

De Montfort University, United Kingdom



Niels Brock, Copenhagen Business College,  
Denmark



# PROGRAMME HANDBOOK

## September 2018

<b>Programme title:</b>	<b>MSc International Business &amp; Management</b>
<b>Level:</b>	<b>Postgraduate</b>
<b>Mode of Study:</b>	<b>Full-time</b>
<b>Cohort:</b>	<b>September 2018</b>
<b>Location of Delivery:</b>	<b>Copenhagen, Denmark</b>
<b>Programme Leader:</b>	<b>Mrs Charlotte Forsberg (Niels Brock)</b>  Dr Martin Beckinsale (DM) Leicester

This handbook is correct at the time of writing and may be subject to change. Throughout your studies, to ensure you have the most up to date information, you should always consult the online version of this handbook held on the Virtual Learning Environment/Blackboard. For up to date information on University academic and student regulations always consult the DMU website.

## How to use this handbook

This handbook has been produced to provide students with specific information and guidance about your programme of study. Students should take time to read this handbook in the induction period as it will help greatly throughout your studies. It should be read in conjunction with your module handbooks.

Please make sure you read and become familiar with this handbook as it will help you to manage your studies.

 **Wherever you see this symbol more detailed information about the subject is available on *Blackboard* or another on-line resource as specified.**

This handbook is an important source of general information for you, but it should be read in conjunction with:

- **Taught Programme Academic Regulations:**  
[www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)
- **DMU General Regulations and Procedures Affecting Students:**  
<http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx>

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## Welcome by De Montfort University (DMU)

Thank you for choosing to study at one of our partners on a De Montfort University validated programme. I would like to take this opportunity to welcome you and tell you something about what we hope to offer you during your time with us.

De Montfort University has been working with a range of partners, from Further Education Colleges to private providers, to offer students an alternative route through Higher Education for a number of years. We are very proud of our relationship with our partners and consider each individual student to be integral to the partner and the broader DMU community.

We aim to offer all students studying at a partner an equivalent experience as a student studying at DMU on our campus. If you choose to visit De Montfort University you are entitled to have access to our renowned Queen Elizabeth II Diamond Jubilee Leisure Centre and the Kimberlin Library (you will need to bring your student ID card).

I wish you every success and happiness during your studies and welcome you as part of our vibrant, distinctive, international community!

With best wishes



**Professor Andy Collop**  
**Deputy Vice-Chancellor, DMU**

## Welcome to the Faculty of Business and Law

Welcome to De Montfort University and the Faculty of Business and Law. We provide a learning environment that is both exciting and stimulating, where innovation and dynamism can flourish. I hope that this handbook, alongside the support facilities available on the Intranet such as our virtual learning environment, Blackboard, will help you settle in quickly and find your way around. I also, very much hope that you will have an enjoyable and rewarding time here.

At De Montfort University, we pride ourselves on the quality, excellence and impact of our teaching and research. Our business school and Leicester De Montfort Law School, which together make up the Faculty of Business and Law, enjoy first class reputations amongst their peers and in the professional world.

Our faculty prides itself on the high value and quality of our programmes and the care and support we offer students. Our staff provides learning opportunities of the highest standard, and through their experience and research, ensure that teaching and learning materials are at the forefront of contemporary education and practice.

All of our programmes require a persistent and continuous effort from you to achieve a high level of success. The course you have chosen will demand a considerable investment of your time and attention in order to make it a valuable experience. Our priority is to help you gain the qualifications and skills you need to successfully progress in your future life. With this programme, you have a unique opportunity to invest three or more years in acquiring a wide range of knowledge, skills and attributes that will be valuable to you no matter what career you choose. The programme team is committed to ensuring that you have the support you need to produce your best work and to feel confident in reaching your potential.

I very much hope this guide will help provide all the information you require.

Every good wish to you during your time at De Montfort University.

Sincerely,

**Professor Dana Brown**  
**Pro Vice-Chancellor/Dean**  
**Faculty of Business & Law**

## **Welcome to Niels Brock**

### **DMU Programme Office at Niels Brock International**

Welcome to Niels Brock International – the international division of Niels Brock Copenhagen Business College which is the first and largest business college in Denmark.

Our college is named after one of the greatest Danish merchants of all time. Niels Brock (1731-1802) created a very successful business through trading and exporting clothing fabrics and processed foods to countries such as Norway, Sweden, Poland and Russia. He also decided to set aside funds for establishing a future school of commerce to provide education for young businesspeople. Niels Brock's business college was established in 1881 and quickly became a well-respected institution of higher education.

Our modern institution has a lot more in common with the old merchant than one might think. What drove Niels Brock were strong values and a passion for trade. He understood the significance of education both for the individual, and for society as a whole, and he had a strong international mind set. Educating skilled and honest businesspeople – at home and abroad - remains the paramount objective of our institution.

Today Niels Brock is one of the largest educational institutions in Denmark with four specialist departments offering 20 educational programmes ranging from basic vocational education to master's degree, more than 25,000 full-time and part-time students in Denmark, 2,000 students in China and Vietnam and 750 members of staff. Because of our great history, strong traditional values and our ability to continue developing our educational methods, we are able to attract the best and the most competent members of staff, which helps ensure the personal and professional growth of our students.

With best wishes

**Mr Lars Askholm**  
**Dean and Executive Vice President**

## Finding your way around

**The MSc IBM is based at Bispetorvet 1-3.**

**You may have to attend activities, lectures and tutorials in various buildings**

It is important that you keep both your **Niels Brock** and your **DMU ID** (student card) with you at all times when entering Niels Brock buildings.

If you are unsure of where to go, your first point of contact should always be:

**The Front Office**

**Located on the ground floor of Bispetorvet 1-3, right by the entrance.**

**Telephone: +45 33 41 91 00**

## Section 1: Programme Information

### 1.1 Introduction to the Programme

The **MSc International Business and Management** (MSc IBM) programme is the first of The Business School's International Business Masters programmes to also be offered at the Niels Brock Campus in Copenhagen. Niels Brock has been delivering De Montfort University undergraduate programmes since 1998 and this MSc programme was successfully introduced in 2011 with a twice-yearly intake. The MSc IBM programme is a natural progression for our BA (Hons) graduates as well as for other Danish and international students documenting equivalent qualifications. Academic depth and width as well as organisational rigour and stability are integral parts of the programme.

The above pathways have been designed to provide a natural progression for graduate students and will be particularly attractive to those wishing to pursue a career in general management or finance, human resource management and entrepreneurship or corporate social responsibility in an international context. Each pathway provides the student with an advanced and applied understanding of international business in their chosen discipline and aims to produce a Masters graduate who is fully conversant with international business through practical application and leading edge theory.

The structure around an international setting also needs to be emphasised. With many industries becoming increasingly globalised, it is seen as critical for today's international business graduates to have the ability to perform and think in an international context. The focus of the modules, and the programme overall, allows the student to move beyond domestic mindsets, consider issues and look for solutions in a truly international context.

The programme is, therefore, likely to be challenging, both in terms of academic level and in the way it will critically consider various aspects of international business and management/finance/human resource management/entrepreneurship/corporate social responsibility.

This Programme Handbook will provide you with a full introduction to the International Business programme and the regulations that govern its operation. It will also tell you how the programme is managed and by whom. It will also give details of the programme team including academics and administrators.

Before you go on to read about the programme and its organisation, may we take this opportunity to wish you every success with your studies at De Montfort University.

#### **What our External Examiner says about this programme:**

*'The current system of providing feedback to students is excellent where the level of comments are very helpful to those students who have passed the module and more importantly to those students who can learn from the comments for their resit opportunity.'*

*'Students are exposed to varied assessment diet which achieves the module outcomes and equips the students with employability skills.'*

*'I think that the arrangement where module leaders are asked to counsel students on their performance and future implications demonstrates an excellent level of support to failing students.'*

*'There is evidence of high level student support'*

## 1.2 People and the Programme

The De Montfort University Programme Director at Niels Brock, **Mr. Lars Askholm**, Programme Manager **Mrs. Charlotte Forsberg** and Programme Administrator, **Mrs Xia Wang** and **Ms. Helle Thomson** are all based at Bispetorvet. They work in close collaboration with their DMU counterparts in Leicester. General programme queries should be forwarded to Programme Manager Mrs. Charlotte Forsberg in the first instance.

De Montfort and Niels Brock International key contact names are summarised below.

Associate Dean (Academic) and Assessment Board Chair	Professor Alasdair Blair	✉ <a href="mailto:ablair@dmu.ac.uk">ablair@dmu.ac.uk</a>
Programme Leader UK (Personal tutor)	Dr Martin Beckinsale	✉ <a href="mailto:MBeckinsale@dmu.ac.uk">MBeckinsale@dmu.ac.uk</a>
<b>Programme Director DK</b>	<b>Mr Lars Askholm</b>	✉ <a href="mailto:laa@brock.dk">laa@brock.dk</a> ☎ +45 3341 9452 Bispetorvet, room 408
<b>Programme Manager DK</b>	<b>Mrs Charlotte Forsberg</b>	✉ <a href="mailto:cfo@brock.dk">cfo@brock.dk</a> ☎ +45 23214554 Bispetorvet, room 307
Programme Administrator UK	Mrs Olha Nykolyszyn	✉ <a href="mailto:onykolyszyn@dmu.ac.uk">onykolyszyn@dmu.ac.uk</a> ☎ +44 (0)116 250 6357
<b>Programme Administrators DK</b>	<b>Mrs Xia Wang</b>  <b>Ms. Helle Thomson</b>	✉ <a href="mailto:dmuenrolment@brock.dk">dmuenrolment@brock.dk</a> ☎ +45 3341 9527 Bispetorvet, ✉ <a href="mailto:dmuenrolment@brock.dk">dmuenrolment@brock.dk</a> ☎ +45 3341 9384 Bispetorvet
<b>External Examiner</b>	<b>Professor Simon Burtonshaw-Gunn</b> <b>University of Coventry</b>	
<b>Academic Practice Officer DK</b>	<b>Mrs Charlotte Forsberg</b>	✉ <a href="mailto:cfo@brock.dk">cfo@brock.dk</a> ☎ +45 23214554 Bispetorvet, room 307
Academic Practice Officers UK	Ms Alison Statham Ms Lisa Wakefield	

**Note for students:** The details provided relating to external examiners appointed to this module/programme are for information only. You must not contact external examiner(s) directly, and particularly with respect to your individual performance in assessments. If you wish to make a complaint or an appeal regarding your assessment you should follow the University's procedures for Academic Appeals, guidance on which is available via the following link: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/academic-appeals.aspx>

The postal address for the De Montfort University Programmes at Niels Brock Copenhagen Campus is:

DMU Programmes  
Niels Brock International  
Bispetorvet 1-3  
DK-1358 Copenhagen K

Contact details for Niels Brock Campus programme staff are found in Appendix B.

### 1.3 Programme Structures and Outcomes

#### 1.3.1 MSc International Business and Management PROGRAMME STRUCTURE

The programme structure in Copenhagen is identical to that in Leicester, except for a fixed range of second semester modules.

Stage	Modules	
<b>Part One</b> (September 2018 – January 2019)	<b>LBPG5013</b> Enhancing Business, Management and Personal Skills (0 credits)	
	<b>ACFI5020</b> Accounting for Managers (15 credits) <i>This module includes the Executive Business Simulation LBPG5009 (0 credits)</i>	<b>CORP5068</b> Critical Management in a Global Context (15 credits)
	<b>CORP5069</b> People, Management and Organisations (15 credits)	<b>MARK5054</b> International Marketing (15 credits)
<b>Part Two</b> (February 2019 - May 2019)	<b>ACFI5022</b> Strategic & Financial Decision-Making (15 credits)	<b>CORP5039</b> International Strategic Management, Markets and Resources (15 credits)
	<b>LBPG5018</b> Research Methodology (15 credits)	<b>POPP5007</b> Globalisation (15 credits)
	<b>LBPG5017</b> Dissertation	
<b>Part Three</b> September 2019 - December 2019)	<b>LBPG5017</b> Dissertation (60 credits)	

The fully completed programme constitutes 180 UK credits, equivalent to 90 ECTS credits  
**Credit formats.**

It is European Council standard to set the student workload of one academic full-time study year at 60 ECTS. It is also widely practised to deem 1 ECTS credit equivalent to 2 UK credits. However, please note that British/European authorities and Higher Education institutions are still in the process of aligning credit allocations and that variations may occur.

### 1.3.2 Assessment Requirement

The assessment for the **MSc International Business and Management** programme will comprise of

- 8 modules (each module being worth 15 credits, and a
- 60 credit dissertation founded on a research project.

### 1.3.3 Aims & Outcomes

The purpose of this programme is to enhance and develop the abilities of graduate students who wish to pursue a career in general management in an international context. The programme will provide the student with an advanced and applied understanding of international business and aims to produce a master's graduate who is fully conversant with international business through practical application and leading edge theory relevant to future managers.

The subject specific learning outcomes of **the programme** include the following:

- To develop an in-depth understanding of international business issues.
- To develop an in-depth appreciation for the International Business Environment.
- To develop an in-depth understanding of management issues.
- To develop an understanding of strategy formulation, evaluation and implementation in an international context.

The cognitive and non-subject specific skills developed by **each student** should include:

- To develop both communication and numeric skills, and an ability to draw reasoned conclusions, and to gain an appreciation of statistical concepts.
- To develop students' ability in critical thinking and creativity; managing creative processes, organising thoughts, analysis, synthesis, and critical appraisal.
- To be able to deal with complex issues in international business and finance both systematically and creatively.
- To demonstrate self-direction and originality in solving problems and independent learning ability.
- To demonstrate the ability to employ advanced skills to conduct research and to evaluate such research in a critical and analytical manner.

### 1.3.4 Teaching and Learning Strategy

The MSc structure fosters an integrated learning approach to management education. The learning and teaching methods embrace a range of approaches including lectures, tutorials, seminars, workshops, case study analysis, audio-visual presentations, guest lectures, collaborative group work, such as presentations and projects, individual presentations, simulations and computer modelling, tutorial debates, management reports, essays, closed book exams, and open book exams.

The aim is to strike a balance between individual, time constrained assessment (presentations and examinations) and coursework. In examinations candidates are required to provide concise and logical answers under time constraint, whereas coursework allows more reflection and research in compiling assignments and reports. The strategy generally

is to focus more on the latter, to allow the opportunity to explore specialist topics in greater depth.

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The aim is to strike a balance between individual, time constrained assessment (presentations and examinations) and coursework. In examinations candidates are required to provide concise and logical answers under time constraint, whereas coursework allows more reflection and research in compiling assignments and reports. The strategy generally is to focus more on the latter, to allow the opportunity to explore specialist topics in greater depth.

Students can access via Blackboard, UK lectures as a revision tool, or means of experiencing UK style teaching and enhancing their learning, as DMU has a policy of recording all academic staff led activity for replay and revision purposes to ensure continued compliance with the Equalities Act 2010. The main vehicle for providing such recordings is the DMU Replay service but your Module Tutor may use other means of providing audio and/or visual materials to ensure compliance with the policy and these will be fully explained to you along with where to get help and support. For help with viewing a DMU Replay recording click here: <http://celt.our.dmu.ac.uk/dmu-replay-the-student-view-including-navigation-and-search/>

#### **1.4 DMU Resource Lists**

DMU Resource Lists provides students with a central portal to access the supporting materials you need read, watch or listen to for this programme.

The link to the resource list is available on Moodle.

## Section 2: Assessment Regulations

### 2.1 Assessment Requirement

Assessment submission deadlines are to be adhered to at all times. Penalties will be imposed for late submission in the absence of mitigating circumstances (*Section 6.9*).

### 2.2 Pass Requirement

The pass mark is 50% for all taught modules and the dissertation.

The award of MSc International Business and Management will be achieved by candidates who have successfully passed all the assessed elements (taught modules and dissertation), accumulating 180 credits on the Programme.

### 2.3 Dissertation Requirement

Students are normally expected to have taken the relevant Research Methodology module before submitting their Dissertation. To become eligible to submit a Dissertation, major project or design work a student is required to gain at least 60 credits from preceding modules, including the Research Methodology module.

It is imperative that the Faculty's 'Research Ethics' form is completed, submitted and signed off by the supervisor and the Dissertation Module Leader **prior** to the commencement of any research on the dissertation.

The first marker of the dissertation will normally be the candidate's academic supervisor. Internal moderation of dissertations will be undertaken by a small panel of internal markers appointed by the Programme Board. Thereafter a sample of dissertations will be made available to the External Examiners.

If a student passes all assessment units except the dissertation/project, the Programme Board may, at its discretion, offer the candidate the possibility of re-presenting the dissertation/project in a revised form without detriment to the pass achieved in the taught programme, within a timescale set by the Board.

### 2.4 Reassessment

Candidates have the right to be reassessed for each module, including the Dissertation. Reassessment is permitted in relation to fail marks only. The nature of the reassessment work will be determined by the DMU Module Leader. Once the student successfully completes the reassessed work they will receive full credits for the module but their grade will be capped at 50%.

Candidates are not permitted to register on and submit for assessment in an alternative module to a module in which the candidate has failed. This means that failure in a core or chosen elective can only be retrieved by re-assessment in the same module.

Submission of work after deadline dates will normally be deemed a fail in the respective assessment unit, unless an acceptable explanation in writing to the satisfaction of the Programme Board has been made **prior to** the deadline date. The onus lies with the candidate to forward any medical or other documentation to the Chair of the Programme Board for consideration.

**Candidates will only be allowed to commence reassessed work after the Programme Board has met to formally ratify the decision.** All candidates with reassessments will receive an email after each Programme Board meeting confirming the exact details of the reassessment and the submission date. You should not begin any second submission without being advised of the details in writing by the Programme Board. You are also strongly advised to meet with the Module Tutor or Programme manager for additional support.

 Full details are available in the [Taught Programme Academic Regulations](#)

## 2.5 Pass with Distinction

For a Master's degree, a distinction may be awarded if:

- The dissertation is at distinction level (70%+) **and**
- **either** at least 120 credits (including the dissertation) are at distinction level
- **or** the overall average mark is at distinction level

## 2.6 Pass with Merit

For a Master's degree, a merit may be awarded if:

- The dissertation is at a merit level (60%+) **and**
- **either** at least 120 credits (including the dissertation) are at merit level
- **or** the overall average mark is at merit level

## 2.7 Award of Postgraduate Diploma

To qualify for the award of Postgraduate Diploma in International Business and Management a candidate must earn a minimum 120 credits.

The award of Postgraduate Diploma may incorporate a Dissertation.

For a Postgraduate Diploma, a **distinction** will be awarded if:

- **either** at least 90 credits are at distinction level (70%)
- **or** the overall average mark is at distinction level

For a Postgraduate Diploma, a **merit** will be awarded if:

- **either** at least 90 credits are at merit level (60%)
- **or** the overall average mark is at merit level

## 2.8 Award of Postgraduate Certificate

To qualify for the award of Postgraduate Certificate in International Business and Management a candidate must earn 60 credits, which must include a minimum of 30 credits from the International stream of electives.

A student achieving 60 credits but without achieving a minimum of 30 credits from the International stream of electives would qualify for the award of Postgraduate Certificate in Management.

The award of Postgraduate Certificate would **not** normally incorporate a Dissertation or major project.

For a Postgraduate Certificate, a **distinction** will be awarded if:

- **either** at least 45 credits are at distinction level (70%)
- **or** the overall average mark is at distinction level

For a Postgraduate Certificate, a **merit** will be awarded if:

- **either** at least 45 credits are at merit level (60%)
- **or** the overall average mark is at merit level

## 2.9 Failure to Achieve the Requirements for the MSc International Business Programme

The Programme Board will normally fail candidates for the MSc International Business Programme where they fail subjects on reassessment (and have no further reassessment opportunities available).

## Section 3: General Information on NBI and DMU

### 3.1 Front Office

Where are we, and what do we do?

The front office is located on the ground floor of Bispetorvet 1-3. The primary function of the front office is to provide advice on a wide range of student issues.

In short we should be your first port of call if you require any help or advice; if we are not able to help you we will know who can!

#### Opening hours:

**Monday –Thursday 9.00-16.00**

**Friday: 9.00-15.00**

#### How to find staff contact details

There are two main ways to find contact details for academic and support staff.

- Contact the front office, located on the Ground Floor of Bispetorvet 1-3.  
**Telephone:** (+45) 33419100  
**Email:** [dmenrolment@brock.dk](mailto:dmenrolment@brock.dk)

### 3.2 Attendance

The full-time Masters degree is a programme requiring a high level of motivation and input by students. With its intensity and pace of academic study, and the importance of group interaction and debate to enrich the programme, full attendance at all classes and study sessions is regarded by the programme team as essential if students wish to maximise their potential.

The purpose of the following standard procedure for absence registration is to ensure that all students are treated equally across programmes and courses. The rules below will serve as reference points in any disagreements regarding absence registration.

Registration is carried out in UMS, and individual attendance record statistics can be monitored by students and tutors on [www.ums.brock.dk](http://www.ums.brock.dk).

It is mandatory that students attend all classes/module activities. Registers of attendance will be taken at every session and patterns of attendance will be monitored closely.

The following rules apply:

- Always be present on time
- If late, enter during breaks
- If it is absolutely necessary to leave during a class, inform the tutor before the class and leave during a break
- Absence registration is carried out in the beginning of each session and will as a minimum be carried out once during a teaching session.
- In principle, there are only two attendance categories – “absent” (red), and “present” (green).

- If a student fails to show up before the absence registration has been completed, the student will be registered as “absent” for the entire class.
- If a student leaves in the middle of a class, the student will be registered as “absent” for the entire class.

### **Illness**

- If a student is ill for a maximum of three consecutive days, he/she does not need to contact anyone. The student will be registered as “absent”.
- If a student is ill for more than three consecutive days or if the illness interferes with vital presentations or the completion of assessed work, he/she needs to present the Programme Manager ([cfo@brock.dk](mailto:cfo@brock.dk)) with a full medical certificate. The student will be registered as “absent”, but a note explaining the illness will be added to UMS by the Programme Manager.

### **Complaints procedure**

If a student finds that his/her registration is incorrect, he/she should contact the relevant tutor before the next module session. If no agreement can be reached, the student should contact the Programme Manager.

### **Warnings and consequences**

Attendance records are monitored closely, and any student deemed not to be meeting attendance expectations will receive a warning. There is no fixed percentage marking excessive absence. Instead, all attendance records are evaluated individually based on overall absence rate and the distribution of absence across modules. The standard procedure is as described below. However, the process may be shortened in severe cases.

- Step 1: The student receives a written warning by email.
- Step 2: If the student fails to make significant immediate changes to his/her attendance record, the student will be called for an interview with the Programme Manager.
- Step 3: Students who continue to absent themselves from classes may be withdrawn from the programme. The termination will be executed administratively and the student will be informed by email, after which he/she has 7 calendar days to submit a written objection to the Programme Manager.

### **3.3 Full-time Study**

Students on full-time programmes of study are expected to remain at the University for the duration of their programme of study. Students are strongly discouraged from returning overseas during this time, but should they have to do so, they must first obtain permission from their Programme Manager by completing an Absence Request form. They will be asked to specify the exact dates of absence on this form. Students choosing to return overseas must understand that they do so at their own risk (in terms of being able to re-enter the country) and that any extension requests resulting from absence abroad will not be viewed favourably.

### **3.4 About Your Timetable**

Each student has a personal timetable which is available electronically on your home page of ums.brock.dk once you have logged in. **You should attend all activities listed on your personal timetable.**

### 3.5 Learning Agreement

The main purpose of the Learning Agreement is to formalise the agreement between the course participant, the course tutors, and Niels Brock– all of whom have an active involvement in the learning process.

You have been accepted for this programme because of your aptitude, knowledge and qualifications, and we would like you to get as much out of the learning opportunities presented by this programme as possible. You may find the following points helpful to note at the outset of the programme.

#### Tutors

- Tutors undertake to present learning material and learning sessions in their specialist areas. They will, depending on the topic area, either relate directly to practical situations and/or invite you to apply relevant concepts and models to your everyday work experience or case study material. All tutors are highly experienced in their respective fields and will use a variety of learning methods.
- Tutors will assess assignments and return work with feedback comments by the dates agreed if it has been submitted on time.
- Participants may contact any member of the course team by phone or via e-mail. It is part of the Learning Agreement that participants manage this contact appropriately.
- Tutors will be contactable and will deal with e-mails from participants during normal office hours. They will “post” general messages on a participant network (e.g. Moodle)
- Tutors will not respond to “high volume” e-mails – for example, draft reports, chapters of reports or final assignments delivered in electronic format.
- Tutors will respond to, or acknowledge, messages within four working days. If they are going to be out of contact they will place an out of office message on their e-mail.
- Tutors retain the right to terminate protracted and unproductive exchange of e-mails.
- Participants should endeavour to contact the relevant member of the course team in the first instance. If they receive no reply within four working days they should contact the Programme Manager who will seek to arrange a firm consultation time with the tutor.

## Participants

- Participants are expected to attend all learning sessions of the programme.
- Participants are expected to complete preparatory work and be prepared to actively contribute to learning sessions.
- Participants undertake to submit assignments by the due dates unless there are extenuating circumstances. If there are exceptional and extenuating circumstances they should contact the Programme Manager as soon as possible. N.B. Pressure of academic work will not normally be accepted as an extenuating circumstance.

DMU & Niels Brock is strongly committed to this programme and will seek to offer participants maximum support and assistance. However, it must be stressed that at this level of education the emphasis is on self-managed learning. It is the participant's responsibility to adhere to the programme schedule of attendance, assignment submission dates and to accept responsibility for their own actions.

### 3.6 Masters Level Description

Studying at Masters level requires participants to demonstrate that they are able to explore a particular topic, problem or field of enquiry, pursue logically and convincingly a line of argument based on such exploration, draw supportable conclusions from their argument, suggest (possibly alternative) practical approaches to the problems they have identified and recognise the practical implications of their proposed actions. They need to be able to convey their exploration, conclusions and proposals effectively: and this calls for good basic English, a clear style and a clear and appropriate structure to the work they submit.

The University adheres to the **Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)** and what is called **level 5** or M (postgraduate) within the University maps to FHEQ **level 7**. The FHEQ level descriptors will be shown on your Higher Education Achievement Report (HEAR) and any other documents which you may receive upon completion of your studies.



More information about standards expected in satisfactory work at Masters level can be found by logging on to *Blackboard* clicking on *My Communities, Faculty of Business and Law and Forms/Miscellaneous*.

### 3.7 My DMU/Email/Blackboard/Moodle

MyDMU is your personalised portal to the university information and systems. It can be accessed via any computer which has an internet connection [my.dmu.ac.uk](http://my.dmu.ac.uk). MyDMU allows you to view news about the university, your personal information (e.g. name, date-of-birth and address) that the university currently holds, the modules that you are enrolled on and, at certain times of the year, your assessment results. Upon completion of your programme, your Higher Education Achievement Report (HEAR) will follow soon after the results are released.

Using your university login details (your student P number and date of birth in the format dd-Mmm-yy, eg 01-Aug-90) you can also log in to MyDMU to access the following:

#### Your University Email Account

The university will automatically create an e-mail account for you

**All email communication from the Niels Brock administration and Copenhagen lecturers will be sent to your @niels.brock.dk account. It is expected that you check your student email account daily for urgent issues. Please note that all email from the university will be sent to your official DMU student email address and/or your Niels Brock email account. We are not able to use personal email accounts.**

You will be provided with your timetable at the beginning of each semester in skema.brock.dk and details of other scheduled events such as examinations, guest lectures and assessment deadlines will be provided by email and in Moodle. It is your responsibility to keep yourself informed of any examinations or assignment dates, changes to class times or location, scheduled meetings, mentor sessions and seminars/talks **by checking your email as well as Moodle regularly.**

### **Moodle**

Niels Brock International will provide you with access to the local Virtual Learning Environment, Moodle. The local lecturer will upload all relevant material concerning the module to this platform and you have access to Moodle through the internet. All relevant information from the Copenhagen administration will also be uploaded to Moodle.

### **Blackboard**

Blackboard is the university's Virtual Learning Environment. You will use Blackboard as an integral part of the teaching and learning experience throughout your time at DMU. All of your modules will have a Blackboard site which Module Leaders will use to post information to support formal, face-to-face teaching. You will also submit work through *Turnitin* via the specific module Blackboard sites.



For help, support or more information about our IT systems please visit

[www.dmu.ac.uk/dmu-students/student-resources/it-and-media/it-and-media.aspx](http://www.dmu.ac.uk/dmu-students/student-resources/it-and-media/it-and-media.aspx)

### **3.8 Personal tutor scheme**

DMU provides all of its postgraduate students with a personal tutor who can be contacted regarding any general academic matter or personal concerns relating to such matters as adjustment to life at NBI/DMU. Your personal tutor, Charlotte Forsberg, is also your Programme Manager. New students will have the opportunity to meet with their personal tutor during the first three weeks of study, either individually or within a group.

The initial role of the tutor is to help you make a smooth transition to university life. They, along with the Student Advice Centre, will be your port of call if you have any kind of problem or confusion.

Your programme leader/personal tutor may also be the tutor you approach for an academic reference at the end of your course.

Each personal tutor will:

1. Provide reliable and consistent advice and guidance.
2. Provide regular opportunities for feedback on general academic progress and action planning for students in relation to their academic progress.
3. Meet with new students within the first three weeks of the commencement of their studies and monitor their attendance so that the faculty can encourage participation.
4. Be proactive in arranging meetings with students.
5. Support personal development planning (PDP) by promoting reflective learning and ensuring students can review their own progress against action plans.
6. Make systematic use of information about students' overall progress, including utilising attendance records and academic performance profiles.
7. Explain the options available regarding progression, as appropriate, including general advice on module choice.
8. Know when it is appropriate to refer the student to another individual or service for specialist support or guidance.
9. Advise students on the importance of career planning.
10. Operate the faculty system and keep records in accordance with published faculty protocols.
11. Liaise with your module tutors to identify any programme related issues highlighted in tutorials having regard for confidentiality in relation to individual tutees.

### **3.9 Student Affairs Counsellor**

Raquel López Fernandez is Student Affairs Counsellor. You can find her in room 112 at Bispetorvet 1-3- the opening hours will be posted on the door or email her at [rlo@brock.dk](mailto:rlo@brock.dk). She will focus on assisting students with adjustments to academic university life as well as academic, social and emotional challenges.

### **3.10 Personal Development Planning**

The University recognises the positive impact of Personal Development Planning (PDP) on students' learning, achievement and enhanced employment prospects. Commitment to, and integration of PDP, will be a feature of all our Masters programme. Students will be introduced to the process in semester one and the process will culminate in the development of a reflective statement to be included in the Dissertation.

### **3.11 Employability**

At De Montfort University employability is seen to be: 'A set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations which benefit themselves, the workforce, the community and the economy'. Our Masters programmes seek to nurture the development of these skills and achievements through the embedding of key skills and the identification of transferable skills.

### **3.12 Change of Address**

In order to ensure that students can be contacted promptly as necessary, changes in term time and home addresses, telephone numbers or email addresses should be submitted to

the DMU Programme Administrator at Niels Brock. You are also required to update your contact information in [ums.brock.dk](http://ums.brock.dk)

### **3.13 Student Records**

Student files will be kept electronically on the University's Student Records system. In addition, the Faculty will also retain the files, including application forms and final results for six years after completion of study. Thereafter, only a copy of the results will be retained.

### **3.14 Lectures and classes**

Classes primarily take place Bispetorvet 1-3. The building is not open on weekends.

## Section 4: University Services and Support

### 4.1 Library

The Niels Brock Business Library is on the ground floor of Bispetorvet 1-3. In addition to books for reference and loan the library provides resources such as access to databases, journals, etc.

During Induction and Enrolment Week all students will have a library induction scheduled to introduce these resources. During this time students will have a chance to meet library staff and ask questions.

In addition to the library facilities at Niels Brock, De Montfort University programme students have access to research libraries at Copenhagen Business School, universities and all public libraries in Denmark via their yellow social security card.

### 4.2 Library Services:

Staff in the library can offer assistance with using library facilities, basic IT advice and advice about how to access online resources.

Library Services staff help students make the best use of the services and resources available in the libraries (Niels Brock and Public) and online.

- Total NBII stock numbers: 1,837
- Number of current journals in the subject area:  
3 in paper format + 1000 via EBSCO Business Source Elite

All DMU students enrolled at Niels Brock have full access to DMU electronic resources including e.g. Business Source Complete holding 8350 journals.

The Niels Brock Library is linked to Danmarks Elektroniske Forskningsbibliotek (The Electronic Research Library of Denmark). In addition, the library is a member of the Gymnasie-, Akademi- og Erhvervsskolernes Biblioteksforening (The Library Association of Higher Secondary, Business Academy and Vocational Education), an association where librarians from schools similar to Niels Brock meet for the exchange of information, practices and procurement issues.

All mandatory titles are available and recommended further readings are procured based on consultations with the DMU Programme Manager in collaboration between selected recommended further readings.

In case of not being able to provide direct access to materials, the NBI librarian will advise the student on how and where to access the materials. (Please note that the Danish State offers all citizens and students free access to all academic and public libraries throughout Denmark.)

- Library services may be made available outside main opening hours, e.g. by the NBI librarian providing service on student location.
- Loan entitlement (how many books and for how long).
- There is no limit to the number of titles to be borrowed for one month.

- Photocopier provision: There are photocopiers, printers and scanners available throughout the T-building.
- Reservations procedure: Students can make reservations electronically or on location.
- Interlibrary loans provision: Is offered to staff, not students.
- Number of computers including Internet access:
- Computers are not placed inside the library, but workstations are located in the designated Open Learning Centre in room T-016. Students may bring their own laptops into the library and the librarian is available to help the students.

All buildings have wireless internet, so the students can use their own computer at school. The students can access all databases at school and from home via Citrix.

Students will be introduced to the OPAC, the databases and their access to other libraries collections via [www.bibliotek.dk](http://www.bibliotek.dk) (a database providing access to all open libraries in Denmark via interurban lending)

#### **Online access includes:**

- **Library Search:** allows students to perform a one-stop search of all the electronic content subscribed by the library. Searches can be filtered to particular material types and full-text access only.
- **Online Library Catalogue:** allows students to check and find books and journals available in print and online formats. The catalogue also provides details of DVDs and access to streamed television recordings. Books already on loan may be recalled using the Library Online Catalogue.
- **Online Databases:** allow students to search for journal articles and other material, and where available link to full-text documents. All search tools can be accessed via the relevant Subject Guide <http://libguides.library.dmu.ac.uk/lg/subject>

**Accessing material:** Each student's **Single Sign-On** username and password also allows access to Library and University functions, including: DMU student email account, Blackboard, computing services and e-books, e-journals and databases provided by the Library, where licenses permit.

Your username and default password for all of services uses the following pattern:

- Username = P01234567 (i.e. your university ID card 'P' number)
- Password = your date of birth, in the following format: dd-mm-yy  
So, if your birthday is September 12<sup>th</sup> 1992 – it is 12-SEP-92  
**Important:** You must change your default password when you log-on for the first time.

**Library and University Regulations:** Use of the library comes with some simple rules for everyone's benefit. Don't forget your ID card, don't share your card or IT credentials with anyone else and please respect designations for quiet and silent study. Full Library Regulations are available at [www.library.dmu.ac.uk](http://www.library.dmu.ac.uk). Failure to comply with Library or University regulations may result in disciplinary action.

**Library support:** Subject guides are available for further support:  
<http://libguides.library.dmu.ac.uk/lg/subject>

**For general enquiries,** see the Library homepage at [www.library.dmu.ac.uk](http://www.library.dmu.ac.uk).  
Email: [justask@dmu.ac.uk](mailto:justask@dmu.ac.uk) | Telephone: **+44 (0)116 257 7042**, during UK staffed hours

**Centre for Learning and Study Support (CLaSS):** Based in the Kimberlin Library, CLaSS help students to study more effectively and/or improve assignments. Tutorials, workshops and drop-ins are available and take place in the library at DMU. Online guides and resources are available. See [libguides.library.dmu.ac.uk/class/guides](http://libguides.library.dmu.ac.uk/class/guides)

See the full list of CLaSS services at [libguides.library.dmu.ac.uk/class](http://libguides.library.dmu.ac.uk/class).

**Eduroam wireless** access applies at many other universities, so if your device is registered at DMU you may be able to use it on other campuses. See <http://www.eduroam.org/>

**Student feedback on DMU Library and Learning Services (LLS).** DMU LLS welcomes any constructive comments or feedback about the provision of services, facilities and resources. You can provide feedback online at [www.library.dmu.ac.uk](http://www.library.dmu.ac.uk).

#### 4.3 Support for International Students

All Niels Brock International student functions are available to DMU Copenhagen Campus students as well. Please contact Programme Director Lars Askholm for further details.

#### 4.4 Learning Agreement

Either prior to or at Induction students are asked to sign the Learning Agreement. This is a document that briefly outlines the rights and responsibilities of students enrolled in the MSc IBM programme at NB-DMU.

Please make sure you have read, signed and returned this contract to Programme Manager Mrs. Charlotte Forsberg - either by hard copy submitted to the Information Centre or as a scanned copy to [cfo@brock.dk](mailto:cfo@brock.dk) by September 21<sup>st</sup> at the very latest.

#### 4.5 DMU Student Charter

The aim of this Charter is to achieve continuous improvement in teaching and learning in an environment where staff and students work together to maximise learning opportunities.

The Charter sets out the rights and responsibilities of staff and students and complements the DMU Student Charter. In order to be effective it is important that everyone reads the Charter carefully and refers to it throughout the programme of study.

 Please read the **full version of the Charter** <http://www.dmu.ac.uk/dmu-students/student-resources/student-charter/student-charter.aspx>

## Section 5: Programme Management

### 5.1 Assessment Boards

These normally meet three times a year in March, June and November, to consider student results and assess whether they meet the university and programme regulations allowing them to progress to the next part of their studies or to achieve their final award. Once the Board has met, results are deemed to have been approved or ratified. They are then released to students at 1.00pm on a specified date via MyDMU.

The release dates for the 2018/19 academic session are as follows:

Thursday 8 November 2018

Thursday 14 March 2019

### 5.2 Management Boards

These also normally meet three times a year to discuss any issues that affect the programme and its modules e.g. student performance overall on a module or programme, changes of curriculum or assessment, new programme proposals etc.

 More information on programme boards can be found in the **Taught Programme Academic Regulations**, [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)

### 5.3 The External Examiner

External examining provides one of the principal means for the maintenance of nationally comparable standards within autonomous higher education institutions. External examiners act as independent and impartial advisors, providing informed comment on the standards set and student achievement in relation to those standards. External examining is therefore an integral and very important part of institutional quality assurance.

 More information about External examining can be found at <http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/external-examining/external-examining-homepage.aspx>

### 5.4 External Examiner Report

 You can find a copy of the most recent external examiner report by logging on to Moodle clicking on *MSc Students, External Examiner Reports* or by logging on to *Blackboard* clicking on *My Communities, Faculty of Business and Law, External Examiner Reports*.

## Section 6: Assessment

### 6.1 Introduction

The assessment of students' work will be undertaken by a Programme Board whose constitution and responsibilities are in accordance with those approved by the University.

The current Taught Postgraduate Programmes Regulations will also apply in all instances where they are not superseded by the programme regulations in this Handbook. All programme work and examination marking will be the responsibility of internal examiners appointed by the Board and will normally be module tutors.

 This section should be read in conjunction with **Taught Programme Academic Regulations**, [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)  
Assessment will be via a number of different methods and further details can be found in each module outline.

All assessed work may be made available to External Examiners.

### 6.2 Assignment Marking

Assignments will be marked by the NBI module tutor/leader and a sample moderated by the DMU module leader. Samples will then be made available to the relevant external examiner for confirmation.

The University has a policy of anonymous marking of assessed work wherever possible. In the Faculty of Business and Law work is normally marked anonymously with the exception of some types of assessment which are exempt due to their nature or the type of feedback required. Examples may include:

- Oral presentations;
- Assignments where the student, or group of students, are given an individual topic and might interact with their tutor prior to submission;
- Projects and dissertations.

Please note that other exemptions may exist. Please see individual module handbooks for details.

### 6.3 Notification of Provisional Marks

All marks are provisional until confirmed by moderation and approved by the Assessment Board.

## 6.4 Assessment Aims and Outcomes

The assessment procedures are intended to achieve a number of objectives. These are:

- a. To provide continuous feedback to both the participants and the tutors regarding progress at each stage of the course and to provide information for counselling where needed.
- b. To check that the required academic standards are being maintained.
- c. To provide a mix of assessment methods by which the participants can demonstrate their understanding of the issues presented.
- d. To provide information to the examiners on which the decision can be made regarding the award

## 6.5 Postgraduate Business and Law Grade Descriptors

 Assessment on all modules will operate to the generic marking criteria for different types of assessment.

The grade descriptors can also be accessed by logging on to *Blackboard* clicking on *My Communities, Faculty of Business and Law, Grade Descriptors and Postgraduate Students*.

## 6.6 Assignment Submission

**All coursework MUST be submitted electronically via Turnitin by 23.59 of the deadline date.**

 Full guidance on how to submit an assignment in Turnitin (via Blackboard), how to view Turnitin assignment feedback and grades, and how to interpret the Turnitin originality report is available on the 'User Guide' tab in Blackboard. See: [https://vle.dmu.ac.uk/dmu\\_common/HelpFiles/bb9TrainingStudents01/blackboard/refresh/turnitin/studentindex\\_turnitin.html](https://vle.dmu.ac.uk/dmu_common/HelpFiles/bb9TrainingStudents01/blackboard/refresh/turnitin/studentindex_turnitin.html)

It is imperative that you retain your Turnitin receipt as proof of definitive hand in of your coursework submission.

### **What should I do if I experience problems when submitting my coursework electronically through Turnitin.**

If you are submitting assignments to Turnitin you may experience problems in uploading your work. Please make a note of, or print-off, any message you receive from Turnitin and re-attempt the upload at a later time. You should also check the module site on Blackboard for any announcements regarding assignment submission. If no announcements are showing you should contact the module leader to let them know there is an intermittent issue with submitting your assignment electronically.

## 6.7 Assignment Return

All marked work will be returned with feedback no later than 3 weeks (15 working days) after the submission deadline, for work that was submitted on time. You can find out more about the DMU Assessment and Feedback policy by clicking [here](#).

When marked assignments are ready for return, you will receive an email from the Module Leader advising of the time, date and location for the hand back of work.

## 6.8 Coursework Deadlines

 This section should be read in conjunction with **Taught Programme Academic Regulations**, [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)

Coursework deadlines are published in order to facilitate equity for students and sound administration by assessors. It is expected that course deadlines will be met at all times. Only in exceptional cases with the prior consent of the Programme Leader, supported by the appropriate Module Leader, will extensions to deadlines be provided.

Mitigating circumstance forms must be completed and signed off by the appropriate Programme Leader, prior to the submission date.

## 6.9 Late Submission of Assessments

Work submitted prior to deadlines will be accepted and marked as normal.

**Policy for the unauthorised late submission of work (Turnitin copy):**

<b>Late Submission via Turnitin up to and including 14 actual days after the submission date</b>	<b>Late Submission via Turnitin 15 or more actual days after the submission date</b>
The work will receive a mark of up to a maximum of 50% **	0%

**\*\* Please note that this applies to first submissions ONLY. Late submission of a referred piece of work will result in a 0% fail mark.**

This policy uses:

- **Actual days** rather than working days (since weekends and Bank Holidays give students real extra days)
- **A single penalty** for work that is handed in late, but up to 14 days late

Module tutors may accept work after a deadline, but in accordance with the above regulations. Module tutors will also inform the Programme Leader of the names of all students who have not submitted work by stipulated deadlines.

## 6.10 Extensions

It is expected that coursework deadlines will be met at all times. Extensions will only be given in exceptional cases, with prior consent of the Programme Manager. In such circumstances, you must submit a '**Request for Extension to Coursework**' form. You can collect this form from the Student Advice Centre up to the date of the assessment (coursework deadline, exam sitting or presentation day). Requests after the assessment date will not be considered unless the most exceptional circumstances are demonstrated. All requests must be supported by documentary evidence (such as doctor's certificates etc). Extensions are usually for a **maximum of 14 days**.

## 6.11 Deferrals

### Deferrals for Coursework

Requests for longer extensions (deferrals) must be submitted on a '*Postgraduate Programmes Request for Deferral of Examinations and/or Coursework on Grounds of Extenuating Circumstances*' form available from the Student Advice Centre. These requests will be considered by the Faculty Postgraduate Deferrals Panel. Students whose deferral requests are approved will be required to undertake a new piece of work at a time to be determined by the Panel. Requests after the assessment date will not be considered unless the most exceptional circumstances are demonstrated. All requests must be supported by documentary evidence (such as doctor's certificates etc).

### Deferrals for Exams

Exam requests will be considered centrally by the Student and Academic Services. The form is available from the Student Advice Centre. You will need to ensure that you submit the request by the stipulated deadline date as published on the deferral request form. All requests must be supported by documentary evidence (such as doctor's certificates etc).



More information on Extensions and Deferrals can be found by logging on to *Blackboard* clicking on *My Communities, Faculty of Business and Law, Forms/Miscellaneous and Postgraduate Students – Extensions and Deferrals*.



Further information can also be found in to the General Student Regulations: [www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx](http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx)

## 6.12 Special Exam Arrangements

Students requiring special conditions for formal written examinations should visit the Programme Administrator Mrs. Xia Wang soon after the academic year starts to ensure that support is in place in time for examination period.

Any requests need to be supported with appropriate medical / third party evidence. The deadline to set up support is six weeks prior to your first examination which is strictly adhered to.

## Section 7: Harvard Referencing, Good v Bad Academic Practice and Turnitin

### 7.1 Referencing in Coursework

Good academic practice requires the use of information, ideas and facts from a variety of sources to support evidence and illustrate your work. The key difference between academic and other types of writing is that it based on traceable evidence. Therefore you must acknowledge these sources by utilising a consistent system of referencing within your work. Ignoring this convention is likely to lead to poor marks and disciplinary measures.

You should print a copy of the the Harvard system of referencing before commencing any of your assignments.



It is available on Blackboard and can be found by clicking on *My Communities, Faculty of Business and Law, Skills Development, Referencing Guide, Harvard Guide to Referencing*

Further support for referencing in your assignments can be found as follows:

- RefWorks Guide: <http://libguides.library.dmu.ac.uk/referencing/refworks>
- Academic writing support: <http://www.dmu.ac.uk/dmu-students/student-resources/dmu-library/academic-writing.aspx>
- Good academic practice and exams best practice: <http://www.dmu.ac.uk/dmu-students/student-resources/good-academic-practice/good-academic-practice.aspx>
- Study Skills support: <http://libguides.library.dmu.ac.uk/class/>
- Referencing tips from DMU Library: <http://www.dmu.ac.uk/dmu-students/student-resources/good-academic-practice/how-to-get-top-marks%E2%80%A6referencing-tips-from-dmu-library.aspx>

### 7.2 Plagiarism and Self Plagiarism

Plagiarism is the passing off of someone else's work, whether writing or ideas, without acknowledgement, as your own effort. It is academic dishonesty and is dealt with very seriously.

Forms of plagiarism include:

- Repeating as your own someone else's sentences
- Using other person's arguments as your own without appropriate acknowledgement
- Repeating someone else's particularly apt phrase without appropriate acknowledgement
- Paraphrasing another person's argument as your own
- Presenting another's line of thinking as if it were your own

When it is clear to the Module Leader that a student has copied from any material without reference to source, or when two or more students have clearly co-operated in creating a piece of work which has been identified as an individual assignment, then the matter will be

reported to the Academic Practice Officer. A student must present himself/herself for a viva voce examination where required to do so by the Programme Assessment Board. If plagiarism is proven, it could result in exclusion from the Programme.

## Self Plagiarism

All coursework submitted for assessment must be original and must not have been submitted or used (in whole or in part) for any other level or module of study at De Montfort University or other educational establishment.

If you use/quote any parts of a previously submitted piece of your own work, you must reference this in exactly the same way as you would any other source of information and you are advised to keep such quoted material to a minimum.

 For further information about bad academic practice and the importance of referencing click on the following link: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/bad-academic-practice.aspx>

 For further information about how to avoid plagiarism and be citation-wise: <http://www.dmu.ac.uk/documents/about-dmu-documents/partnerships/educational-partnerships/how-to-avoid-plagiarism-and-be-citation-wise.pdf>

## Electronic Detection of Plagiarism and Copying – ‘Turnitin’

DMU, along with many other UK and overseas universities, uses an electronic plagiarism and copying detection device (Turnitin) to check the originality of student assignments. DMU has integrated the Turnitin UK system (known as JISC **Plagiarism Detection Software**) into **Blackboard** (Bb). The implications of this are as follows.

- When students upload their work into Bb it will also be sent to the Turnitin service for comparison;
- Staff can then check for plagiarism by viewing originality reports through Blackboard;
- The Turnitin programme checks each student's paper against Turnitin's database of over 4.5 billion pages, which is made up of material taken from the Internet, newspapers, academic journals, books and other students' assessments. Each assessment that is submitted to the database in turn becomes a part of the database, so other students cannot use it.

 Instructions about how to submit work via Turnitin are with the electronic version of this handbook accessed by logging in to *Blackboard* clicking on *My Communities, Faculty of Business and Law, Programme Handbooks, Additional information referred to in handbooks, How to use Turnitin and Interpret reports*.

 You are advised to read about the definitions and penalties of academic offences by accessing the [General Regulations and Procedures Affecting Students](#) which can be found by logging into MyDMU and clicking on to the DMU tab.

## Section 8: The Student Voice

Students are engaged, both individually and collectively, as partners in the enhancement of their educational experience through student representation. The student representation structure aims to ensure that all students (undergraduate, postgraduate taught and research, distance learners and students at collaborative partner colleges) are represented. Our student representation model features School Representative Co-ordinators (SRCs), appointed via a recruitment and selection process and course representatives elected by their peers.

### 8.1 Course representatives

Every course at DMU can have a course representative. They are a student picked by their class mates. Course representatives are trained to help you with any issues you face at University. They attend key meetings with academic staff and are responsible for letting academics know about the key issues students face. They should also feedback to students when changes are made.

 For more information about the DMU student representative system, including the nomination process and the training that is available please visit the De Montfort Students' Union website <https://www.demontfortsu.com/voice/representation/>

### 8.2 Student representation at Staff Student Consultative Committees (SSCCs)

The SSCCs are an important student voice mechanism. The remit of the SSCC is to engage students in the enhancement of their educational experience and are designed to give student representatives, normally course reps, the opportunity to convey student views on a range of issues relating to their courses.

 For further information please visit <http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-representation.aspx>

### 8.3 Responding to your Views

The University values student input and welcomes your views on your experience of studying at De Montfort. There are a number of different ways of making your views known and offering constructive feedback on your programmes. Some of these are identified below and will be the most effective way of making sure your voice is heard and that, where necessary, action is taken.

The formal channels for offering feedback are:

- Through student representation on your Programme Board and University committees
- Completing feedback questionnaires which evaluate your programme and modules
- Answering student surveys about central facilities, such as the Library
- Completing the Postgraduate Taught Experience Survey

There are also informal ways of making your views known. For example,

- Discussions with your Programme Leader and subject tutors

- Contacting the Students Union
- Getting in touch with your Programme Administrator

We want to know what you think about De Montfort University and your programme. We value your feedback because listening to your views is an important way to make things even better. Please make use of the formal and informal ways of making your views known – it will be time well spent.

## Section 9: The student complaints and appeals process

Niels Brock Complaints process:

What to do if you have a problem with the Course itself and/or an assessment or exam:

- a) See the Tutor/Lecturer concerned. If not satisfied about the outcome:
- b) See the Programme Manager at Niels Brock. If not satisfied about the outcome:
- c) Write formally to the Complaints and Student Conduct Manager at DMU using a Formal Complaint Form available at <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-complaints/student-complaints-procedure.aspx> If not satisfied about the outcome:
- d) Appeal to the Office of the Independent Adjudicator via [www.oiahe.org.uk](http://www.oiahe.org.uk)

Please follow this procedure as this is the most effective way to operate. DO NOT miss out a stage as this is in your own interest.

The university recognises the importance of effective complaints management as both a tool and a source of information for service improvement. The university recognises the right of students or alumni to raise issues of concern about the services provided by the university.

For further information see:

### Academic appeals:

 <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/academic-appeals.aspx>

### Student complaints procedure:

 <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-complaints/student-complaints-procedure.aspx>

### Chapter 8 of the 'General Regulations and Procedures Affecting Students':

 <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx>

## Section 10: Module Information

### Modules

ACFI5020	Accounting for Managers
ACFI5022	Strategic and Financial Decision-Making
CORP5039	International Strategic Management, Markets and Resources
CORP5068	Critical Management in a Global Context
CORP5069	People Management and Organisations
LBPG5013	Enhancing Business, Management and Personal Skills
LBPG5017	Dissertation
LBPG5018	Research Methodology
MARK5054	International Marketing
POPP5007	Globalisation

## **ACFI5020     Accounting for Managers**

**Leader: Philip Wilson**

**Niels Brock Leader: Dimitrios Papadimitriou**

15 credits

### **Handbook Descriptor**

This module provides an overview of accounting and finance issues:

From an external viewpoint it will include an analysis of company performance via the interpretation of corporate annual reports. This interpretation will be set within the framework of the normative economic objective of shareholder wealth maximisation. It will, therefore, also involve a consideration of the process of shareholder value creation and the measurement of performance within this context.

From an internal perspective the module will also consider the generation and analysis of information for management use. This will involve an analysis of management accounting and its general role within activities such as planning, control, performance management and decision-making.

### **Assessment Components**

Other Coursework 1 -Ind. Written Assignment

*Weighting 70%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The word limit is 3000.*

Other Coursework 2 -Simulation exercise

*Weighting 30%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%.*

### **Assessment Rationale**

The individual assignment will be designed in order to enable students to demonstrate the skills of critical analysis, and insight and originality in responding to the assignment. It is also expected that students will provide evidence of the ability to select and order content in order to present a sound academic and practical argument.

The group exercise is designed to provide a relevant learning and teaching experience and to enable more integration across programmes and national cultures. The inclusion of this element will recognise the amount of student commitment and input.

The group exercise (simulation) cannot be marked anonymously.

### **Reassessment Requirements**

In accordance with DMU Postgraduate regulations a student may be given an opportunity to be reassessed in a failed element through an equivalent element of reassessment.

### **Learning Outcomes**

1 -Identify and critically appraise the different components of a financial report, and assess the adequacy of current international financial reporting requirements for a greater understanding of company performance.

2 -Demonstrate the ability to use conventional management accounting and financial management techniques to produce appropriate information for management to aid planning, control and decision-making.

3 -Critically evaluate the usefulness of contemporary management accounting techniques in measuring business performance.

4 -Manage own learning, using the available range of resources, and ability to conduct research into business and management issues.

5 -Ability to obtain publicly available financial data from databases and internet resources.

- 6 -Ability to collect relevant information relating to a given situation, critically analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives.
- 7 -Demonstrate a practical and integrative approach to a problem area or issue.
- 8 -Demonstrate rigour of academic arguments as well as the application of theory.

**Please note that assessment information is subject to change**

## **ACFI5022 Strategic and Financial Decision-making**

**Leader: Philip Wilson**

**Niels Brock Leader: Josphat Njuguna Omanga**

15 credits

### **Handbook Descriptor**

This elective module is designed specifically to consider corporate strategic investment decisions and the underlying financial management issues relevant to these decisions. The module will focus on the allocation of funds within the business and the financial appraisal techniques used in evaluating strategic options. The financing of investment opportunities will then be considered and particular attention will be paid to sources of funds, the cost of those funds and alternative financing strategies. The module will be considered within the context of adding shareholder value.

As the module is concerned with long-term planning and control it is particularly suited to the strategic theme of a masters business programme.

The module can operate as either a self-contained, coherent unit of study, or as part of an overall accounting and finance framework for those students who wish to pursue a degree of specialisation.

### **Assessment Components**

Other Coursework 1 -

*Weighting 100%. The component receives a mark.*

*The Component is Essential with a Threshold of 50%. The word limit is 3,000.*

### **Assessment Rationale**

The coursework is designed to enable students to demonstrate a high level of learning in terms of analysis, evaluation and synthesis. The students will be expected to use academic literature and texts in order to analyse key issues, within an accounting and financial perspective of strategic decision-making.

### **Reassessment Requirements**

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations.

Reassessment will involve students responding to a new assignment brief which will assess similar learning outcomes.

### **Learning Outcomes**

- 1 -Recognise the role of accounting and finance within the strategic planning process.
- 2 -Consider the importance of risk assessment at all stages of the investment process and the application of a variety of risk management techniques.
- 3 -Recognise the implications of divisionalisation for strategic formulation, implementation and performance measurement.
- 4 -Appreciate the importance of the cost of capital, and the influences upon it, within the strategic investment appraisal process.
- 5 -Capacity to convey reasoned conclusions.
- 6 -To develop skills required for independent and self-managed learning.

**Please note that assessment information is subject to change**

## **CORP5039 International Strategic Management, Markets & Resources**

**Leader: Demola Obembe**

**Niels Brock Leader: Bruno Abrantes**

15 Credits

### **Handbook Descriptor**

This module is developed to offer a blend of theory and practice, ensuring the development of an appropriate 'tool kit' and an understanding of how suitable particular perspectives are likely to be in different contexts. To assist participants in their learning process, the application of theoretical underpinnings is illustrated by numerous examples of current business practice. Analysing, synthesising and evaluating strategic action focuses on the what, why and how of strategic management. This holistic approach has been crafted to reflect the needs and realities of international strategic imperatives.

Central to the content of this module is a balanced view of the action, reaction and interaction of internal and external drivers to strategy formation. Participants are encouraged to apply strategic concepts and frameworks ranging from planned to emergent strategies, from competitive to cooperative stances, from incremental to transformational change, from local to global branding, and from product innovation to value innovation. They are encouraged to scan external environments and use internal resource audits to derive dynamic capabilities and implement strategic initiatives transnationally. They are also expected to recommend appropriate strategies for developing competitive advantage in international markets and implement strategic change.

This module will:

- Emphasise the integrative nature of strategic management
- Synthesise contrasting perspectives founded in the tension between the industrial organisation approach (competitive positioning) and the resource based view of the firm
- Critically evaluate the impact of the complex external environment -local, national and global -on organisational strategy, behaviour and management

### **Assessment Components**

Other Coursework 1 -Group Presentation

*Weighting 30%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The Duration is 20 minutes.*

Unseen Examination 1 -Examination

*Weighting 70%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The Duration is 180 minutes.*

### **Assessment Rationale**

The assessment is in two parts.

1. Group assignment (30%)-At the commencement of the module, groups will adopt an international company of their own choice in order to apply key concepts from the module. The assignment is a group presentation of 20 minutes duration that makes strategic recommendations.

2. Examination (70%) -This will be a closed book standard examination paper of 3hrs duration.

### **Reassessment Requirements**

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations.

### **Learning Outcomes**

1 -Application of appropriate strategic concepts and models to organisational settings.

- 2 -Synthesis of recommendations to strategic situations.
- 3 -Critically analyse and evaluate strategic tools.
- 4 -Demonstration of in depth understanding of implementation difficulties of strategic management.
- 5 -Provide evidence of wide reading, research and appropriate referencing.
- 6 -Demonstrate clear written and oral communication.

**Please note that assessment information is subject to change**

## **CORP5068 Critical Management in a Global Context**

**Leader: Nicholas Black**

**Niels Brock Leader: Jesper Lind Madsen**

15 credits

### **Handbook Descriptor**

This module aims to provide students with a critical understanding of management and organisations in global context. The module will be informed by critical management studies and organisation studies.

The module is intended to achieve three main objectives:

First, to bring students' attention to the historical roots of management, organisations and innovation. Second, to provide a portfolio of ideas that will allow students gain a deep insight into the theoretical underpinnings of management and organisations. Third, to make students think critically and independently about contemporary issues related to the management of organisations.

The core areas covered by the module proposed are:

Introduction to Critical Management

Organisation of Space

Power, resistance and politics in organisations

Immaterial Labour, Knowledge Production and Creativity in Organisations

Making Gender and Identity Construction in Organisations

Leadership approaches with emphasis on Authentic and Servant leadership

Managing High Performance teams and Talent in organisations

International Management Issues -Managing on Global Scale

Wellness and stress in Organisations

Business Ethics: Does a uniform approach apply?

Reputation Management in Global Context

Corporate Social Responsibility, Sustainability and Accountability

### **Assessment Components**

Group presentation 1 -

*Weighting 30%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The Duration is 15 minutes.*

Unseen Examination 1 -

*Weighting 70%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The Duration is 180 minutes.*

### **Assessment Rationale**

The module will be assessed through individual and group elements of assessment.

Group Presentation -In groups of maximum 4 students they will explore management issues and provide critical appraisal in 15 minute presentation.

An exam will be held in exam week, in 3 hours students will need to answer 3 out of 5 available questions on contemporary management in global contact and provide critical appraisal of possible theories and examples.

### **Reassessment Requirements**

The failed presentation will have to be re-worked individually in the form of coursework.

For the failed exam students will have to sit a resit exam.

### **Learning Outcomes**

1 -Develop a systematic understanding of the fundamental aspects of the management of organisations in global context.

- 2 -Develop a critical approach to resources in organisations.
- 3 -Evaluate contemporary practice to the management of organisations in global context.
- 4 -Develop a systematic understanding of the fundamental aspects of the management of organisations.

**Please note that assessment information is subject to change**

## **CORP5069 People Management and Organisation**

**Leader: Joseph Eyong**

**Niels Brock Leader: Charlie Mpengula**

15 credits

### **Handbook Descriptor**

To provide learners with the skills to conduct and critically analyse organisational behaviour, including its consequences for human resources management. The module investigates the forces driving organisational behaviour. Core approaches and tools will be reviewed through the evolution of an organisation.

The links between organisational behaviour and supporting human resources practices will be critically assessed. Throughout the module, the relevant theoretical principles and models of change management, HRM and organisational behaviour will be considered and applied in a practical management context using case studies and real life examples.

The core areas covered by the module proposed are :

Introduction to people management and organisation

Performance Management

People Management and Change

People Management , Motivation and Engagement

Organisational Culture

Organisational Change

Emotional Intelligence

Personality

Decision making

Managing Diverse workforce and Cultural Intelligence

Critical issues in managing people in organisations

### **Assessment Components**

Group Assignment -

*Weighting 70%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The word limit is 2,500 -3,000.*

Phase Test -

*Weighting 30%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The Duration is 60 minutes.*

### **Assessment Rationale**

The module will be assessed through individual and group elements of assessment.

The Group Assignment will be assessed by grading the group report and taking account of individual contributions.

A phase test will assess individual students understanding of theory and practice of organisational behaviour and human resource management.

### **Reassessment Requirements**

The failed coursework will have to be re-worked based on the feedback and re-submitted following original brief.

For the failed phase test students will have to sit a resit phase test.

### **Learning Outcomes**

1 -Critically evaluate the theories and models applicable to organisational behaviour.

2 -Critically assess the impact organisational behaviour has on the management of human resources.

- 3 -Understand the role of managers and HR within organisation in forming culture, making decisions and managing people.
- 4 -Critically evaluate peer reviewed journal articles in organisational behaviour or human resource management and write effective article reviews.

**Please note that assessment information is subject to change**

## **LBP5013 Enhancing Business, Management and Personal Skills**

**Leader: Emily Forster**

**Niels Brock Leader: Charlotte Forsberg/ Lilia Ochisor**

0 credits

### **Handbook Descriptor**

This module is designed to develop the study skills and employability of candidates and includes:

-Introduction to UK and PG study -academic writing, referencing, note-taking, critical and reflective thinking.

-Professional development and identity -self awareness, diversity and ethics.

-Self management -time planning, stress and well being, job search and personal development planning.

-Building and leading teams -communication, team theory, leadership theory.

-Negotiation, power and organisational politics.

-Problem solving.

-Change and development in organisations -people skills, managing change.

-Interpreting financial information -financial statements, international regulatory frameworks, budgets, monitoring.

-Handling statistical data -central tendency and dispersion, correlation and regression.

-Engagement with the graduate recruitment process and the relevant DMU resources including MyGateway.

It enhances the learning in other modules by offering a dedicated module for individuals to develop more acute study, employability and personal development skills. There are three pieces of formative assignments:

-a diagnostic essay: the assignment topic is designed to: (a) encourage early engagement with CPD

(b) provide formative feedback on academic and research skills. Demonstration of strong academic and research skills will result in an opt-out from three 'academic skills' classes being available to relevant students.

-group presentation:

(c) to provide an opportunity for group working

(d) delivery of an oral presentation supported by visual aids. Peer and tutor feedback is provided.

-personal development portfolio: not assessed but tutor review is provided at student request.

### **Assessment Rationale**

There is no summative assessment

### **Reassessment Requirements**

Not applicable.

### **Learning Outcomes**

2 -Understand the expectations of students studying at PG level that are held by UK universities.

3 -Building an awareness of how to employ CPD effectively.

4 -Develop self awareness and personal and career identity.

5 -Develop the ability to manage time efficiently and effectively.

6 -Build, lead and be part of an effective team.

7 -Understand the need to develop some political awareness and negotiation skills.

8 -Understand the philosophies and theory about problem solving.

9 -Understand and manage change and organisational development.

- 10 -Interpret and manipulate financial information.
- 11 -Interpret and manipulate statistical information.

**Please note that assessment information is subject to change**

## **LBP5017 Dissertation**

**Leader: Jillian Yeow**

**Niels Brock Leader: Charlotte Forsberg**

60 credits

### **Handbook Descriptor**

The dissertation requires the student to take an independent and self-structured approach to their learning, through the investigation of a particular topic and writing it up in the form of a 12000-15000 word dissertation. The dissertation must deal with a business and/or management issue and it must reflect the focus of their programme of study. In this process, the student works closely with a supervisor.

### **Assessment Components**

Dissertation 1 -Dissertation

*Weighting 100%. The component receives a mark.*

*The Component is Essential with a Threshold of 50%. The word limit is 12,000-15,000.*

### **Assessment Rationale**

Grading of dissertations will be judged against the university's standard assessment descriptors for dissertations. The demarcation between fail, pass and distinction will be based on a range of objectives relating to comprehension of issues discussed starting from superficial, reflective and full of insight.

### **Reassessment Requirements**

Normally students will be given one opportunity to be reassessed on the Dissertation module in accordance with standard De Montfort University Postgraduate regulations.

### **Learning Outcomes**

- 1 -To apply theoretical knowledge in a practical situation.
- 2 -To produce a coherent written argument integrating practical theoretical issues, academic and empirical research.
- 3 -To apply critical evaluation skills developed in the selected programme and to generalize, where appropriate, from the experience gained.
- 4 -To carry out background research into a business and management issue and undertake a sustained piece of work.
- 5 -To learn through reflection on practice and experience.

**Please note that assessment information is subject to change**

## **LBP5018 Research Methodology**

**Leader: Jillian Yeow**

**Niels Brock Leader: Charlotte Forsberg**

15 credits

### **Handbook Descriptor**

The module presents research in business and management as an activity that occurs within the context of limited resources and within a framework of ethical, legal and social constraints.

Content is focused on the selection of appropriate topics for research, a range of research designs and data collection techniques, along with methods for the analysis of quantitative and qualitative data. Students will be introduced to qualitative and quantitative data analysis software. The module's overall ethos is to be applied, therefore epistemological and methodological issues covered will be examined with practical business research applications in mind.

### **Assessment Components**

Other Coursework 1 -

*Weighting 25%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The word limit is 800-1000.*

Other Coursework 2 -

*Weighting 75%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The word limit is 2000.*

### **Assessment Rationale**

The assignment is a research proposal (normally about 1600 words). It will call upon students to demonstrate:

- Ability to design a research proposal suitable for Masters level study.
- Factual knowledge and critical evaluation of methodology and research design strategies available to researchers.
- Factual knowledge and critical evaluation of data analysis strategies available to researchers.
- Compliance with all requirements of the current DMU policy statement on Human Research Ethics.
- Ability to present a feasible plan of work that meets the research requirements outlined in the module.

There are certain criteria governing the choice of topic and methods for the research proposal.

The proposed topic should:

- a) aligned with the programme of study
- b) lend itself to being investigated using conventional research methodology
- c) involve an element of empirical inquiry
- d) be a small-scale study involving minimal resources
- e) be conducted personally by the student as the principal researcher
- f) be planned for completion within a 6-month timescale.

### **Reassessment Requirements**

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations.

Reassessment will be by resubmission using the same specifications as for the original.

**Learning Outcomes**

- 1 -Identify appropriate research topics and objectives given the programme of study.
- 2 -Identify relevant research strategies for specific kinds of research questions.
- 3 -Determine a scale of research that is feasible within specific resource constraints and is suitable for Masters level study.
- 4 -Develop qualitative and quantitative data analysis skills.
- 5 -Produce a research proposal appropriate for the programme of study.

**Please note that assessment information is subject to change**

## **MARK5054 International Marketing**

**Leader: Mark Ojeme**

**Niels Brock Leader: Ali Gamal EIDin**

15 credits

### **Handbook Descriptor**

The International Marketing module examines key elements of the international marketing process, and key aspects of the international marketing context. Whilst the former has much in common with marketing goods and services in a domestic market, there are many additional factors and considerations that need to be taken into account. Clearly, evaluating the true worth of a market opportunity, relative to any additional costs, becomes more complicated. Furthermore, what is culturally acceptable in one country may or may not be acceptable in another. In addition, there may be all sorts of financial and other barriers to entry, not all of which might be immediately obvious. Making use of a well-known phrase, we all live in a 'global village' these days, and the rapid and continued expansion of electronic media and communications ensure that it will stay that way.

Outline content:

Globalisation 1 & 2

Performing in International Markets 1 & 2

Assessing Market Potential

International Marketing Strategies 1 & 2

The International Marketing Mix 1 & 2

Sales Force Management and Negotiations

### **Assessment Components**

Essay 1 -Group Assignment

*Weighting 60%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%. The word limit is 3500.*

Other Coursework 1 -Group Presentation

*Weighting 40%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%.*

### **Assessment Rationale**

Students need to achieve an average of 50% overall to pass this module.

### **Reassessment Requirements**

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU Postgraduate regulations.

### **Learning Outcomes**

1 -Understand the concepts that underpin the subject.

2 -Apply the concepts covered.

3 -Critically analyse the concepts and the literature.

4 -Accumulate, create and interpret factual knowledge on the subject.

5 -On completion of the module the student should thoroughly understand the complexity of international and global marketing planning and management issues.

6 -Design global marketing programmes.

**Please note that assessment information is subject to change**

## **POPP5007 Globalisation**

**Leader: Zoe Pflaeger-Young (1<sup>st</sup> semester) / Adam Fishwick (2<sup>nd</sup> semester)**

**Niels Brock Leader: Carlos Salas Lind**

15 credits

### **Handbook Descriptor**

Globalisation is all around us -in the way our economy works, in how we produce goods and services, in the ideas that shape the decisions of politicians and businessmen, and in the cultural products we consume every day. But understanding what globalisation is remains elusive. Perspectives from economics, business studies, political science, geography, and sociology offer crucial insights, but do not encapsulate the totality of the transformation that has occurred in recent decades. This module takes an International Political Economy (IPE) approach that begins from understanding the processes of globalisation as coming from a wholesale shift in global capitalism. We will use this IPE perspective to examine and understand: the historical processes that brought globalisation into being; the context and content of changes that have occurred in finance, production, politics, trade, and culture, and everyday life; the theories and ideologies that condone or condemn globalisation; the key factors -governments, businesses, and communities -that experience the effects of globalisation; the positive and negative impacts of globalisation across the Global North and South. This knowledge will enable us to understand this variety of phenomena and impact of the global financial crisis.

These are all crucial issues for business. The most successful businesses today are not those which simply apply the correct 'techniques', but the ones which have the best 'knowledge' or trends and processes that will shape the future. At De Montfort we are uniquely prepared to address such issues, because we have: one of the longest running modules in globalisation of any UK university at masters level; an undergraduate degree which has a significant component dedicated to the study of globalisation; experts playing a key role in analysing the financial crisis with publications in books and top refereed journals on this topic.

### **Assessment Components**

Essay 1 -Written Assignment

*Weighting 80%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%.*

Other Coursework 1 -Group Presentation

*Weighting 20%. The component receives a mark.*

*The Component is Essential with a Threshold of 40%.*

### **Assessment Rationale**

There are two elements of assessment:

1. 3500-4000 word individually written assignment from a choice of topics (80%).
2. 20 minute group presentation and tutorial discussion (20%).

### **Reassessment Requirements**

Normally students will be given an opportunity to be reassessed on every failed module/ component in accordance with standard De Montfort University Postgraduate regulations. A failed written assignment (3500-4000 words -80% of total marks) will be reassessed by a new submission, either in the same area or a different one but not as a repeat of the original topic.

A failed presentation component (20% of total marks) will be reassessed by the submission of a 1500 word essay/report on the presentation topic.

### **Learning Outcomes**

- 1 -Be able to assess factors and processes that are part of, or contribute to, globalisation (SS)
- 2 -Critically analyse aspects of globalisation, particularly from the perspective of International Political Economy (IPE) (SS)
- 3 -Demonstrate the relevance of globalisation to business in general or some specific aspect of business. (SS)
- 4 -Critically evaluate material produced by authors on globalisation and IPE. (NSS)
- 5 -Provide evidence of wide reading, research and appropriate referencing. (NSS)
- 6 -Demonstrate clear written and oral communication. (NSS)
- 7 -Be equipped particularly well for work in such areas as financial markets, international organisations, multinational corporations, NGOs, the banking sector and donor agencies. (SS)

**Please note that assessment information is subject to change**

## **APPENDIX A - HEALTH AND SAFETY**

### **Fire and Emergency Procedures**

If you discover a fire or other similar emergency you should raise the alarm by activating the nearest fire alarm point and then follow the procedure outlined in the Evacuation Action notices. These are the blue and white notices posted in plain view throughout University buildings.

If you hear a fire alarm, which is a continuous sound, you should leave the building by the nearest exit and as quickly as you can. Do not leave by the door you entered the building unless it is the shortest route. Go to the Assembly Point at Linnegade 2. Staff will direct you, if necessary, to the Assembly Point.

You should not re-enter the building until told to do so. Please do not leave the Assembly Point until the building has been checked to ensure that everyone has escaped safely.

Fire doors and portable extinguishers are crucial elements in fire prevention and should not be misused, nor should fire doors be wedged open.

Do not use the lift in an emergency. The lifts are only to be used to evacuate the disabled under the control of trained and competent staff.

### **Disabled Students and Staircases**

In an emergency those with disabilities may not be able to evacuate by means of the stairs or may be slow in evacuation. In the interest of your own safety, if you have limited mobility go to the staircase and wait either on the stairs or in the protected lobby at the entrance to the stairs until it is safe for you to use the stairs without danger from other users.

Do not forget that your circumstances may change during your studies – you might have a fall or sports injury etc – please ensure that you discuss any such issues with the Programme Manager.

### **Accidents and Incidents**

If you are unfortunate enough to be involved in an accident on University premises you should report it as soon as possible to a member of staff.

It is essential that any accident which results in a student attending hospital is reported to the Enrolment Team.

You will be asked to co-operate in completing a green Accident Incident Report Form.

Please help us by reporting unsafe conditions e.g. broken paving slabs – we can then take action to prevent accidents.

## **Personal and Health Problems.**

Personal problems affecting your progress on the programme should be raised with Module Leaders or the Programme Manager, or Personal Tutors. These will of course be treated in confidence.

## **Children**

In general the buildings are not designed for use by children. In the interests of safety they are not normally permitted to enter buildings. If permission is given, it is important that children visiting the campus are kept under close supervision at all times.

## **Identity Cards**

Your NBI and your DMU ID card should be carried at all times. The doors at the front can only be opened by using the NBI student card so it is essential that you keep it on you at all times.

## **Smoking Policy**

The University operates a smoking policy which prohibits smoking both in University buildings and within a ten metre distance of such buildings.

## **Restricted Areas**

There are a number of areas throughout the premises to which access is restricted or denied. We request that all students comply with restriction notices.

## **Eating in Classrooms**

Students should refrain from consuming food and drink in classroom facilities. Such activities should be restricted to the Canteen on the first floor.



More information about Health and Safety can be found in **Chapter 9 of the 'General Regulations and Procedures Affecting Students'** which is found by logging into MyDMU and clicking on the DMU tab.

## **Cycling**

Cyclists are very welcome at Niels Brock and there are many cycle stands around campus that may be used on a first-come-first-served basis. All cyclists are reminded that a good quality lock is highly recommended to help secure your bike whilst on campus.

## **Walking**

Copenhagen is a city with good walking links.

**APPENDIX B – CONTACT DETAILS FOR NIELS BROCK CAMPUS PROGRAMME STAFF**

<b>Programme Director</b>	Mr Lars Askholm	✉ <a href="mailto:laa@brock.dk">laa@brock.dk</a> ☎ +45 3341 9452 Bispetorvet, room 408
<b>Programme Manager</b>	Mrs Charlotte Forsberg	✉ <a href="mailto:cfo@brock.dk">cfo@brock.dk</a> ☎ +45 2321 4554 Nørre Voldgade, room 307
<b>Programme Administrators</b>	Mrs Xia Wang  Ms. Helle Thomson	✉ <a href="mailto:xwa@brock.dk">xwa@brock.dk</a> ☎ +45 3341 9527 Bispetorvet, tbc ✉ <a href="mailto:dmenrolment@brock.dk">dmenrolment@brock.dk</a> ☎ +45 3341 9384 Bispetorvet, tbc

<b>Module Code</b>	<b>Module</b>	<b>Tutor</b>	<b>Email</b>
ACFI5020	Accounting for Managers	Dimitrios Papadimitriou	<a href="mailto:papa@niels.brock.dk">papa@niels.brock.dk</a>
ACFI5022	Strategic and Financial Decision-making	Josphat Njuguna Omanga	<a href="mailto:joom@niels.brock.dk">joom@niels.brock.dk</a>
CORP5039	International Strategic Management, Markets and Resources	Bruno Abrantes	<a href="mailto:bfpa@niels.brock.dk">bfpa@niels.brock.dk</a>
CORP5068	Critical Management in a Global Context	Jesper Lind Madsen	<a href="mailto:ilm@brock.dk">ilm@brock.dk</a>
CORP5069	People, Management and Organisation	Charles David Mpenguka	<a href="mailto:chmp@niels.brock.dk">chmp@niels.brock.dk</a>
MARK5054	International Marketing	Ali Gamal EIDin	<a href="mailto:aged@niels.brock.dk">aged@niels.brock.dk</a>
LBPG5013	Enhancing Business, Management and Personal Skills	Charlotte Forsberg Lilia Ochisor	<a href="mailto:cfo@brock.dk">cfo@brock.dk</a> <a href="mailto:lioc@niels.brock.dk">lioc@niels.brock.dk</a>
POPP5007	Globalisation	Carlos Salas Lind	<a href="mailto:cali@niels.brock.dk">cali@niels.brock.dk</a>
LBPG5017	Dissertation	Charlotte Forsberg	<a href="mailto:cfo@brock.dk">cfo@brock.dk</a>
LBPG5018	Research Methodology	Charlotte Forsberg	<a href="mailto:cfo@brock.dk">cfo@brock.dk</a>

## APPENDIX C – HESA STUDENT COLLECTION NOTICE

### Higher Education Statistics Agency Student Collection Notice

#### STUDENT AND LEAVER SURVEYS

Your contact details may be passed to survey contractors to carry out the [National Student Survey](#) and surveys of student finances, on behalf of the organisations listed below under Purpose 1. These organisations and their contractors will use your details only for that purpose, and will then delete them.

About six months after you graduate, we will contact you to ask you to fill in the Higher Education Statistics Agency (HESA) 'Destinations of Leavers from HE' questionnaire. We will not give your contact details to HESA. You may also be included in a longitudinal survey of leavers a few years after you graduate. If so, we will pass your contact details to the organisation that has been contracted to carry out that survey. That organisation will use your details only for that purpose, and will then delete them.

If you do not want to take part in these surveys, please let us know.

#### THE HESA STUDENT RECORD

We will send some of the information we hold about you to HESA. HESA collects, and is responsible for, the database in which your HESA student record is stored. HESA uses this information in its own right, for example to publish statistics about students in higher education. HESA also processes information held in the database for other organisations. All uses of the HESA Student Record must comply with the Data Protection Act 1998.

HESA is a registered charity and operates on a not-for-profit basis. It may charge other organisations that it provides services and data to, in order to cover its costs.

#### Sensitive personal data

If you give us information about your disability status, ethnicity, sexual orientation, gender reassignment, pregnancy/maternity or religion these will be included in the HESA Student Record to assist with monitoring equality of opportunity and eliminating unlawful discrimination in accordance with the Equality Act. These fields will not be used by HESA in any way that could be used to identify you.

The HESA Student Record is used for four broad purposes:

#### Purpose 1 - Public functions

##### Education statistics and data

The HESA Student Record is used by some organisations to help carry out public functions connected with education in the UK. These organisations are data controllers in common of the HESA Student Record under the terms of the Data Protection Act. Such organisations include:

- Department for Business, Innovation and Skills
- Welsh Government
- Scottish Government
- Department for Employment and Learning, Northern Ireland
- Higher Education Funding Council for England
- Higher Education Funding Council for Wales
- Scottish Further and Higher Education Funding Council
- Department for Education
- Research Councils
- The Data Service (on behalf of the Skills Funding Agency)
- The Teaching Agency
- General Social Care Council

and any successor bodies. These organisations may link information from the HESA Student Record with other information they hold. For example the Department for Education and the Department for Business Innovation and Skills link the HESA Student Record to the National Pupil Database. The linked data is used for understanding higher education and its impacts.

### **Other uses**

The HESA Student Record may also be used by some organisations to help carry out public functions that are not connected with education. Such uses may include the following:

- Measurement of population levels and migration by the Office for National Statistics, National Records of Scotland and the Northern Ireland Statistics and Research Agency
- Monitoring of public expenditure by the National Audit Office
- Monitoring of the accuracy of electoral registers by Electoral Registration Officials.

### **Purpose 2 - Administrative uses**

**Previous Qualifications** –If you are enrolled at an institution in England: We and the Higher Education Funding Council for England (HEFCE) may compare your data to educational records from previous years to help determine the levels of your current qualifications. This may in turn affect the fees you are required to pay or the availability of a place for you to study with us.

**Non-EU domiciled students** – If you are a non-EU domiciled student HESA may be requested to provide data about you to the United Kingdom’s immigration authorities. These authorities may process your personal data in order to carry out their public functions connected with immigration.

**Your HESA record will not be used to make decisions about you other than for those uses outlined under Purpose 2.**

### **Purpose 3 - HESA publications**

HESA uses the HESA Student Record to produce statistical publications. These include some National Statistics publications and online management information services. HESA will take precautions to ensure that individuals are not identified from the data which are processed for Purpose 3.

#### **Purpose 4 - Equal opportunity, research, journalism and other processing in which there is a legitimate interest**

HESA and the other data controllers listed under Purpose 1 may also supply data to third parties where there is a legitimate interest in doing so. Examples of use for this purpose include:

- Equal opportunities monitoring
- Research - This may be academic research, commercial research or other statistical research where this is in the public interest
- Journalism - Where the relevant publication would be in the public interest e.g. league tables
- Provision of information to students and prospective students

Users to whom data may be supplied for Purpose 3 include:

- Higher education sector bodies
- Higher education providers
- Academic researchers and students
- Commercial organisations (e.g. recruitment firms, housing providers, graduate employers)
- Unions
- Non-governmental organisations and charities
- Local, regional and national government bodies
- Journalists

Data supplied by HESA to third parties is supplied under contracts which require that individuals shall not be identified from the supplied data. A copy of HESA's standard agreement for the supply of data is available at [https://www.hesa.ac.uk/files/HESA\\_Student\\_Collection\\_Notice\\_2017-18.pdf](https://www.hesa.ac.uk/files/HESA_Student_Collection_Notice_2017-18.pdf)

#### **THE HESA INITIAL TEACHER TRAINING RECORD (“ITT”)**

If you are on an ITT course at an institution in England, HESA will collect data about you and provide this to the Teaching Agency.

The Teaching Agency is a data controller under the terms of the Data Protection Act 1998 and will process your personal data in order to carry out their public functions connected with teacher training in the UK.

#### **ABOUT THE HESA STUDENT COLLECTION NOTICE**

The HESA Student Collection Notice is regularly reviewed. The most up to date version can be found at [www.hesa.ac.uk/fpn](http://www.hesa.ac.uk/fpn). Minor updates to the Student Collection Notice (including organisation name changes and clarification of previously specified purposes) may be made at any time. Major updates (such as a new purpose or administrative use) will be made no more than once per year.

#### **YOUR RIGHTS**

Under the Data Protection Act 1998, you have rights of access to the data HESA holds about you. You will have to pay a small fee for this. For further information about the HESA.