquiry in social science
- Provide access to research skills appropriate for real world research
- Enable students to demonstrate the ability to work on a complex, integrated activity that consolidates previous learning and skills
- Enable students to develop a reflective attitude to their skills, knowledge and educative journey



- Build students' resilience and perseverance in undertaking complex and long tasks in an effort to develop employability skills

---

### Indicative Syllabus

- The role of theory in research
- Inductive and deductive approaches to research
- Research strategies (case studies, action research, grounded theory, ethnography, fieldwork)
- Ethics and the importance of ethical research practices
- Quantitative data collection and analysis (surveys, questionnaires and other numerical data sources)
- Statistical description and analysis of numerical data
- Qualitative data collection and analysis (observation, focus groups, interviews)
- Software packages for data analysis (SPSS, NVivo, Excel and spreadsheets)
- Mixed-methods research techniques
- Validity, reliability and generalisation in data analysis

---

### Learning outcomes

At the end of this module you will be able to:

1. Critically evaluate varying approaches in the research process in the field of strategic management and their implications for different stakeholders
2. Create a plan to research a real-world challenge in the discipline of interest
3. Critically evaluate and synthesise information from a range of sources that demonstrates existing knowledge and sound reasoning
4. Demonstrate the ability to manage a research project from inception to completion
5. Demonstrate high professional and ethical standards
6. Demonstrate the ability to act in a reflective, autonomous and independent way in managing a research project

## PART 2 – Module Delivery Details

---

### Semester of Delivery

2

---

### Mode of Study

- Full-Time
- Part-Time

---

### Mode of Delivery

- Face to Face
- Online
- Block Teaching

---

### Programmes on which this module is CORE

- MSc International Business and Management (IBM)
- MA Charity Management (CM)
- MSc International Finance and Accounting (IFA)
- MSc International Finance and Management (IFM)
- MSc Sports Management (SM)

- MSc Marketing (MKT)

### PART 3 – Learning Hours

---

#### Total study time (hours)

600

**Contact hours (%): 36 (6%)**

**Placement / work-based learning hours (%): 0 (0%)**

**Guided Learning hours (%): 48 (8%) + 20hrs individual support**

**Independent Study hours (%): 526 (88%)**

**For partnerships:** Students who take the module as part of a collaborative agreement may be exempt from the taught element (proposal) if the students have studied research methods or equivalent with the partner. The programme team assesses the exemption based on the programme mapping between this programme and that of the partner.

### PART 4 – Learning and Teaching Strategy

---

#### Learning and Teaching strategy

Lectures are used to explain the main principles and concepts of the module, guided by tutors. Lectures provide a structured progression through the module, building on the concepts discussed in previous lectures and seminars and providing the knowledge and understanding required for students to successfully complete the assessments. Seminars enable students to explore ideas in more detail in a discursive environment, with less tutor direction and more opportunity for engagement with their peers and seminar leader.

A supervisor is assigned to each student to guide and support them.

---

#### Study Pattern Summary

The following pattern refers to the taught element of the module.

**Lectures per week (hours): 1 (For 12 weeks)**

**Seminars per week (hours): 2 (For 12 weeks)**

**Workshops per week (hours): 0**

### PART 5 – Assessment Details

---

#### Assessment Strategy

The assessment strategy uses a portfolio to evaluate the extent to which the students have achieved the learning outcomes. It evaluates different skills and abilities and a range of knowledge that reflects real-world needs and expectations.

A research proposal (3,000 words) is developed to prepare students for their independent research, by planning out the data collection and analytical approaches they intend to use. It requires students to demonstrate a solid understanding of how the research methods discussed in the module can be applied to real-world research problems and to be aware of the ethical implications of their

proposed research project. It also requires students to be critically aware of the limitations of different research methodologies.

Based on the research proposal, students produce a 10,000-word written report presenting a complete report of the research they implemented.

The assessment includes a reflective statement (1,000-word) where students discuss and reflect on their experience in preparing and implementing the research project.

Finally, the portfolio includes a contextualisation statement (1,000-word) in which students explain how and the extent to which they have achieved the learning outcomes of the module according to their evaluation.

### **Formative Assessments**

Formative assessment for the portfolio will take place via i) verbal, in-class peer assessment and ii) verbal, one-to-one tutorials with tutors. Time is also set aside in scheduled contact hours for the student to receive peer and tutor feedback on the outline presented. For the subsequent development and completion of the research project, students are expected to engage with their supervisors.

### **Number of Summative Assessment Components**

1

### **Assessment Details**

#### **Type / Title of Assessment:**

Individual Portfolio

#### **Weighting of Assessment:**

100%

#### **Description of Assessment:**

The portfolio is considered a complete piece of work and includes the following parts:

1. Research Proposal (3,000 words; 20%): A detailed proposal of the intended research project
2. Report (10,000 words; 60%): A complete report of the undertaken research project
3. Reflective Statement (1,000 words; 10%): A statement reflecting on the learning journey in the module
4. Contextualisation Statement (1,000 words; 10%): A statement where the student states how and to what extent they have achieved the learning outcomes of the module.

**Note:** This should not be confused with the research objectives of the project

The research proposal is submitted separately from the other pieces of the portfolio. The report, the reflective, and the contextualisation statements are submitted in one document.

## PART 6 – Indicative Bibliography

### **Core Texts/Journals**

Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. Eighth Edition. New York: Pearson.

Biggam, J. (2008), *Succeeding with your master's dissertation: a step-by-step handbook*, Open University Press, Maidenhead.

Bailey, Stephen (2014), *Academic writing: a handbook for international students*, Fourth edition.

**Further Reading**

Thomas, A.B. (2003) *Controversies in Management: Issues, Debates, Answers* (2<sup>nd</sup> Ed), London: Routledge

## Teaching, Learning and Assessment

### Overarching teaching, learning and assessment strategy

The main teaching and learning aim for this MSc is to ensure graduates from the programme are competent, self-motivated learners capable of being operational in a professional environment with discipline specific knowledge and skills to enable them to develop a successful career in international business management. The proposed programme incorporates a wide range of learning and teaching strategies. Specifically, the programme aims to produce students who are:

- Deep learners (rather than “surface”)
- Highly motivated and committed
- Enterprising
- Have a range of transferrable skills
- Able to self-evaluate and self-criticise
- Fairly and reliably assessed
- Active and reactive participants in learning process, capable of creative dissent

The programme will mainly be taught in a classroom environment through a combination of lectures, seminars, workshops, group work, case study and simulation exercises. This will be combined with an expectation of prolific reading, self-study and engagement in a wide variety of resources. Students will also be encouraged to attend regular, one-to-one tutorials with the teaching team.

### Lectures

Lectures will be held weekly and will provide an overview guide to a topic, highlighting important areas and providing new information on salient points that may not be readily available from other sources. The module convenor will also point out areas of difficulty or uncertainty where the topics/issues may be in some way problematic, contentious, undergoing change or unclear.

### Seminars

Seminars are normally held once a week for each module. The seminars will provide opportunities for students to consolidate their learning. Seminars are considered an important forum for discussion and exchange and debate and will usually be based on the preparation of an answer to a problem or a discussion topic. This approach encourages students not only to understand theoretical concepts and acquire knowledge but also to develop their understanding of problem solving, analysis and evaluation. The importance of careful preparation for seminars and, in particular, Students will be expected do extensive guided study and reading in preparation for these seminars

### Workshops

Workshops are held weekly and can act as a substitute to the traditional lecture and seminar format of delivery. Students will come together in larger groups than a seminar, but smaller than for a lecture and undertake a variety of activities placing emphasis on the student developing their problem-solving skills, their reasoning and research skills as well as detailed knowledge and

understanding of the topic or area in question. Work will often be based on a case-study format, allowing the students real opportunities to engage with the practical application of what they are learning.

#### Tutorials and Guided Independent Study

Tutorials are provided for weekly and allow students to discuss topics currently being studied. They can be used to support a student develop understanding of an issue/concept/theory/technique on a one-to-one basis. They will provide students with a few key points that can be taken away. As with seminars this may require students to undertake preparation prior to the tutorial session. Tutorials will also be used as a way of providing both formative and summative feedback on completed assignments and they are a useful tool in supporting the process of learning (part of low stakes assessment strategy).

#### Case studies

The purpose of a case study is to provide a more thorough analysis of a situation or "case" that will reveal interesting contextual and/or operational knowledge to the student. Relevant case studies will be used as discussion and analysis tools to deepen the students' understanding of the critical learning points of the situation or context in which the organisation operates and how these points could be used within the contemporary business management.

In addition to these sessions, students will be expected to organise regular meetings with other students in the form of study groups and to prepare for group assessments and will have an opportunity to take part in field trips to businesses and other institutions/organisations relevant to their programme of study.

The programme teams will make extensive use of MyModules, the University's virtual learning environment which uses the Moodle platform. This will be used as a means of disseminating important information and resources and for encouraging learning engagement through a series of initiatives which may include:

- Online formative assessment with detailed comments in the feedback field;
- Discussion groups and forums;
- Vod/podcasting – video and audio recordings;
- Online lessons – a series of webpages with activities/questions with students receiving on progression pre-made feedback; and
- GradeMark – online summative feedback application.

As noted above, there is a commitment to encouraging independent study and learning. It is, however, recognised that individual students have different needs and skills, and the programme team are and will continue to adopt a considerable diversity of teaching and learning practices. This is particularly the case for the MSc where it is anticipated that, not only will students have different learning needs, but they will also have come from different subject areas, thus with different expectations and approaches.

These diverse teaching approaches have been selected to:

- promote understanding and application of key principles, theories and concepts of the programmes' disciplines;
- enhance practical skills;
- develop critical and reflective skills;
- help students to respond flexibly to different styles and preferences;
- create an active and lively student learning community that extends beyond classroom activities;
- foster professional attitudes, values and discipline; and
- develop students into an independent and self-sufficient learner.

Overall, the programmes will use a strategy that is based on a mixture of active, experiential, small group, student-led teaching and learning approaches via lectures, seminars, and guided independent study, that are aligned to the programme learning outcomes and reflected in the Module Learning Outcomes and the relevant formative and summative assessments.

The following innovative teaching and learning approaches will be utilised across the Programmes. The respective Module Convenor will determine which approach best suits their particular teaching style, but it will be the responsibility of the Programme Director to ensure that a variety of approaches are adopted to ensure an engaging student learning experience. These include the following:

- Rhizomatic learning: teaching involves reference and comparison to experts within the field of study (all modules).
- Crowd learning: teaching involves the interactive use of shared opinion through online social spaces, websites and activities (E.g. Digital Business)
- Flipped Classrooms: In individual study time, students will engage with provided academic material and be guided through key learning points within seminar periods (E.g. Responsible Management and Leadership in a Global Economy).
- Double-loop Learning: Where learners learn to solve problems, or reach a goal and reflect on the processes they used, questioning assumptions and considering how to become a more effective learner (E.g. Responsible Management and Leadership in a Global Environment, Applied Research Skills and International Strategic Management).
- Crossover learning: where organisational visits and guest speakers can link educational content with issues that are important to the student (all modules).
- Adaptive teaching: Adaptive teaching systems recommend the best places to start new content and when to review old content (E.g. Economics and International Finance).
- Future learning: Addresses the capacity to learn and the emphasis is not only on mastering content, but also on acquiring new skills to learn, unlearn and relearn as the world changes.

- Action-based learning: This will adopt a kinaesthetic approach to the learning environment. Students will be presented with role-playing scenarios to develop and explore particular ethical and leadership concepts. (E.g. Responsible Management and Leadership in a Global Environment).
- Productive Failure: Productive failure is a method of teaching that gives students complex problems to solve and attempt to form their own solutions before receiving direct instructions (all modules).

### Assessment Profile

This programme is assessed through a diverse range of assessments including essays, exams, practical assignments, oral presentations, case studies and other more innovative assessments. These assessments enhance a student's learning experience by providing the kind of real-world tasks they will face once they enter professional practice.

Formative feedback opportunities will be built into each week's seminar/workshop.

Summative feedback will be marked and returned to students in line with the University's 3 week turn around expectation.



## Assessment Grade Criteria

University Assessment Criteria – Reports - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39: Fail	Gaps in systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Some inaccuracies in the understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Some evidence of analytical intellectual skills, but for the most part descriptive. Language and structure inappropriate. Gaps in evidence of using ideas at a high level of abstraction. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance. Gaps in critical responses to theoretical discourses	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Gaps in evidence of substantial investigations to address areas of theory or practice. Academic conventions used inconsistently and significant weaknesses in referencing.	Limited evidence of the research skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not yet gained the research skills required. Limited ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Limited evidence of the postgraduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for postgraduate employment. Limited evidence of adaptation of making connections between known and unknown areas. Limited identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
40-49: Fail	Unsatisfactory systematic understanding of specialised field of study and	Unsatisfactory evidence to support findings/views, but evidence not consistently interpreted. Language and	References to a few relevant sources. Some omissions and minor errors. Basic	<b>E&amp;R skills:</b> Unsatisfactory undertake reasonably straightforward	Unsatisfactory evidence of <b>working effectively within a team</b> , negotiating in a professional manner and

	<p>interrelationship with other relevant disciplines. Unsatisfactory understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.</p>	<p>structure inappropriate. Unsatisfactory of using ideas at a high level of abstraction. Unsatisfactory critical responses in theoretical discourses. Statistics when used show areas of weakness. Some relevant conclusions.</p>	<p>level academic conventions evident and largely inconsistent, with lapses. Unsatisfactory evidence of substantial investigations to address areas of theory or practice. Referencing conventions generally followed although some weaknesses.</p>	<p>research tasks with minimum guidance. Unsatisfactorily <b>communicated</b> in writing at a standard appropriate for graduate-level employment, and with limited weaknesses. Work is presented with areas of weakness in supporting graphs, tables and other resources. Unsatisfactory ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>managing conflict. Is lacking confidence and effectiveness in <b>identifying and defining complex problems</b> and applying knowledge and methods to their solution. Not able sufficiently to recognise <b>own strengths and weaknesses</b> in relation to graduate employment, with minor areas of weakness. Unsatisfactory evidence of adaptation of making connections between known and unknown areas. Unsatisfactory evidence of identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts</p>
50-59: Pass	<p>Evidence of systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Evidence</p>	<p>Evidence of some logical, analytical thinking and synthesis. Language and structure appropriate. Can analyse new and/or abstract data and situations without guidance. Use of statistical</p>	<p>Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently.</p>	<p><b>E&amp;R skills:</b> Can undertake reasonably straightforward research tasks with minimum guidance. Can <b>communicate</b> in writing, at a standard</p>	<p>Where appropriate, can consistently <b>work effectively within a team</b>, negotiating in a professional manner and managing conflict. Is confident and flexible in <b>identifying and defining complex problems</b></p>

	of understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	analysis and accurate reporting of statistics where appropriate. An emerging awareness of different stances and ability to use evidence to support the argument. Evidence of using ideas at a high level of abstraction. Evidence of critical responses in theoretical discourses. Valid conclusions.	Evidence of some investigations to address areas of theory or practice Academic skills applied. Referencing conventions generally followed accurately.	appropriate for graduate-level employment. Adopts style and register appropriate for audience. Work is presented satisfactorily, embedding graphs, tables and other resources when required. Evidence of ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	and applying knowledge and methods to their solution. Able to <b>evaluate own strengths and weaknesses</b> in relation to post-graduate employment. Evidence of adaptation of making connections between known and unknown areas. Identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
60-69: Pass (with Merit)	Good systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Good understanding of current theoretical and methodological approaches and its	Sound, logical, analytical thinking, synthesis and evaluation. Very clear language and structure. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence. Independent use of statistical analysis and	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good	<b>E&amp;R skills:</b> Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can <b>communicate</b> well in writing and at a standard appropriate	Where appropriate, can consistently <b>work very well within a team</b> , leading & negotiating in a professional manner and managing conflict. Is confident and flexible in <b>identifying and defining a range of complex problems</b> and applying knowledge and methods to their solution.

	use in interpreting the knowledge base.	insightful and accurate reporting of statistics where appropriate. Ability to communicate ideas and evidence accurately and convincingly. Good evidence of using ideas at a high level of abstraction. Good evidence of critical responses in theoretical discourses Sound, convincing conclusions.	academic skills, consistently applied. Good evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.	for graduate-level employment. Adopts style and register to engage audience(s). Work is presented effectively and professionally, embedding graphs, tables and other resources effectively when required.	Able to take initiative in <b>evaluating own strengths and weaknesses</b> in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary. Good evidence of adaptation of making connections between known and unknown areas. Good identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
70-79: Pass (with Distinction)	Excellent systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Excellent understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. Excellent language and structure. High quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied. Excellent evidence of substantial investigations to address areas of theory or practice.	<b>E&amp;R skills:</b> Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can <b>communicate</b> in writing professionally and confidently for diverse audiences, at a high standard appropriate for graduate-level employment. Work is	Where appropriate, can <b>work professionally within a team</b> , showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in <b>autonomously defining a range of complex problems</b> and applying knowledge and methods to solution. Shows insight and autonomy in <b>evaluating own strengths and weaknesses</b> and developing professional and practical skills

		information and identify reasons for contradictions. Excellent evidence of using ideas at a high level of abstraction. Excellent evidence of critical responses in theoretical discourses Strong conclusions.	Referencing conventions followed accurately and consistently throughout.	presented very effectively and professionally, embedding high quality graphs, tables and other resources effectively when required. Excellent ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	needed for graduate-level employment. Excellent evidence of adaptation of making connections between known and unknown areas. Excellent identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
80-100: Pass (with Distinction)	Exceptional systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Exceptional understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Exceptional work; judiciously selected and evaluated evidence. Very clear structure and language. Very high quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Exceptional evidence of substantial investigations to	<b>E&amp;R skills:</b> Impressive ability to draw on own research, and that of others, to formulate meaningful research questions. Exceptionally successful in a wide range of research tasks, including evaluation, with a high degree of autonomy. Can <b>communicate</b> findings with real professionalism, adapting writing style	Where appropriate, can <b>work exceptionally well and professionally within a team</b> , showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in <b>autonomously defining and solving a range of complex problems</b> . Outstanding ability to <b>evaluate own strengths and weakness</b> , showing outstanding attributes for graduate-level employment. Exceptional

		<p>contradictions. Exceptional evidence of using ideas at a high level of abstraction. Exceptional evidence of critical responses in theoretical discourses Highly persuasive conclusions.</p>	<p>address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.</p>	<p>easily for given audiences. Presentation of work of an extremely high quality, embedding high quality graphs, tables and other resources effectively when required. Exceptional ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>evidence of adaptation of making connections between known and unknown areas. Exceptional, evaluation and capability supporting effective communication in a range of complex and specialised contexts.</p>
--	--	--	--	--	--

## Student Support

There is a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [Togetherall](#) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provide tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board Career Connect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary's. These services are also available to St Mary's alumni.

## Well-being

The wellbeing of our students is paramount to St Mary's. We offer a range of information and advice on wellbeing during your studies. The Wellbeing Service offers you somewhere to discuss, in confidence, any concerns you have that may affect your studies or your time at University.

For more information, please see here: [The Wellbeing Service](#)

## Registry

St Mary's Registry Services are responsible for looking after your student record from enrolment through to graduation, including any changes to your student status throughout your student journey.

For more information, please see here: [Registry](#)

## Personal Tutors

When you start university, you will be allocated a Personal Tutor: a member of academic staff from your programme who is devoted to helping support your personal and academic wellbeing during your time at St Mary's.

For more information, please see here: [Personal Tutors](#)

### Student Representatives

Student representatives are elected student volunteers who act as direct links between their peers and their academics, with the aim to improve students' course satisfaction. The programme team typically contacts students in the first weeks of study with more information about the process of nominating student representatives.

### Student-Staff Forum

Student-Staff forums are meetings organised by the programme team and offer an opportunity to students (via their representatives) for the expression of their voice on matters relevant to the programme and the study experience in general.

The forum is student-led, chaired by the Subject Lead with participants from all the academic services. It is an essential part of the functioning of a programme as it allows for student feedback and suggestions to be minuted, and, therefore, put on the record.

### Supervisors

Academics from across the Business School are available to support and supervise postgraduate research projects. Your supervisor will depend on which subject area you intend to research and will be allocated when you start the independent project (IBM7024).



## Academic Regulations

Extenuating Circumstances (EC) policy, leave of absence (LOA), student complaints, appeals, withdrawals, module compensation and other matters that govern the programme can be found in this page: [Academic Regulations](#)

## Change Log

Version	Date	Changes
1.0	11/2022	First Release

Business School  
Faculty of Business and Law  
St Mary's University  
Twickenham  
London, UK