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WELCOME FROM THE MBA DIRECTOR

The Master of Business Administration (MBA) Programme at the Adam Smith Business School and the University of Glasgow welcome you, a “world changer”. Based on the application process you went through, we already have a reasonable picture of you, your professional path and some of your aims; in choosing our MBA Programme, you in turn have learned a good deal about us. Therefore, we have the confidence that you have the potential of enhancing your life through a challenging and rewarding learning process of both hard and soft skills, in which you and we will partner to get the best out of your student experience; but also, we are convinced you have what it takes to succeed in our Programme.

Although you are coming loaded with valuable experiences, you are at the starting point of a journey in which the MBA teaching, administrative, and professional development team is looking forward to foster your development both during and after your MBA. We are very pleased that you have chosen to put your confidence in the Adam Smith Business School; and in turn we are committed to present you with learning and networking opportunities. Furthermore, you and the Programme are facing one additional challenge, you are part of the class in which the School is celebrating the 40th anniversary of the Programme. It is a unique opportunity to show the calibre of both you and the Programme to a world that keeps looking for answers to business and social problems/opportunities through creative and innovative approaches.

Whichever MBA degree route you have chosen; you will find the workload demanding, to the point that once you are done, you may ask at the end of this journey, what I am going to do with all this free time? We will do all we can to provide you with the support to help you achieve success; however, we would like to stress this is your journey, this is your programme, and we are here to stretch your “limits”. Having said that, life— even professional life— is more than heavy work; business success requires high quality and sophisticated professionals, a required condition, but not sufficient. The business world is looking for people capable of: developing meaningful and trustworthy relationships, building teams and fostering environments in which other people may shine. Therefore, your MBA learning experience will also offer you a great deal of satisfaction and enjoyment to be gain from stretching your own personal development and interacting with fellow participants, in both work-related and social activities, as well as with alumni and business partners. Consequently, and important part of this development comes from the interaction in the syndicate task groups, a major feature of our Programme organisation, and from your active involvement in other opportunities the Programme will provide to you.

Over the last four decades, more than 1700 participants have completed the MBA Programme successfully. Some are currently CEOs, Managing Directors, VPs, Entrepreneurs and, even, well-known Public Servants. They look back on their experience and are able to see how personal
contacts with staff, fellow participants, and people from the Programme network contributed to their success; and in some cases are relationships that grow and last for many years.

We are committed to do our utmost to ensure that your MBA experience will be rewarding and will deliver your expectations for career development and progression, in a context that is socially and personally satisfying. Nevertheless, it is and will be your duty to be fully engaged in your own learning process and personal reflection. We wish you every success in your forthcoming Programme and look forward to getting to know you personally.

In the meantime, please read and note the contents of the following handbook. It will give you a better understanding of the Programme structure and the main characteristics of ‘the Glasgow experience’.

All the very best.

Javier Yanez-Arenas
MBA Director
MBA TEAM CONTACT INFORMATION

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Please note this is a full-time 12-month programme, i.e. September to August, and you may have classes running within allocated ‘vacation’ weeks displayed within the University of Glasgow Academic Sessions 2017/18 Calendar, please do not just assume that that you will be free during these times. You must also remember that under your Tier 4 visa you are required to be here for the full year with the exception of your permitted Tier 4 leave. Please also note that Graduation for your programme takes place within the winter session and NOT the summer.
Master of Business Administration (MBA) N100-5316

Our mission is to achieve and sustain distinctive excellence in business and management education, informed by high quality research. These aims are also reflected in the goals of the degree’s principal accrediting body – The Association of MBAs (AMBA) namely to provide high quality postgraduate business education focused on developing the business leaders of the future.

The MBA programme is of primary importance in delivering this mission, and the objectives of the programme are closely allied to the strategic intent.

The MBA Programme’s global aims:

- To deliver a distinctive and innovative postgraduate and post-experience MBA degree designed to meet the needs of national and international business and management community
- To provide the core instruction demanded by AMBA accreditation standards for the degree of MBA, namely marketing, the economic and legal environment of a business, accounting and quantitative methods, finance, organisational theory, interpersonal skills, information technology, and the processes and practices of management
- To create a learning community in which management and business development is facilitated through experience based learning; and in which corporate and other external partners participate fully
- To produce MBA graduates capable of filling senior management positions in a wide range of national and international organisations
- To develop and enhance the international reputation of both the University and the region by working closely with private and public sector partners in the local economy and further afield.

The specific aims of the programme are to enable students:

- To understand the key concepts, theories and methods that underpin business and management research and practice
- To develop a thorough understanding of the central disciplines of management, namely strategy marketing, accountancy and finance, economics and human resource management
- To develop analytical skills in research methods and the coursing and manipulation of business data
- To interpret how current trends in the external environment (demographics, geopolitics, energy etc.) are impacting on international business
- To develop the “soft” skills of communication and person management explicitly identified by AMBA as a key part of the modern manager’s skill-set.
- To demonstrate the integration of managerial and research skills through the production of a freestanding piece of original work to be submitted in the form of a dissertation.
Intended Learning Outcomes:

The MBA programme, being a generalist management degree, enables participants to develop and demonstrate knowledge, understanding, skills, qualities and other attributes at the highest level reflecting their intended future roles as senior managers in excellent organisations, as follows;

Knowledge and understanding:

- Develop a thorough understanding of the core management disciplines, namely marketing, the economic and legal environment of a business, accounting and quantitative methods, finance, organisation theory, interpersonal skills, information technology, and the processes and practices of management;
- Mobilise this understanding to evaluate the articulate coherent and integrated solutions to key challenges facing modern organisations, and to formulate and implement strategies that support organisations to meet their business targets using case study examples as appropriate;
- Plan, manage and execute business research applying research design skills; data gathering; data analysis; simulation and modelling;
- Apply critically concepts and evaluation techniques of both practical business and academic management research;
- Assess the veracity and potential impact of differing scenarios for the future development of international business;
- Understand in-depth and apply the concepts of strategic decision making in business and management;
- Recognise and utilise transferrable skills such as team-working, effective communication, and the skills of motivation and persuasion in the implementation of strategic decisions as a integral part of the practice of management;
- Complete an independent research project, including synthesising both primary and secondary material and referencing sources accurately.

Skills and other attributes

Subject-specific/practical skills

- Read and critically evaluate both the academic and popular business literature on the performance of organisations and trends in the business environment;
- Analyse, evaluate and interpret how current political, economic, social, technological environmental and legal trends are impacting on the international business environment and the organisations that operate in this context;
- Plan, conduct and write a substantial research essay in the form of a dissertation by a set deadline.
Intellectual skills

- Analyse relevant information from different sources and exercise critical judgement;
- Think critically, analyse and synthesise;
- Engage in advanced problem solving/effective decision making;
- Build and defend an argument, both in written and oral forms, using primary and secondary sources;
- Formulate research designs;
- Make use of constructive feedback

Transferrable Skills

- Use ICT effectively to support research and the presentation of findings;
- Communicate effectively orally and in writing;
- Work independently, demonstrating initiative, self-organisation and the time management
- Collaborate with others to achieve common goals in teams;
- Participate in the wider learning community of the Business School by engaging with alumni and external partner organisations.

Assessment Methods:

Knowledge and understanding is assessed via a range of strategies including traditional unseen essay-type examinations, assessed syndicate presentations, group and individual coursework and an individual dissertation.

The design of assessments is related to the content of the course concerned and the timing of the course within the overall programme. Each assessment on the cores courses is designed to reinforce the integration of core themes across the programme.

The examinations test the intellectual skills of the students and provide the opportunity to demonstrate the synthesis of their knowledge and understanding of business and management issues.

The essay assignments provide the opportunity for students to demonstrate their capabilities in relation to researching, analysing and presenting knowledge and data on more specialised subjects that are covered in the electives or specific elements of core courses.

Students are also required to submit a dissertation of around 15,000 words and will usually begin their preparation for the dissertation on completion of their final course. Dedicated research methods training sessions are provided to support the dissertation proves. The dissertation is not a long essay. It calls on students to demonstrate a detailed knowledge of their particular topic and cover the literatures important to their chosen theme. In addition, the student is required to carry out some original research, analyse the information collected and present the results.
Learning and Teaching Approaches:

Teaching on the MBA programme comprises a variety of delivery styles adapted to suit the content of the curriculum, and the level and experiences of the participants. The majority of the delivery is constructed around complementary lectures and interactive workshop style sessions.

Teaching of the core management disciplines focuses more on the lectures and associated syndicate group research tasks; elective courses and the Strategic Foresight course is more focused towards seminar-type, interactive sessions. An important feature of the MBA is the variety of contributors to these sessions, including numerous senior practitioners and other senior external speakers. These contributions expose students to ‘real work’ situations and help to challenge their inherited assumptions. For the outset, students are encouraged to work in syndicate groups, where people from different cultural and education backgrounds are asked to mix and share their varying insights into the practice of business and management in different contexts.

A developing theme for accredited MBA programme is to frame the core content according to a problem-centred approach. This is particularly important given the aspiration to achieve substantial integration across the core courses, Case study firms and sectors are carefully chosen to maximise this integration across the core content of the programme.

The basic premise informing the MBA programme experience is that results can only be achieved when the learning experience is fully related to the practice of business management.

Such integration can only take place when the teaching encourages:

- Active participation by all parties; participants’ university, sponsors and collaborating organisations;
- Reflection on, and learning from, personal and simulated business and management experiences;
- the application of proven theoretical concepts and techniques to enhance participants’ effectiveness at work;
- Personal development and growth, with the aim of enhancing professional standing and accelerating a career path.

In short, the Adam Smith Business School provides an innovative and progressive learning environment, supported by a culture of advanced research in business and management.
MBA Programme Structure

The MBA programme consists of three core courses and five elective courses and the research-based dissertation and non-credit courses Leadership and Professional Development, Careers and Employability. The total level of contact time will be no less than 500 hours.

Attendance is not optional and will be monitored. Excellent attendance is expected and enforced for both credit and non-credit classes/events. Failure to comply may result in exclusion from the assessment process.

The electives are specialised and intensive courses of 6 half days including lectures, workshops, tutorials and interactive discussion. All of this provides the starting point for the assignment, which is the only assessment instrument for an elective. Thus attendance at the elective courses is imperative for successful production and submission of assignments.

You will be provided with detailed information on the contents of each of the electives and given guidance on the selection of appropriate elective courses and a dissertation topic.

The complete programme is rated at 180 credits at Masters [M] level. The programme structure is outlined overleaf.
## Full Time Structure

<table>
<thead>
<tr>
<th>Component</th>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Decision Making Under Uncertainty</td>
<td>MGT5250</td>
<td>10</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Business Strategic Management</td>
<td>MGT5247</td>
<td>50</td>
<td>Semester 1 &amp; 2</td>
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<tr>
<td>Compulsory</td>
<td>Strategic Foresight</td>
<td>MGT5079</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Consultancy Group Project</td>
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<td>-</td>
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<tr>
<td>Elective x 5</td>
<td>Organisational and Corporate Security</td>
<td>MGT5319</td>
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<tr>
<td>Elective x 5</td>
<td>Supply Chain Management</td>
<td>MGT5196</td>
<td>10</td>
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<tr>
<td>Elective x 5</td>
<td>International strategy for multinational enterprise</td>
<td>MGT5112</td>
<td>10</td>
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<tr>
<td>Elective x 5</td>
<td>Strategic Human Resource Management</td>
<td>MGT5257</td>
<td>10</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective x 5</td>
<td>The Making of Strategy</td>
<td>MGT5078</td>
<td>10</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective x 5</td>
<td>International Financial Management and Corporate Finance</td>
<td>ACCFIN5031</td>
<td>10</td>
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</tr>
<tr>
<td>Elective x 5</td>
<td>Project Leadership and Control</td>
<td>MGT5209</td>
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<td>Semester 2</td>
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<tr>
<td>Elective x 5</td>
<td>Company and Market Failure</td>
<td>MGT5248</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td>Elective x 5</td>
<td>International Financial Analysis</td>
<td>MGT5040</td>
<td>10</td>
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<tr>
<td>Elective x 5</td>
<td>Entrepreneurial Finance</td>
<td>MGT5024</td>
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<tr>
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<td>Business to Business Relationship Management</td>
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<tr>
<td>Elective x 5</td>
<td>Cases Problems in Marketing Management</td>
<td>MGT5009</td>
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<tr>
<td>Elective x 5</td>
<td>Corporate Image, branding and communications</td>
<td>MGT5249</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td>Elective x 5</td>
<td>Credibility and Networks – Selling Yourself and Your Organisation</td>
<td>MGT5197</td>
<td>10</td>
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<tr>
<td>Elective x 5</td>
<td>Consumer Behaviour (Awaiting Approval)</td>
<td>TBC</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td>Project</td>
<td>Dissertation</td>
<td>MGT5019P</td>
<td>60</td>
<td>Semester 2 &amp; 3</td>
</tr>
<tr>
<td>Non Credited</td>
<td>Academic Core Skills</td>
<td>GENERAL9041</td>
<td>N/A</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Non Credited</td>
<td>Leadership Workshops</td>
<td>GENERAL9041</td>
<td>N/A</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Non Credited</td>
<td>Library Session</td>
<td>GENERAL9047</td>
<td>N/A</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Non Credited</td>
<td>Personnel Development, Careers and Employability</td>
<td>GENERAL9041</td>
<td>N/A</td>
<td>Semester 1&amp;2</td>
</tr>
</tbody>
</table>

Please note electives are subject to change and may not run if under subscribed.
## Part Time Structure

<table>
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<th>Component</th>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td><strong>YEAR ONE</strong></td>
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<td></td>
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<tr>
<td>Compulsory</td>
<td>Decision Making Under Uncertainty</td>
<td>MGT5250</td>
<td>10</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Strategic Marketing</td>
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<tr>
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<td>Financial Analysis and Decision Making</td>
<td>MGT5253</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td>Compulsory</td>
<td>Strategic Foresight</td>
<td>MGT5079</td>
<td>10</td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>Elective</td>
<td>Pick two from the 15 available from full time structure</td>
<td>Various</td>
<td>10</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Various</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td><strong>YEAR TWO</strong></td>
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<tr>
<td>Compulsory</td>
<td>Dynamic Strategic Management</td>
<td>MGT5255</td>
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<td>Semester 1</td>
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<tr>
<td>Compulsory</td>
<td>Developing your Leadership Skills Through People and Organisations</td>
<td>MGT5251</td>
<td>10</td>
<td>Semester 1</td>
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<tr>
<td>Compulsory</td>
<td>Consultancy in Practice</td>
<td>MGT5326</td>
<td>10</td>
<td>Semester 3</td>
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<tr>
<td>Elective</td>
<td>Pick three from the 15 available from full time structure</td>
<td>Various</td>
<td>10</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Various</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td>Elective</td>
<td></td>
<td>Various</td>
<td>10</td>
<td>Semester 2</td>
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<tr>
<td><strong>YEAR THREE</strong></td>
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<tr>
<td>Compulsory</td>
<td>Global Economy</td>
<td>MGT5254</td>
<td>10</td>
<td>Semester 1</td>
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<tr>
<td>Project</td>
<td>Dissertation, including Research Methods Classes</td>
<td>MGT5019P</td>
<td>60</td>
<td>Semester 2 &amp; 3</td>
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<td><strong>NON CREDITED COURSES</strong></td>
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<td>Can attend these in any year if you wish too.</td>
<td>Academic Core Skills</td>
<td>GENERAL9041</td>
<td>N/A</td>
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<td></td>
<td>Leadership Workshops</td>
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<tr>
<td></td>
<td>Library Session</td>
<td>GENERAL9047</td>
<td>N/A</td>
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<td></td>
<td>Personnel Development, Careers and Employability</td>
<td>GENERAL9041</td>
<td>N/A</td>
<td>Semester 1 &amp; 2</td>
</tr>
</tbody>
</table>

*Please note electives are subject to change and may not run if under subscribed.*


CORE COURSES

**Decision Making Under Uncertainty**
Professor Denis Fischbacher-Smith - [Denis.fischbacher-smith@glasgow.ac.uk](mailto:Denis.fischbacher-smith@glasgow.ac.uk)

**Aims**
The Decision Making Under Uncertainty module is designed to introduce participants to the intellectual perspectives and methods of research and enquiry that underpin the Glasgow MBA programme as a whole.

The course focuses on the nature of decision making within organisations, and the importance of understanding how uncertainty within that process can generate risks within organisations. It explores concepts of decision making, the role of managers and others within that process, and considers how expertise and evidence are used within the process.

**Learning Objectives**
To introduce students to the role of uncertainty in decision making within organisations. In support of this, the course has several objectives:

1. To highlight the processes by which decisions are made in organisations
2. To differentiate between the rational and bounded rationality perspectives on decision making
3. To examine the role of knowledge, expertise and uncertainty within the decision making processes
4. To differentiate between what is known and what is unknown and to assess its implications for the predictive validity associated with decisions (both operational and strategic)
5. To introduce students to the principles of managing risk and the implications that risk may have for precautionary approaches to decision making within policy

By the end of this course students will be able to:

1. Explain the nature of risk, uncertainty, and indeterminacy and show how these elements impact on the decision making process within organisations
2. Outline the processes by which decisions are made within organisations
3. Identify the components of a typical decision making process and highlight its strengths and weaknesses
4. Evaluate when, and how, domain specific knowledge is important in determining the nature and validity of expertise
5. Critically examine the rational model of decision making and show how it is limited in practice by the bounded nature of our rationality.
6. Argue how multiple rationalities can exist within the same decision space and illustrate the implications that this has for decision quality

7. Explain the latent and active elements of decision making and show how they can impact on organisational performance

8. Illustrate how organisations and decision makers can be influenced by the processes of 'strategic surprise', 'paradigm blindness', 'groupthink', and 'storming', and show how each of these processes can impact on the quality of decision making.

9. Critically discuss how the processes listed above can contribute to dysfunctional behaviours in organisations

10. Highlight the importance of task and role based factors in shaping behaviours and their implications for ethical decision making

11. Explain the nature of the precautionary principle and its role in decision making

Assessment
The course is formally assessed by the use of a group assignment of 4000-5000 words. As this is the first assessed course within the programme, a group assessment is used to ensure that students are given the opportunity to work in groups whilst becoming familiar with the demands of the MBA programme. In addition to the formal assessment, there is a considerable amount of class discussion in relation to theory and cases and feedback is continuously provided on students' understanding of the material.
MGT5247 (Full Time Students), Part-time student course codes are shown against each course.

Aims
This course is designed to introduce participants to the processes and practices of Business Strategic Management. The course will offer an integrated overview of strategy, managing people and resources, marketing, accounting & finance and economics, developing the skills expected of senior managers working in a variety of contemporary organisations. Participants will then be introduced to a range of tools, techniques and practices, which are commonly used in both public and private sector organisations.

Learning objectives
The learning objectives for each thematic element of the course are as follows:

Dynamic Strategic Management
MGT5252
Dr Stelios Zyglidopoulos – Stylianos.Zyglidopoulos@glasgow.ac.uk

Aims
This course is designed to introduce participants to the processes and practices of business strategic management. The course will offer an overview of strategic marketing. Participants will then be introduced to a range of tools, techniques and practices which are commonly used in both public and private sector organisations.

Intended Learning Outcomes
- Identify, contextualise and critique the contribution of key thinkers in the field of strategy and with key debates and schools of thought.
- Analyse and critique an organisation's current strategy using appropriate tools and techniques.
- Research and develop and evaluate strategic options for an organisation.
- Present the findings of their analysis in both written and presentational forms.
- Identify, evaluate and discuss the role of issues such as power, culture and learning on organisational strategy.
Developing leadership skills with people and resources
MGT5251
Dr Adina Dudau and Dr Alison Smart – Adina.Dudau@glasgow.ac.uk and Alison.Smart@glasgow.ac.uk

Aims
This course is designed to introduce participants to the processes and practices of business strategic management. The course will offer an overview of developing leadership skills with people and resources. Participants will then be introduced to a range of tools, techniques and practices which are commonly used in both public and private sector organisations.

Intended Learning Outcomes

- To explore some key areas of organizational behaviour - motivation and empowerment, leadership, power and influence, teams and culture - using an active and questioning approach;
- To critically discuss what these key concepts mean, and examine how these organizational behaviour theories, concepts and techniques have been translated into practice;
- To critically evaluate contemporary research and practice in these key areas;
- To critically assess the theoretical underpinnings of the Human Resource Management claim that innovatory HR policies result in both organisational and employee gains;
- Demonstrate an awareness of the importance of these skills in the practice of line management in this regard.
- To consider how good use of resources (facilities and equipment, as well as people), can lead to a perception of product or service quality, and hence to competitive advantage.

Strategic marketing
MGT5256
Mrs Pam Castledine and Mrs Maria Rita Di Gioia – Pam.Castledine@glasgow.ac.uk and MariaRita.DiGioia@glasgow.ac.uk

Aims
This course is designed to introduce participants to the processes and practices of business strategic management. The course will offer an overview of strategic marketing. Participants will then be introduced to a range of tools, techniques and practices which are commonly used in both public and private sector organisations.

Intended Learning Outcomes

- To blend the key areas of traditional strategic marketing decision making with contemporary understanding of trends shaping the organisational marketing management function;
To demonstrate a familiarity with the basic tools and techniques of marketing management;

To highlight a number of uncontrollable factors and trends in the business environment that will shape up the organisations to do business with markets and stakeholders;

To challenge the current thinking processes in the area of marketing management;

To anticipate key trends that will have a direct bearing in future marketing management;

To anticipate key trends that will have a direct bearing in future marketing decision-making.

**Financial analysis and decision-making**

MGT5253

Mrs. Suzanne McCallum, Dr Leonidas Barbopoulos and Dr Alvise Favotto –

Suzanne.Mccallum@glasgow.ac.uk Leonidas.Barbopoulos@glasgow.ac.uk and

Alvise.Favotto@glasgow.ac.uk

**Aims**

This course is designed to introduce participants to the processes and practices of business strategic management. The course will offer an overview of financial analysis and decision making. Participants will then be introduced to a range of tools, techniques and practices which are commonly used in both public and private sector organisations.

**Intended Learning Outcomes**

- Identify and appraise the principal accounting user groups and identify their requirements.
- Explain the principal components of financial reports produced by businesses according to UK and international standards and use ratio analysis to comment on the performance of such enterprises.
- Assess the principal methods of capital investment appraisal and solve capital investment problems using both discounting and non-discounting methods.
- Appraise the nature of and the advantages and disadvantages of both full costing and marginal costing.
- Appraise the principal approaches to budgeting as seen in commercially oriented businesses and comment on the interaction between budgeting and human behaviour.
- Analyse the principal methods of divisional performance appraisal.
Global Economics
MGT5255
Professor Bart Taub and Dr Eva Pocher, Bart.Taub@glasgow.ac.uk and Eva.Pocher@glasgow.ac.uk

Aims
This course is designed to introduce participants to the processes and practices of business strategic management. The course will offer an overview of the global economy. Participants will then be introduced to a range of tools, techniques and practices which are commonly used in both public and private sector organisations.

Intended Learning Outcomes

• Develop an understanding of how the macroeconomy works and of how disturbances at the macro level are transmitted to the firm.
• Analyse how various shocks are generated in the economy and how these affect inflation, economic growth, interest rates, exchange rates and employment levels
• Understand the rationale behind the objectives and design of monetary and fiscal policy and how monetary and fiscal actions of the authorities affect the individual firm
• Evaluate the impact of how the above issues are affected by the process of globalisation in financial markets.
• Explain how specialisation of production impacts on the structure of the supply chain and thus the nature of markets.
• Define and analyse the category of 'transactions costs'.
• Account for the 'principal-agent problem' and demonstrate how it affects organisations.
• Identify ways in which analytical tools drawn from standard economic models of the market can inform business decisions.
• Distinguish different types of market structure and explain the processes of integration and disintegration.

Consultancy in Practice
MGT5326
Alison Gibb – Alison.Gibb@glasgow.ac.uk

Aim
The aim of this course is to provide participants with the opportunity to study and practise the principles of management consultancy in an external client setting.
Understanding the importance of how management consultants can help clients analyse and solve business problems in a structured way; the appropriate use of academic frameworks and concepts in business problem-solving; and the communication skills needed to structure client problems and report approaches and solutions.

**Intended Learning Outcomes**

By the end of this course students will be able to:

- Evaluate and interpret the client brief
- Select concepts, models or techniques of analysis relevant to the brief and taught on the course;
- Analyse data (typically secondary) to support the client brief
- Draw conclusions based on evidence and discussion and communicate clear recommendations
- Set out a client guide to implementation and review of the recommendations

**Teaching and learning methods**

The course will be delivered using a range of methods from traditional lectures to interactive seminar and tutorial-type sessions and group work in response to case study exercises. The case study approach reinforces the integration between the different disciplinary themes addressed by the course. Participants will be expected to further their study of the issues addressed by the course in their small syndicate groups in order to develop their knowledge and skills. Materials used include the recommended texts, videos and other hard copy materials such as case study briefings.

**Timetable**

The course will mostly be delivered in full day teaching blocks from 9.30 to 17.00. You should have already have been able to access your timetable through MyCampus.

**Assessment – Full Time Students**

Formative assessment will take the form of group exercises and presentations on key questions arising from the themes and case studies followed throughout the course. Summative feedback will consist of three elements:

1. Individual written assignments of 2,500 words in each of the five discipline areas: Dynamic Strategic Management, Strategic Marketing, Developing Leadership Skills with People and Resources, Global Economics and Financial Analysis and Decision Making. Further details of format, content and timings will be issued during the academic year. In total these assignments represent 30% of the Business Strategic Management grade.

2. A group-based consultancy exercise is undertaken in semester 2. Groups are tasked with providing consultancy advice to a client organization during an intensive study week. The final presentation of each group is graded and this assignment represents 20% of the
Business Strategic Management grade. Again, further details on logistics and the nature of the assignment will be issued during the course.

3 Degree Examinations – the five discipline areas are assessed via two separate examinations using an unseen exam paper. Discipline areas are equally weighted and these examinations constitute 50% of the final Business Strategic Management grade. Past papers will be made available on Moodle and revision sessions will take place before the exam diet commences.

Assessment – Part Time Students

1 Individual written assignments of 2,500 words in each of the five discipline areas: Dynamic Strategic Management, Strategic Marketing, Developing Leadership Skills with People and Resources, Global Economics and Financial Analysis and Decision Making. Further details of format, content and timings will be issued during the academic year. Each paper is worth 50% of the individual course grade.

2 Degree Examinations – the five discipline areas are assessed via two separate examinations using an unseen exam paper. Discipline areas are equally weighted and these examinations constitute 50% of the individual course grade. Past papers will be made available on Moodle and revision sessions will take place before the exam diet commences.

3 A group-based consultancy exercise is undertaken in semester 3. Groups are tasked with providing consultancy advice to a client organization during an intensive study week. The final presentation of each group is graded and this assignment represents 100% of the grade. Again, further details on logistics and the nature of the assignment will be issued during the course.
Strategic Foresight

MGT5079
Professor Iain Docherty
laid.Docherty@glasgow.ac.uk

Aims
The core aim of this course is to expose students to tangible strategic challenges as experienced and actioned by businesses working in both national and international contexts. The course introduces participants to questions over the future direction of business and management practice and discusses a range of strategic perspectives encountered by entrepreneurs, leaders and consultants. Guest speakers will present specific strategic challenges that they are currently facing. Research on business strategy offers theoretical frameworks that are crucial to organisational strategy development. However, given that the course content is primarily delivered by external guest speakers from a range of businesses, it is the requirement of students to read individually on relevant academic literature.

The course addresses a range of topics, integrating the main issues covered in the MBA Programme, namely:

- Globalisation as a strategic challenge for businesses
- What strategic issues are managers faced with in terms of degree of control over their organisations and their people?
- Are contemporary organisations addressing innovation strategically?
- How is technology and innovation changing the strategic shape and scope of organisations?
- Are there any strategic responses to uncertainty?

Learning Objectives
At the end of the course, participants will be able to:

- Formulate key questions that affect strategic planning at the national and global scale
- Articulate previous and potential future responses to strategic challenges, and the likely effectiveness of these responses
- Demonstrate awareness of the complexity of many strategic challenges facing contemporary managers, and outline the range of philosophical and disciplinary perspectives from which cutting edge business research is derived
- Describe and analyse the relevance of theoretical and empirical research to business practice and strategy
- Understand how organisations identify and develop strategic responses to risk
- Critically assess the readiness of governments, NGOs, major corporations, SMEs and other organisations to respond to major strategic challenges
• Apply and critique analytical tools used to construct possible future operating conditions, such as scenarios.

Assessment
Formative assessment will be by means of analysis of participants’ contributions to the debates and discussions held in class. Summative assessment will be by means of a 2 hour ‘general essay’ type exam. This exam will test students not only in terms of engagement with the key themes and debates arising from the Strategic Foresight course, but also in terms of their ability to integrate this analysis with the theoretical underpinnings and business administration techniques encountered across the MBA Programme as a whole.

Teaching methods
The course will be delivered by a range of academics and guest speakers from key public and private sector organisations with innovative approaches to analysing the external business environment and translating this research into more flexible organisational structures and strategies. The normal structure of a 2-hour session will be a 45-minute presentation on a key theme, followed by facilitated class discussion and debate with the speaker.

The class will be expected to read widely and prepare for the sessions through syndicate group work. Depending on the subject matter of the particular session in question, these groups may be asked to come prepared with data and/or information on the theme in order to generate debate.

Disclaimer: The importance of reading cannot be stressed enough. This module assumes significant individual learning on the part of the student as preparation for the exam.
Your dissertation is an extremely important piece of work in that it contributes 60 credits (out of a total of 180 credits) to your degree. In other words, your dissertation constitutes a third of your degree. You cannot graduate with an MBA if you do not undertake the dissertation.

The dissertation is a substantial business related, investigative, and analytical piece of original research. It is undertaken from May to September by full time participants and during the third year by part time participants. You are required to have passed all of the taught elements of the degree with an average overall grade of at least C3 before formally progressing to the formal stages of the dissertation.

The topic of the dissertation is agreed between the participant and dissertation supervisor. The topic is expected to be relevant to the participant’s current organisation or their intending career plans. It may be organisation related, but should encompass the application of relevant management theory, and an investigation of that theory in the context of its application.

The dissertation is your opportunity to demonstrate how you can apply the skills you have gained and developed throughout the degree programme to research a real life business problem. The dissertation itself has several preparatory stages.

Aims
The aims of the dissertation are to:

- Allow students to develop their independent research skills;
- Enhance the ability to evaluate critically material when dealing with secondary data (such as academic sources and market data);
- Build awareness of issues surrounding the appropriateness of various primary data collection and data analysis methods;
- Implement empirical research where necessary in relation to research design;
- Develop time management skills when dealing with research project issues;
- Contribute to students' ability to work independently and to prosecute major projects.

Intended Learning Outcomes
At the conclusion of the dissertation, students will be able to demonstrate their ability to meet the following intended learning outcomes:

- Think through, develop and execute a coherent piece of research work for a specific business problem; producing a research plan/proposal in advance of the dissertation;
• Identify and critically review the literature relating to a specific topic or issue relevant to the MBA programme, and to present a synthesis and critical overview of that literature;
• Formulate a specific research question, or questions, hypotheses or objectives and/or identify specific problems arising from the literature review;
• Adopt a critical perspective in comparing and contrasting alternative research paradigms and a reflexive approach to research questions;
• Assess critically, design and apply a range of research and analytical techniques and tools to gather and analyse data relevant to the dissertation;
• Present the findings from the research and draw appropriate conclusions that relate to the research questions or problems identified;
• Communicate a complex extended argument effectively in writing;
• Execute and deliver a complex task to deadline.

Evaluation
You will be evaluated on the basis of how successfully you have fulfilled the intended learning outcomes. Generally, in writing your dissertation you should demonstrate that you have:
• Chosen appropriate literature to enable you to discuss and analyse the research question(s) you have developed.
• Understood this literature and how it relates to your research question(s).
• Developed a cohesive argument, which identifies the relevant issues and considers relevant (and perhaps opposing) views.
• Adopted a clear writing style, appropriate for academic work
• Structured the dissertation appropriately
• Offer a clear conclusion
• Applied the appropriate citation convention
• Note the possibilities for future research work in this area and the limitations of the study.

Further information about the dissertation will be provided in the Dissertation Handbook which will be available December.

Research Methods Sessions for the Dissertation
Dr Rob Dekkers, Rob.Dekkers@glasgow.ac.uk

Part of the preparation for undertaking the dissertation is comprised of a series of sessions that introduce you to research methods. There are seven meetings throughout the academic year, and one informal drop-in consultative session. Meetings will be mainly led by Dr Peter Keenan, with Dr Gayle Pringle Barnes (College of Social Sciences) will lead a seminar on writing the literature review, and a session will be devoted to introducing the Statistical Packages for the Social Sciences (SPSS)
programme (led by IT services). The latter session will be tailored to those both familiar with statistical
methods and intending to apply quantitative empirical analysis as part of their dissertation.

There are a number of useful texts that provide good outlines of research methods.

**Aims and Intended Learning Outcomes**

The aims of the sessions are to:

- Inform students of the nature of the dissertation as a research process;
- Enhance students' abilities in selecting an appropriate topic;
- Enhance students' abilities in selecting an appropriate research method.

Following the sessions, students should be able to:

- Confidently identify, select, retrieve and critically evaluate appropriate sources of literature, information and data to address these key questions according to established research methods;
- Identify actual or potential gaps in the relevant literature and/or data and propose suitable methodologies to fill or take account of them;
- Evaluate critically competing approaches to addressing such problems;
- Reflect on these processes so that they can generate rigorous research proposals and methodologies.
ELECTIVES

PLEASE NOTE ELECTIVES ARE SUBJECT TO CHANGE AND MAY NOT RUN IF THERE ARE INSUFFICIENT NUMBERS.

Business to Business Relationship Management
MGT5170
Dr Alan Atkin – Alan.Atkin@glasgow.ac.uk

Aims
This Elective looks in depth at the management of business to business interfaces in the supply chain. There will be a particular emphasis on addressing real life issues and opportunities that arise in designing service delivery and in managing global supplier/customer relationships. The course will:

- review relationship, funnel and pipeline management systems and consider how they can be used to influence strategy
- address the role of customer’s relationship management systems
- explore the link between marketing and sales.

Throughout, it will pull on examples to illustrate the challenges and solutions that can be applied in providing innovative services and managing global customer relationships.

Intended Learning Outcomes
By the end of this course students will be able to:

- critically evaluate the effective use of customer relationship management systems in managing business to business relationships recognising the risks and opportunities
- select appropriate implementation of relationship management systems that align customer facing functions with their businesses to influence strategy
- recognise the different roles of marketing and sales and formulate solutions that address potential gaps/conflicts
- demonstrate a grasp of the complexities of the customer relationship cycle in the context of global customers and mergers.
**Cases Problems in Marketing Management**  
MGT5009  
Dr Kalliopi Chatzipanagiotou – Kalliopi.Chatzipanagiotou@glasgow.ac.uk

**Aims**
To give students experience of dealing with realistic examples of marketing situations and to provide students with the experience in thinking logically about different sets of data.  
To develop student skills analysis and problems solving by introducing real-world complexities into the classroom.

**Intended Learning Outcomes**
- This elective is designed to allow students to improve their decision making skills, strategic and operational thinking when dealing with (a vast array of) problems and situations in the area of marketing management.  
- To provide students with learning by discovery. A case study is essentially factual in nature. Students’ task is to interpret and find meaning in the information, relate one fact to another in order to produce meaningful observation.  
- To enable students to learn actively and develop managerial skills through repeated exposure to decision situations.  
- To expose students to practical business situations dealing with the major subject areas of marketing management.

**Assessment**
An individual essay of 2,500 words on an analytical live case student of the student’s choice.

**Company and Market Failure**  
MGT5248  
Dr Alberto Paloni – Alberto.Paloni@glasgow.ac.uk

**Aims**
This course aims to create an awareness of the reasons why organizations experience crises and what might be done to identify problems, to avoid potential failure and to transform the organization to enable it to succeed in the future. The symptoms and, more particularly, the causes of failure will be examined in depth, as well as the techniques that may be used to identify the onset of difficulties as early as possible. Successful turnaround strategies will more likely be achieved if problems are recognized early.

In particular, the following issues will be addressed:
- Characteristics of crisis  
- Causes of crisis
Factors leading to survival and sustained transformation
Characteristics of successful turnaround leaders
Insight into the legislative framework in which turnaround exercises can take place, focussing on UK, USA and major states of the European Union.

The main aim is to learn from the experience of others, particularly from past failures and successful turnaround examples. The business environment becomes more and more turbulent and uncertain. Product life cycles are shorter and businesses have to re-invent and learn from themselves.

**Intended Learning Outcomes**

By the end of the course, participants will be able to:

- Understand the range of causes of failure
- Identify symptoms of failure
- Be aware of the main legal considerations which will affect the behaviour and influence the actions of directors and advisers when an enterprise's survival is threatened
- Recognise the key points in the life cycle of an enterprises when survival is likely to be at risk
- Assemble the information necessary on which to build a successful turnaround plan
- Specify characteristics which are likely to lead to successful implementation of the turnaround plan.

**Assessment**

The Assignment is intended to test each participant's knowledge of the course material and the participant's ability to apply that knowledge in a case study context. Written assignment of 2,000 words.

**Corporate Image, Branding and Communication**

MGT5249

Dr Cleopatra Veloutsou – Cleopatra.veloutsou@glasgow.ac.uk

**Aims**

To create in participants an understanding of the processes that underpin the effective management and communication of the image of an organisation as perceived by all 'stakeholders', both internal and external.

**Intended Learning Outcomes**

By the end of the course, participants will be able to:

- Present and critique models of communication & the stages which consumers go through, and the decisions they take when moving towards readiness to take action and buy products or services.
• Explore more fully what is meant by Marketing Communications.
• Utilise the concept of 'Integrated Marketing Communications'.
• Address a range of issues related to the creation and development of Corporate Personality, Identity, and Image.
• Examine the relationship between Corporate Strategy and Corporate Identity, in particular, the importance of a robust 'Corporate Image' to 'Sustainable Competitive Advantage'.

Assessment
Individual 2,500-word assignment.

Credibility and Networks – Selling yourself and your Organisation
MGT5197
Mr Janan Sulaiman – Janan.Sulaiman@glasgow.ac.uk

Aims
This Elective uses real-life business situations with practising business people to address two key elements of successfully selling yourself and your organisation - gaining credibility and developing networks. "If people don't believe in you, they won't believe in what you say"- Kouzes and Posner.

Based on a scenario of company start-up teams selling themselves and their business to attract early investment, the student on this course will:

• review aspects of individual and organisation credibility
• address the subject of networks and how they can be used at an individual and organizational level
• explore how credibility and networks can be used to secure new business/investment

Following pre-bid Research and Proposal Document submission phases, the Elective will culminate with team meetings and presentations with a panel comprising investors and potential business partners.

Intended Learning Outcomes
By the end of this course students will be able to:

• critically evaluate the effective use of networks at an individual and organizational level recognising the risks and opportunities
• recognise the importance and methods of relevant research to identify potential investors/customers and their needs
• select appropriate methods of credibly positioning themselves and their organisations to address investor, customer and potential employer needs
• demonstrate a grasp of the complexities of the bid process including the preparation of compelling business proposals.
Assessment
The course will be assessed by way of two deliverables.

1. An Investment Proposal Document including individual business backgrounds
2. A Presentation

Word length is 2,500, 100% continuous based assessment.

Entrepreneurial Finance
MGT5024
Dr Hong (Frank) Liu – Hong.Liu@glasgow.ac.uk

Aims
The finance of a Business is essential part of any business, but vital to a SME. This module examines the capital structure, sources of finance and the risk involving in smaller companies. The module gives the student the ability to examine critically the robustness or otherwise of a financial plan.

Intended Learning Outcome
To identify appropriate sources of finance for an SME

- To identify the needs of various funding bodies
- To evaluate the risk of investments
- To examine critically different financial packages of support
- To examine the causes of failure in companies and how enterprises can be turnaround to profit
- To write plans for financial support
- To present orally proposals
- To work within a team
- To demonstrate understanding of the network of agencies
- To demonstrate skills of financial analysis and evaluate financial proposals
- To analyse sources of risk in financial plans

Assessment
100% coursework. Group presentation (in class, 25%) and a group case study (75%) of 2500 words.
**International Financial Analysis**
MGT5040
TBC

**Aims**
To equip students with theoretical knowledge and practical tools required for conducting competent fundamental analysis of public companies, including: analysis of company accounts and corporate performance; pro-forma analysis; and valuation analysis.
To familiarise students with the professional practice of financial analysis and equity research.

**Intended Learning Outcomes**
By the end of the course, participants will:

- Be able to analyse critically a company's financial statements and other sources of information.
- Have gained an understanding of the necessary analytical tools to enable them to do the above, and be able to select those required for any particular task.
- Be able to recognise the limitations of financial statements as a source of information, and challenges faced by financial analysts at each step of the fundamental financial analysis process.
- Be in a position to appreciate the role that accounting and non-accounting information play in the market's evaluation of a company's value.

**Assessment**
100% assignment, maximum 2,600 words.

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**International Financial Management and Corporate Finance**
ACCFIN5301
Dr Chi-Hsiou (Daniel) Hung – Chi-Hsiou.Hung@glasgow.ac.uk

**Aims**
The aim of this course is to provide an introduction to the theory and practise of corporate finance and an analysis of the issues involved in financial management. This will be achieved by considering models of asset valuation and evaluating alternative investment appraisal techniques. Moreover, there will be an analysis of the relationship between risk and return within the Capital Asset Pricing Model and its extensions. Finally, issues related to risk management will be examined and the implications of the recent credit/debt crisis for financial managers analysed.
Intended Learning Outcomes

By the end of the course, students should be able to:

- Assess alternative investment appraisal techniques.
- Value assets using the net present value framework.
- Evaluate the theoretical and empirical challenges to market efficiency.
- Explain the relationship between risk and risk and return.
- Analyse the lessons of the recent crisis for financial management.

Assessment

The assignment is to write a short report on a topic related to a practical financial management issue.

International Strategy for Multinational Enterprise

MGT5112

Dr Yee Kwan Tang – Yee.Tang@glasgow.ac.uk

Aims

The aims of this course are to introduce students to the competitive challenges facing firms that operate across borders and in a dynamic and global environment.

New opportunities are available to firms that expand beyond their domestic borders, but the costs, risks, levels of uncertainty, management and resource commitment and also the return on investment are significantly higher.

This course, with its focus on the business activities of established multinational firms encourages students to extend and apply their knowledge of strategic management to foreign country environments and various cross-national settings.

Intended Learning Outcomes

Knowledge Based Outcomes:

On completion of this course and prescribed readings students should be able to:

- Discuss the drivers and motivations that lead firms beyond their domestic borders and identify conflicting demands and challenges from the international environment;
- Compare and contrast the ways in which firms build strategic capabilities and competences to enable them to compete internationally;
- Evaluate international collaborative strategies in comparison to independent means of international growth and development;
- Describe and critique organisational designs in international and global business;
- Analyse international management issues and problems and suggest solutions;
• Trace the historical development of the modern multinational organisation and make projections as to how it is likely to evolve in future.

Skills based Outcomes:
During this course student will get the opportunity to develop and demonstrate:

• Understanding of readings and cases through discussion and demonstrate;
• Analysis and evaluation of case based material on multinational organisations;
• Summary and critique of journal articles and other readings;
• Integration of theory with praxis through discussion of current MNE activity as reported in quality business media;
• Teamwork and leadership skills in group-led seminars.

The course will give students the opportunity to practice the skills of critical evaluation and discursive dialogue which were developed earlier in the programme.

Assessment
Individual 2,500-word assignment.

Organisational and Corporate Security
MGT5319
Professor Denis Fischbacher-Smith – Denis.Fischbacher-smith@glasgow.ac.uk

Aims
This course will provide students with:

• Insights into the challenges that face organisations from a range of threats and the processes by which those threats can be mitigated
• An opportunity to develop analytical capabilities needed to assess intelligence information that is generated within the process of threat analysis
• A familiarity with the tools used to assess insider threats
• An understanding of the challenges generated by advances in technologies for security

Intended Learning Outcomes
By the end of this course students will be able to:

• Define the nature of corporate security and highlight the main managerial challenges associated with the provision of security at a strategic level
• Critique the main principles of a security-based organisational function by reference to the work on socio-technical systems design
• Analyse and synthesise the main elements of an organisation’s threat matrix and show how such a matrix could be developed within different organisational settings
• Apply the intelligence cycle to organisational vulnerabilities and develop insights into the strategies that are available to enhance organisational security
• Analyse the ways in which organisational strategic goals can compromise security initiatives
• Identify the main points of vulnerability that can arise within an organisation as a function of the decisions taken across a range of functional areas of management
• Account for the principle limitations of conventional approaches to risk assessment when dealing with hostile actors and apply that insight into an assessment of real-world problems
• Evaluate the threats associated with the actions of insiders and be able to apply analytical tools (eg HOMER) to an assessment of insider threats
• Examine and diagnose a range of motivational drivers (money, ideology, coercion, and ego) to the generation of organisational vulnerabilities around the threats from insider actions

Assessment
This course will be assessed by a written report of 2,500 words. The coursework will assess the learning outcomes by requiring students to apply the theory around corporate security to a real world case. The assessment will require critical analysis and evaluation that draws together the strategic and operational considerations set out in the ILOs. (100%)

Project Leadership and Control
MGT5209
Dr Rob Dekkers – Rob.Dekkers@glasgow.ac.uk

Aims
The aim of this course is to provide participants with the opportunity to develop skills to apply modern methods and tools of project leadership.

Intended Learning Outcomes
By the end of this course students will be able to (1-7 discipline specific, 8-11 personal skills):
1. Describe the special characteristics of a project.
2. Describe the alternative processes, methods and tools available for planning, leading and controlling a project.
3. Evaluate and select the most appropriate methods and tools for a given project.
4. Apply methods and tools of project leadership and controlling in a holistic approach.
5. Develop plans for time, resource and cost control.
6. Apply methods and tools to achieve the targeted quality objectives of the project.
7. Develop a project team.
8. Develop leadership skills in a project environment.
9. Develop communication skills in a project environment.
10. Develop a sense of risks that may jeopardise an endeavour.
11. Develop writing and presentation skills.

Assessment
100% Assignment, 2,500 words
Students will be asked to submit a plan for self-selected project (e.g. entrepreneurial). Marking parameters are: Completeness of the plan pertaining all elements of project leadership, correct application of methods and tools, but also presentation of the plan (e.g. structure, graphics, tables, literature).

Strategic Human Resource Management
MGT5257
Professor Fiona Wilson – Fiona.Wilson@glasgow.ac.uk
Dr David Potter – David.Potter@glasgow.ac.uk

Aim
To provide students with up-to-date, research-based knowledge concerning the implementation and impact of human resource management practices in British and other organisations and to acquaint students with the personal skills and competencies involved in effectively applying individual human resource management practices.

Intended Learning Outcomes
By the end of this course students should be able to:
1. Understand the reasons for the increased interest in human resource management.
2. Recognise the potential importance of the relationship between organisational performance and human resource management practice.
3. Describe and evaluate some of the controversies surrounding the role and influence of human resource management.
4. Understand the importance of organisations adopting a strategic approach towards human resource management.
5. Discuss how the nature of the larger organisational structure and operating environment shapes the ability effectively to introduce and operate human resource management practices.
6. Recognise that change in one area of human resource management will almost invariably trigger the need for change in other areas.
7. Appreciate the changing nature of contemporary human resource management practices in certain selected subject areas.
8. Understand the importance of personal skills and the processes of consultation in introducing new or revised human resource management practices in certain selected subject areas.
Assessment
Choice of 1 of 3 assignments word length 2,500 to be agreed with the course tutor. Assignment topics will be distributed in class along with the course outline.

Supply Chain Management
MGT5196
Dr Alison Smart – Alison.Smart@glasgow.ac.uk

Aim
This course aims to provide an understanding of the design and management of supply chains, including purchasing, supply and logistics, within and between organisations. This will include a study of:

• Developments in globalisation and international trade
• Forms of supply chain relationships
• The design and implementation of supply chain strategies
• Forms of transportation and issues of security
• Procurement and inventory management
• Factors in supply chain design, including risk, resilience and sustainability
• Reverse logistics
• Service supply chains

Intended Learning Outcomes
By the end of this course students will be able to:

• demonstrate a critical understanding of how developments in global trade have led to the need to coordinate international supply chains
• critically evaluate different forms of supply chain relationships and identify appropriate forms of relationship according to context
• identify appropriate supply chain strategies for different contexts
• critically evaluate the strengths and weaknesses of different supply chain designs and identify appropriate designs/improvements in different contexts
• develop appropriate reverse logistics solutions for different types of goods and different contexts
• demonstrate how conceptualising service supply chains can be used to deliver improved services
• evaluate the role of changing technologies in supply chains and their management
Assessment
The summative assessment will be an individual piece of written work of no more than 2,500 words. Students will be required to analyse a particular supply chain context, relating either to a real world or written case study - the case study will change each year.

The Making of Strategy
MGT5078
TBC

Aims
This course incorporates material and practice from UK and US leading businesses and consulting firms. It will provide concepts, tools and techniques of strategy dynamics. It builds upon established strategy concepts and moves much further to utilise and link the resources and dynamics view to it. It is inherently a holistic approach

Intended Learning Outcomes
By the end of this course, participants will be able to:
1. Demonstrate their understanding of how to capture the full range of resources and competences, and observe how their interrelationships form the 'strategic architecture' of the organization.
2. Appreciate how this architecture determines performance over time, and how to redesign its structure to increase performance.
3. Understand how the strategy making enables the identification and exploitation of rival's weaknesses, and has the potential of producing competitive advantage.
4. Understand and critically evaluate the relevance and steps of the strategy process.
5. Identify and evaluate the roles the different actors of the strategy process play and the consequences these roles have in the making of strategy

Assessment
Assessment will be in two parts: Every Team shall make a Poster Presentation. It shall be based upon the team-learning log, based on the case simulations conducted during the course, which will attract 40%.

An individual assignment (write up) of 3000 words based on either a live case situation, a case of your own choosing or a relevant subject agreed with your tutor during the course. The latter will attract 60% of the total 100%.
PROFESSIONAL DEVELOPMENT AND EMPLOYABILITY AWARD (PDE)

We provide you with on-going support to develop your skills throughout the MBA. Our Professional Development and Employability (PDE) programme has been designed to complement the teaching of the core and elective MBA courses. This programme aims to enable you to develop your academic study skills, manage your career development and to enhance your wider performance as an effective senior manager beyond the MBA.

The themes covered within PDE include:

- Developing your MBA study skills
- Working effectively in teams
- Time management
- Introduction to psychological type
- Self-awareness including career motivation, skills and strengths audits
- Effective presentation skills
- Assertiveness, negotiation and influencing skills
- A focus on post-MBA career routes and options
- Achieving career success
- Developing an effective CV and making effective job applications
- Emotional intelligence - what employers really look for
- Effective networking focusing on social media
- Creativity, entrepreneurship and business start-up
- Winning interview techniques and assessment centre activities

A large part of the MBA experience involves participants working together, sharing their experiences and this course will allow participants to get to know each other and to form effective teams from the start. Our current and previous students have all praised the additional activities we organise and how valuable these have been to their MBA progression and post-MBA career.

Alongside PDE, we will run occasional MBA Careers events each semester with inputs from employers and guest speakers. Some of these are run in collaboration with other top MBA courses in Scotland, enabling you to build your professional network.

Leadership is a theme that runs throughout our MBA content and in addition we provide a series of workshops exploring aspects of leadership in practice.

You will also have access to a range of professional development events in the Adam Smith Business School, such as guest speaker seminars, where you can meet with other students and our School alumni. **Attendance at these events may be deemed compulsory** – be sure to check the News pages on the MBA Moodle website for up-to-date information about these events.
The Adam Smith Business School is delighted to announce the Glasgow MBA 40th Anniversary Travel Scholarship that is intended to enhance one or more MBA students’ experience in developing high quality dissertation projects.

**Aims**

1. To provide funding for the MBA students to further the student’s study, including conference attendance or research trips;
2. To enrich and further the award-holder’s academic experience and research achievements;
3. To benefit the Adam Smith Business School by introducing new skills to the School or creating/furthering research collaborations with international organisations of excellence

**Note: the Glasgow MBA 40th Anniversary Travel Scholarship is NOT intended for the following:**

1. Contribution towards routine living expenses other than during the placement
2. Students returning to their home country for their research placement, unless clear evidence is provided to show that the placement would add significantly to the quality of the dissertation output

**Criteria**

1. Open to all MBA students studying on a full-time basis
2. Selection of the Scholarship holder will be primarily on the basis of motivation, academic ability, research potential and proposed field of dissertation. Selection will be undertaken by a panel from the Adam Smith Business School

**The Award**

An individual scholarships will last for up to a maximum of from the date of 4 weeks, or from another date chosen by the Award Panel. A sum of £2,500 is available.

The award will comprise:

1. Reimbursement of expenses incurred in obtaining standard accommodation where the MBA is studying
2. Travel costs including economy airfares
3. Other expenses as approved by the Panel

The scholarship fund will provide for at least one award in 2017/18. The number and value of the awards allocated will be at the discretion of the Award Panel.

**All decisions of the Panel in these respects will be final.**

Successful and unsuccessful applicants will be notified in writing as soon as possible after a decision has been reached by the awards panel.
Applications
Candidates should provide a detailed plan of their suggested use of the Scholarship. This information should include:

1. A breakdown of costs and expenses which the award is to cover
2. An indication of the time period which the award would be expected to cover
3. Evidence that the candidate has gained a visa if required for entry into certain countries or that there will be no issues stopping you from gaining one; and how the award will enhance your research

The candidate’s supervisor will be required to endorse the application and confirm that the scholarship will make a significant contribution to the candidate’s research. More than one trip may be funded by the scholarship on approval by the student’s supervisor.

Completed applications should be returned by **30th April 2018** to Victoria Livett-Frater.

Terms of the Award
Candidates will be MBA students within the Adam Smith Business School.

An individual scholarship will last for up to 4 weeks from the date of the award or from such other date as the Panel may choose.

The award will be for a maximum of £2,500, although a number of smaller awards are possible should resource permit.

The holder of the Glasgow MBA 40th Anniversary Travel Scholarship will be required to submit a brief report on his/her studies/progress under the scholarship at the end of each academic session.

Contact
Further information/application forms for the Glasgow MBA 40th Anniversary Travel Scholarship are available from Victoria, MBA Administrator, telephone 0141 330 6300, email: Victoria.Livett-Frater@glasgow.ac.uk
RESOURCES AND ACADEMIC TRIPS

**Careers Support**

Our dedicated MBA Careers Manager, David Levinson, is here to support you throughout your time on the MBA and beyond. David leads our PDE programme, which starts at induction with some team building activities and an insight into personality type preference. PDE continues throughout the MBA with the aim of helping you to develop your career management skills and to equip you with the tools and strategies to compete effectively within the global job market.

David sees MBA students for individual appointments in the Business School which can be arranged by emailing him directly at david.levinson@glasgow.ac.uk

There are a number of MBA careers resources that you can access during your time. These are subscription services paid for by the School to give you access to a range of MBA-specific careers information and MBA job platforms. We run a number of non-credit courses within the MBA, throughout the year, which have been designed to complement the teaching of the core and elective courses. These courses contribute to your academic and career development, and enhance your wider performance as an effective senior manager.

**Academic Trips**

We try to organised one or two academic trips during the year. These trips give students and opportunity to experience real world applications of their studies, as well as a chance to further develop social and academic bonds with their fellow participants. Dates will be available shortly.

**MBA Events**

We host four events each year for the MBA cohort. At the beginning of the year we host a welcome BBQ, Christmas lunch, The Professor Miquel Enterprise Initiative Lunch and at the end of the year we host an end of year dinner to mark the completion of your course.

The dates for this year are:

- **MBA Welcome BBQ** - Thursday 21st September 2017
- **MBA Christmas Lunch** – Friday 15th December 2017
- **The Professor Miquel Enterprise Initiative Lunch** – May or June 2018, date TBC.
- **End of Year Dinner** – Friday 31st August 2018
**Study space**

There are postgraduate study areas in the University Library, and in addition, the MBA have their own dedicated study room on the 5th floor (505H) within the Gilbert Scott (Main) Building. The code to gain entry to this room is C6014Z.

**MBA/Staff Kitchen**

MBA Students have access to the kitchen on level three, just outside the MBA teaching room. The kitchen is equipped with kettles, microwaves, plates, bowls, mugs and cutlery and a silver fridge, which you are able to use. Please make sure all used items are washed and put away, after use and the microwaves are wiped down, and all food is removed from the fridge before it goes off. **It is your responsibility to keep the kitchen tidy.** You may also come across teaching staff who use the kitchen as well. The code to gain entry to this room is C5678Y.

**Moodle**

Moodle is the University of Glasgow's centrally supported Virtual Learning Environment. It is technically supported by IT Services and educationally supported by the Learning and Technology Unit of the Learning and Teaching Centre. Moodle is an additional resource that compliments class attendance and participation. The resources you will find in your Moodle will vary from course materials to forums for on-line discussion. Moodle is used regularly to communicate with students, especially to pass on important or urgent messages, so you should get in the habit of checking Moodle on a daily basis.

Please go to the following URL: [http://moodle2.gla.ac.uk/lbss/moodle/](http://moodle2.gla.ac.uk/lbss/moodle/) to find your courses and familiarise yourself with the online materials that have been prepared to supplement and support your studies.

**How to login to Moodle**

Use your Novell username and password to log in. If your email address is 0123456a@student.gla.ac.uk, then enter the username 0123456a. Use the default password given to you.

If you are a new or existing user and your login failed, please contact the [Helpdesk](tel:0141 330 4800) (0141 330 4800) Please make sure that you entered your username and password correctly before contacting the helpdesk. If you have any other queries, concerns, issues regarding Moodle, please contact the Learning and Technology Unit at [moodlehelp@learn.gla.ac.uk](mailto:moodlehelp@learn.gla.ac.uk)
WORKING TOGETHER

It is important that we all - students, academic and administrative/secretarial staff in the School and other staff across the university - understand and respect each other, and are polite and culturally sensitive in our relationships. We also have to be aware of and comply with the rules and regulations of the University.

In this section of the Handbook, we present a number of guidelines to promote good working relationships in our programme. Some of this material has been presented elsewhere, but it will be useful for all of us to see an overall picture of our responsibilities and rights.

Attendance on the Programme

- This is an intensive one-year full-time Master’s degree programme, meaning that you are required to be here all year (more information can be found under ‘session dates’).
- It is not acceptable for you to be away from the programme for more than two weekdays without permission from the Programme Convenors. This applies during Semesters 1 & 2 and during the Summer Dissertation period.
- In respect of your Dissertation, we recognise that you may require to be away from the University for a limited period to undertake fieldwork (interviews etc); but any period longer than two weekdays must be incorporated into your Research Proposal timetable and approved by your Dissertation Supervisor.
- You are expected to attend all timetabled classes.

Team-working

- In the future in your business career, you will work as a member of a team. An essential component of the degree is therefore your ability to participate effectively in teams. You will work in teams for many assignments. Team-working is challenging, especially with fellow students from other cultures and traditions. We will help you develop the skills to do this well. However, as a start, it is necessary that you commit to the significant place which cross-cultural team-working skills have in this programme. You must commit to an ethos of working hard for the success of the team, and to being sensitive to the needs, capabilities and cultures of other team-members.
- We have specific rules for ensuring full participation of all students in assessed team-working on taught courses, as follows:
  a) All groups are given the option of completing peer evaluations for other members of their group;
  b) If the assessments suggest substantial differences in participation, then individual group members will be asked to prepare a note recording their claimed contributions, to be followed by short vivas with each group member;
c) The individual Lecturer (in consultation with the Programme Convenors) may then either raise or lower the mark of one or more individuals above or below the overall group work mark.

d) This system is only expected to apply in exceptional circumstances: the normal situation is that all team members score the same mark.

- Where team-working is not assessed, full participation is similarly expected, and the peer evaluation system above may also be applied.
HINTS AND TIPS

Sharing

Sharing is part of the MBA experience.

Share information on:

- your experience
- your learning from the programme
- teaching sessions which your colleagues have missed
- where to eat, drink and study
- useful sources of information and advice.

Share the workload on:

- preparatory reading for courses
- literature searches
- reading for assignments

In FACT, almost everything except your assignment and examination answers!

Coping with the volume of material

Your course outlines include introductory comments together with curriculum details and key references. The fact that the latter have been selected is an indication of their importance, and you really must give early attention to the arguments and information contained therein.

This does not mean that you should passively receive whatever message is presented, or operate with a view to regurgitating source material in assignments. Some of the selected material is extremely provocative, and has been included in the outlines to stimulate your imagination or promote a healthy scepticism and critical scrutiny of popular approaches to the process of management. An interpretative approach to the literature is therefore vital, and should be cultivated as early as possible.

At this stage we should acknowledge that it is possible to be overwhelmed by the sheer volume of material within each subject area. There now exists a daunting plethora of books, journal articles, videos etc. in each sphere of management. In the face of this flood it is all too easy to throw up your hands in horror and feel swamped.
Given this danger it may seem like a trite comment, but do not despair! It is not our intention to bowl you over, and there are ways of coping with this explosion of material.

While close attention to the literature is obviously one of the main ingredients in successfully completing the programme, you cannot hope to read everything, and are not expected to. Try to be selective and structure your reading, instead of treating every text as a novel to be read in detail from beginning to end. Scan individual chapters or readings to get a general feel for their contents, and then re-read some of them in detail, taking notes as you go along.

Note taking from the literature is itself an acquired skill, which develops with practice. Prioritise as you read. Try to isolate key issues and essential points and get to grips with these first. Do not attempt to learn by rote, or to lift packaged wisdom from published sources. Reading is not a substitute for thinking, and note taking should assist rather than stifle your imagination. To grasp this is to avoid being straight jacketed by the available literature, and to feel free to judge and sift beneficial material from secondary or other sources on any subject.

In addition to this overall approach, try to inculcate the habits that researchers have found to aid the learning process. Establish a regular rhythm and schedule of work and stick with it. Avoid times when you are likely to feel fatigued or when your concentration is likely to waver. This is a matter of using time to your advantage, of identifying your most productive spell for studying. Comprehension is not simply a product of the number of hours worked. Time must be managed effectively.

Of course there is no universal study pattern or method that can produce positive results for everyone. However, there are common and avoidable mistakes that add to the degree of difficulty that students usually face.

Most research on learning reveals that difficulties frequently arise from a failure to plan for periods of regular concentrated work. Studying is too often considered an ad hoc sort of activity, to be conducted whenever and wherever possible, usually at the eleventh hour before an exam, tutorial or other deadline. Such cramming is hardly conducive to enlightenment, is more likely to lead to panic and will certainly reduce the threshold mark you can realistically expect to attain in any assessment.

If you quickly establish a timetable of daily and weekly study within your overall programme of academic, leisure and other activities, our course material is likely to have more impact. Remember to pace yourself, and endeavour to work out the length of study period that best suits you as an individual. Again there are dangers, even within a regular agenda, either of flogging yourself to death or, alternatively, of not giving yourself enough time to warm up. It is a pretty safe conclusion that really short periods of study say less than thirty minutes, will be ineffective for one or other of these reasons.
At the other extreme, study slots of three or four consecutive hours, even once a week or so, can be equally ineffective as you become tired or bored and your concentration wanes. If you feel yourself going through the motions of reading - of not absorbing, taking in or understanding material - and having to continually re-read in order to avoid missing the point, it should be time to stop and do something else instead. Health is an important consideration here, and you should ensure that your study periods are interspersed with recreational activities and ‘play’.
WHAT TO DO IN PROBLEMATIC SITUATIONS

If you feel that you cannot cope with the course and that you are falling behind with your work let us know at the earliest possible moment. Waiting will make the situation worse!

If you have personal problems at any time, e.g. illness, bereavement, or perhaps financial difficulties, again let us know. It will be documented on your confidential file, and we will be able to put you in contact with professional advisers. It will also be brought into consideration if it affects your performance on the programme and if you so wish.

If you have any particular grievance concerning an individual lecturer, then you should first attempt to clarify matters with the lecturer/course co-ordinator concerned. If that does not work to your satisfaction, then a number of steps are open to you. These are summarised below. If they are not resolved at this stage they should be brought to the Staff/Participant committee by a student representative on that committee. If they are not resolved at this stage they should be brought to the Head of the Business School. If they are not resolved at this stage they should be brought to the University appeals procedure.

In short, if you have a grievance then:
1. You should approach the lecturer concerned. If not satisfied then …
2. You should contact student representatives. If not satisfied then …
3. You should contact the Course Co-ordinator. If not satisfied then …
4. You should contact a Programme Convener. If not satisfied then …
5. You should contact the Head of the Business School. If not satisfied then …
6. Finally contact Faculty Post Graduate Office to initiate an appeal.

Problems with Materials:
If you have problems with course material, please contact the relevant course co-ordinator in the first instance, and then the Academic Programme Convener if it is not resolved.

Personal Problems:
If you are experiencing personal difficulties or problems, then try to come first to see the Programme Convener or the MBA Administrator if you think it more appropriate in the first instance. We will listen to you, discuss them with you in confidence, and where necessary we will take actions to help you; alternatively, we will direct you to the most appropriate agency for further help.
The Masters degrees listed in §11 and §12 are governed by Resolution No. 552 of the University Court which came into effect on 1 October 2005, as subsequently amended, with provision that:

1. The Masters Degrees listed in clauses 11 and 12 of the section entitled ‘Regulations’ may be awarded by the University of Glasgow in the Colleges with which these Degrees are identified in these Regulations. Degrees listed in these clauses under the title ‘SRUC (Scotland’s Rural College)’ may be awarded by the University on the recommendation of that College.
2. The Senate may make Regulations, which are subject to the approval of the University Court, governing the award of these degrees - these are stated in clauses 1 to 10 of the section entitled ‘Regulations’.
3. The awards of Postgraduate Diploma and Postgraduate Certificate are also included in the Regulations.

1. Application of Regulations

1.1 These regulations apply without modification to the degrees listed in §11.

1.2 These regulations apply also to the degrees listed in §12 subject to alternative requirements described in the relevant Programme Document. The requirements for these degrees may vary only in respect of duration of study (§3) or progress (§7) to reflect the requirements of professional or statutory bodies.

2. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.
3. Duration of Study

The minimum period of study for the award of a Masters degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.¹

4. Programme Components

4.1 In order to qualify for an award in respect of the programmes specified in §11 and §12, a candidate must complete minimum credits² as follows:

i) For the award of a Masters degree: 180 credits, which includes both taught courses and a 60 credit (or more) dissertation or other substantial independent work.

ii) For the award of a Postgraduate Diploma: 120 credits of taught courses.

iii) For the award of a Postgraduate Certificate: 60 credits of taught courses.

4.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the dissertation or other substantial independent work is as specified in the relevant Programme Document.

5. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate’s curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the ‘University Fees and General Information for Students’ section in the University Calendar.

6. Assessment

6.1 For each academic session, assessment and reassessment are, insofar not modified by these regulations, governed by the Code of Assessment which is contained in the ‘University Fees and General Information for Students’ section of the University Calendar published for that session.

6.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate’s grade point average for the purposes of §7, §9 and §10³ unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:
a) on the date on which the first summative assessment for that course is to be submitted; or
b) on such other date as may be specified in the course document for that course.

7. Candidates for a Masters Degree: Progress

7.1 A candidate will be permitted to progress to preparation of the dissertation, or other substantial independent work required by the degree, only if he or she has obtained a grade point average\(^4\) of 12 (equivalent to C3) or above in the taught courses described in §4 with at least 75% of the credits at grade D3 or better and all credits at grade F or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation or other substantial independent work where it is judged\(^5\) that the candidate’s performance offers a reasonable prospect of that candidate’s reaching the standard required for the award of the Masters degree following any outstanding assessment opportunities (including reassessment and remedying incomplete assessment due to Good Cause).

7.2 A candidate who has commenced study midway through an academic session will be permitted to progress to preparation of the dissertation, or other substantial independent work, only if he or she has obtained a grade point average of 12 (equivalent to C3) or above in the taught courses assessed by the end of the session in which study was commenced, with at least 75% of the credits at grade D3 or better and all credits at grade F or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation or other substantial independent work where it is judged that the candidate’s performance offers a reasonable prospect of that candidate’s reaching the standard required for the award of the Masters degree following any outstanding opportunities (including reassessment and remedying incomplete assessment due to Good Cause).

7.3 A candidate may be required to commence work on the dissertation or other substantial work before the assessment of the taught courses referred to in §4 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §9.1, the candidate will not be eligible for the wards of the Masters degree, and the following will apply:

- If the dissertation or other substantial independent work has been submitted, it will be marked and a grade published.
- If the dissertation or other substantial independent work has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation or other substantial independent work is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

8. Reassessment of the Dissertation

8.1 Where a candidate requires a higher grade in the dissertation or other substantial independent work to satisfy the requirements set out in §9.1, reassessment of that dissertation or other substantial independent work will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or substantial independent work or to undertake further practical work.

8.2 Where at the time of publication of the grade achieved on the dissertation or other substantial work a candidate has exhausted all assessment opportunities on the taught courses referred to in §4 and has failed to satisfy the standard required in relation to the taught courses specified in §9.1 for the award of the degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

9. Requirements for the award of a Masters degree and rules for award of distinction and merit

9.1 A candidate will be eligible for the award of the degree on obtaining a grade point average of 12 (equivalent to C3) or above in the taught courses described in §4, with at least 75% of these credits at grade D3 or better, and all credits at grade F or above, and obtaining a grade D or better in the dissertation or other substantial independent work.

9.2 A candidate who has achieved at the first attempt a grade point average of 15 (equivalent to B3) or above for the taught courses and grade B3 or above for the dissertation or other substantial independent work will be eligible for the award with Merit. Where the grade point average for the taught courses falls within the range 14.1 and 14.9 the Board of Examiners shall have discretion to make the award with Merit. No discretion can be applied in relation to the grade required for the dissertation or other substantial independent work.

9.3 A candidate who has achieved at the first attempt a grade point average of 18 (equivalent to A5) or above for the taught courses and grade A5 or above for the dissertation or other substantial independent work will be eligible for the award with Distinction. Where the grade point average for the taught courses falls within the range 17.1 to 17.9 the Board of Examiners shall have the discretion to
make the award with Distinction. No discretion can be applied in relation to the grade required for the dissertation or other substantial independent work.

10. Requirements for the award of a Postgraduate Diploma or Postgraduate Certificate and rules for award of distinction and merit

10.1 The requirement for the award of a Postgraduate Diploma is a grade point average of 9 (equivalent to D3) in 120 credits, with not less than 80 of these credits at grade D or above.

10.2 The requirement for the award of a Postgraduate Certificate is a grade point average of 9 (equivalent to D3) in 60 credits, with not less than 40 of these credits at grade D or above.

10.3 These awards may be granted with Merit or Distinction according to the criteria specified in §9.2 and §9.3 above.

1 For programmes with a minimum period of study of three years, the maximum period within which candidates must complete the programme is six years from the date of initial registration. Where a candidate has progressed to study under §8 of the Generic Regulations for Postgraduate Certificates and Diplomas that candidate’s duration of study for the Masters degree shall be counted as the period since first registration for the Postgraduate Certificate or Diploma.

2 In compliance with the Scottish Credit and Qualification Framework a minimum component of the total credit must be gained from Masters level courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree, 90 credits for a Postgraduate Diploma, 40 credits for a Postgraduate Certificate.

3 Except for §10.2 and §10.3 where only 60 credits will be counted in the calculation of the grade point average for a Postgraduate Certificate, and any excess credit will be discarded in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

4 The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University’s Code of Assessment. The grade point average is calculated by taking the product of each course’s weight and the candidate’s grade points and dividing the sum of these products by the sum of the courses’ weights. The weights shall correspond to the courses’ credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34 (a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.

5 This judgment is normally made by the Board of Examiners or in cases where there is no scheduled meeting, the Convener of the Board of Examiners.
The Adam Smith Business School's Mission and Vision are consistent with the aspirations and ethos of the University and that of the legacy of Adam Smith. The ambition is to develop engaged, enlightened and enterprising graduates and to produce internationally-recognised research with an impact on society. Vision

As a research-led and professionally focused business school, the Adam Smith Business School aspires to be world changing.

We will:
- Position ourselves among a group of leading international business schools.
- Mobilise our relationships in a thriving, world-renowned university and city, pursuing global ambitions through our programmes in research and teaching and in partnership with our corporate connections and a small number of well-aligned schools
- Enhance the professional credentials of our colleagues and students.

**Mission statement**

Our mission is to sustain and foster a place of outstanding quality where we bring together inspiring people for the purposes of research, learning and teaching, and engaging with corporate and policy connections, with impact locally and globally.

**Values**

In contributing to the University of Glasgow's strategy, 'Inspiring People, Changing the World', the Adam Smith Business School embraces the values of being passionate, professional and progressive in supporting the School's organisation, development and culture globally.

We are:
- Passionate in fostering our creativity and curiosity in research alongside our commitment to sharing knowledge and engaging with our students, alumni, research partners, and corporate and policy connections.
• Professional and enterprising as we identify and address vital questions of public policy and interest, business practice, and corporate organizing, pursuing these with a sense of citizenship and a commitment to supporting talent and potential regardless of background.
• Progressive and enlightened in furthering the principles of ethics, responsibility and sustainability, and contributing to societal understandings of these as we work with students, colleagues and stakeholders.

Adam Smith’s legacy underpins our values, reflected in him founding modern economics and writing holistically about society and human interaction. Resonating with Smith, we promote and reflect upon our values in being engaging, enterprising and enlightening.
ATTENDANCE AND ENGAGEMENT

Attendance Monitoring
The Master’s degree is full-time for 12 months and students are required, unless otherwise authorised, to be in Glasgow for the full duration of the degree. The time between the end of teaching and examinations, in April/May, through to submission of the dissertation in August/September is not an extended vacation period and students are required to remain on campus preparing their dissertation and engaging in relevant personal development activities.

Student may be absent as follows:

1. **Permission to complete dissertation away from Glasgow**
   An approved absence of more than 15 working days, which must be approved by your programme convenor and dissertation supervisor if you require to collect primary data in another location or there are other academic reasons that you require to leave Glasgow for an extended period.

2. **“Summer Leave”**
   An approved vacation period of between 6 – 15 working days (Monday – Friday, weekends are not included).

3. **Confirmation to end Sponsorship**
   Wishing to return to home country to complete dissertation, without permission, and not returning to Glasgow:

   [http://www.gla.ac.uk/schools/business/students/tier4attendancemonitoring/](http://www.gla.ac.uk/schools/business/students/tier4attendancemonitoring/)

The School will undertake periodic monitoring of attendance at lectures, tutorials, workshops, dissertation supervision sessions, examinations, and coursework submissions. These checks are designed to ensure students are engaging appropriately in their studies and will enable us to provide any additional support which may be required.

**Important information for international students**
If you are studying on a Tier 4 (student) visa, satisfactory attendance at classes and submission of coursework form part of your visa conditions. The University of Glasgow is obliged by the Home Office to keep a record of your attendance and engagement, which is done via a series of 8 contact points throughout semesters 1 and 2. Contact points will include attendance at classes and exams,
submission of coursework and attendance at meetings with your dissertation supervisor during the summer months.
Please ensure you reply to any emails received from Business-pgt-tier4-attendance@gla.ac.uk

**Placements**

Please note students on programme related placements/projects will be expected to attend the Placement Provider as per the schedule of attendance agreed by both the degree programme and the Provider. The Placement Provider will monitor attendance and notify the School of any absences.
COMMUNICATION CHANNELS

Ensuring an excellent student experience is one of the strategic aims of the ASBS. A major part of that experience relates to how we communicate to and with our students. Below is a variety of the ways in which we will communicate with you.

Our communication with you will mainly be via email and we will use your University email address for this purpose. The form of the student email address is as follows, 0000000A@student.gla.ac.uk (0000000 is your student number and (A) is the first letter of your surname, there are no spaces within the address and there is no full stop at the end).

If you have a private email address then you should organise to forward emails to your Glasgow University student webmail account. We expect you to frequently check your email.

Such communications are important and will deal with matters such as: examination information, non-submission of assignments, availability of assessment results, dates and times of Staff Student Liaison Committee meetings, changes to lectures/tutorial/lab schedules, progression requirements, social events and opportunities to network.

For your information, other forms of useful communication we will use:

- Moodle – Virtual Learning Environment: https://moodle2.gla.ac.uk/
- Adam Smith Business School website: http://www.gla.ac.uk/schools/business/
- Telephone
- Mobile phone text service
- Follow us on our social media sites: Facebook, twitter

The following generic email addresses have been set-up to communicate with you and you should pay particular attention to emails from these addresses:

- Attendance Monitoring: Business-pgt-tier4-attendance@glasgow.ac.uk
- Social events: Business-pgevents@glasgow.ac.uk
- Graduate Award: business-graduate-award@glasgow.ac.uk

You may contact your Programmes Administrator in person, by email or by telephone. While you will find that School Reception staff can answer many questions, you can meet with your Programmes Administrator by appointment or by asking to see them at Reception. If you wish to speak to them in private, we have drop-in rooms located within the Reception area for this purpose. Please do not hesitate to contact your Programmes Administrator if you need help.
**Student Records**

MyCampus is the online student information system, it allows students and staff to view and update student records, you must use MyCampus to register (academically and financially) and enrol in courses. For full details, visit: [www.glasgow.ac.uk/students/myglasgow](http://www.glasgow.ac.uk/students/myglasgow).

MyCampus allows you to manage your personal, academic and financial information online. All students are required to register on MyCampus before the start of the academic year. Registration will guide you through entering or validating your personal information: address (including term address), telephone numbers, emergency contacts etc, paying your fees (by entering your sponsor number, paying in full or by signing up to a direct debit) and then proceed to enrolment in classes. Throughout the year you will access MyCampus to see your class and exam timetable, record any absences, amend class enrolments or check assignments and grades.

Access MyCampus through the student portal, MyGlasgow, from the current student’s webpage or direct at [www.glasgow.ac.uk/students/myglasgow](http://www.glasgow.ac.uk/students/myglasgow), or from the link in the foot of most University webpages. Login to MyGlasgow using your Glasgow Unique Identifier (GUID) and password.

**Reception**

Location: Adam Smith Business School Reception
Gilbert Scott Building
Level 2, Administration Suite
G12 8QQ

Tel: 0141 330 3993
Fax: 0141 330 4939
Email: [business-school@glasgow.ac.uk](mailto:business-school@glasgow.ac.uk)

Opening Hours: Monday – Friday, 08:45 am – 16:00 pm

Please note the Adam Smith Business School is **not** located within the Adam Smith Building.
ASSISTANCE AND SUPPORT

Student Services Enquiry Team
The Student Services Enquiry Team is located on Level 2 of the Fraser Building and is the first point of contact for all Student Services, including Finance, Registry, and the Recruitment and International Office. Staff are happy to help with various enquiries, such as:

- Council tax
- Student ID cards
- Careers Adviser appointments
- International Adviser appointments
- Tuition fees
- Sport and Recreation membership

Further information can be found at: http://www.gla.ac.uk/students/sset/

Student Representative Council (SRC)
The Student Representative Council (SRC) represents students on virtually every University committee. In addition, its Advice Centre offers information and representation services to all students. Further information can be found at:
http://www.gla.ac.uk/services/studentsrepresentativ council/

International Student Support – University
The International Student Support team provide a dedicated advisory service for international students on non-academic matters such as immigration, employment, finance and any other concerns. They offer support to all visiting students and their families and can be contacted via the Student Services Enquiry Team: http://www.gla.ac.uk/international/support/.

Health
All students should register with a General Practitioner (Doctor). There is a General Practitioner practice on campus, the Barclay Medical Practice, based in the Fraser Building. A list of other General Practitioner practices can be found on the NHS Scotland website, www.show.scot.nhs.uk.

Disability Service
Students can register their disability and associated needs with the University's Disability Service. The Disability Service arranges for students' needs to be assessed. This information is then circulated as appropriate to the relevant School disability contacts in order that the School can meet
your needs in relation to teaching and assessment. Further information can be found at:
http://www.gla.ac.uk/services/disability/

Disability advisers are available as the first point of contact for any student or potential student who
has a disability or specific learning difficulty. They can offer a range of provisions and specialist support to:

- Any registered student of the University with a disability.
- Any potential student of the University with a disability.
- Any parent or representative of this group.

Disability - Liaison with academic subjects
The Disability Service works closely and successfully with academic subjects to support disabled
students. Each School has a Disability Co-ordinator responsible for addressing and promoting the
needs of disabled students within the school. Please contact the School Disability Co-ordinator for
further information.

Marylise Tate (0141 330 3723, email marylise.tate@glasgow.ac.uk) is the School Disability Co-ordinator.

Sport and Recreation
Sport and Recreation services are delivered in partnership by the Sport and Recreation Service (SRS) and Glasgow University Sports Association (GUSA).

Sport and Recreation have excellent indoor and outdoor facilities complimented by extensive list of
services and exclusive membership benefits. The service helps to develop your health, fitness and
encourage members to learn new sporting activities. Further information can be found at:
http://www.gla.ac.uk/services/sport/

Bookshop
John Smith & Sons is the University Education bookshop which is located on campus within the
Fraser Building. For further information please visit: http://www.johnsmith.co.uk/studentstore

Students within the School are allocated a pre-paid E-Card (Enlighten) which is intended for the
purchase of the majority of your core texts, further information will be distributed at the school
induction session.
**Enlighten Card**

The Enlighten Card has been specifically designed for students of the Adam Smith Business School. It provides funds specifically for student learning and can be used to buy some of the recommended text books that are listed for your programme in the John Smith Bookshop. The bookshop is located at the heart of our University Campus in the Fraser Building.

Each student will be able to collect their own personal Enlighten Card from a collection point as soon as they have their student card. These will then be validated and you will be ready to choose your text books.

“There is demonstrable evidence that students who purchase the books recommended by their lecturers are more likely to succeed at University and to qualify with a better degree at the end of their studies.” John Smith Website (2014)

**Careers and Employability**

The Adam Smith Business School has a wide range of support to help you with your future career planning and to develop your employability skills during your Postgraduate degree. The school has two dedicated Careers Managers, Gail McGuigan and David Levinson, who provide high quality careers guidance and education for students of the School. Working alongside the University Careers Service, they provide support to you throughout your degree and up to 2 years after you graduate. Students are also supported in their development of their employability skills during their degree by the COSS employability team led by Dickon Copsey. A summary of the support is offered below.

**Glasgow Careers**

[http://www.gla.ac.uk/careers/login](http://www.gla.ac.uk/careers/login)

Log On to Glasgow Careers to connect with the Careers Service. It is your one stop shop for booking events, searching for vacancies, applying for internship hub posts and arranging a guidance appointment with a Careers or Enterprise Manager. Login with your GUID and password.

**Careers Guidance Appointments**

An appointment with a Careers Manager can help you with planning your career, developing your CV/applications and your interview techniques. Appointments are confidential and tailored to your need and can be booked online;

- **Quick Queries** – 15 minutes, released daily at 9am.
- **CV Checking** – 30 minute, group guidance session.
- **Career Coaching (ASBS)** – 20 minutes, booked in advance, exclusive to ASBS students.
- **Mock Interviews** – 40 minutes, subject to availability (must be arranged with Careers Manager)
Vacancies
Looking for a part-time job, an internship or a graduate post? The Careers Service posts new jobs daily to our vacancy system. You also have access to the internship hub which sources internships exclusively for students at the University.

Events
Throughout the year, we host a range of events to help you to develop your employability skills and plan your career. We welcome many employers on campus who attend our careers fairs, hold information stalls and deliver workshops. Employers on campus last year included: PWC, RBS, Morgan Stanley and The Civil Service.

Extra-Curricular Careers and Employability Programmes

Career Accelerator Certificate (Online)
The Career Accelerator Certificate (CAC) is a career development programme aimed exclusively at PGT students in the Adam Smith Business School as part of the School's Graduate Award. The certificate runs in the first semester and will help you develop the key career management skills required to succeed in the graduate jobs market, regardless of whether you are seeking to find employment in the UK or elsewhere after graduation. Led by the School's dedicated Careers Manager, the CAC is an online, interactive programme with optional classes that you can register to attend. This flexible approach allows you to fit career learning around your workload. Taking part in the CAC will help you to develop your own self-awareness, become more aware of the opportunities available to you and develop your knowledge of how to market yourself to employers.

Visit [http://www.gla.ac.uk/schools/business/students/postgraduate/graduateaward/](http://www.gla.ac.uk/schools/business/students/postgraduate/graduateaward/) for more information.

Graduate Skills Programme (COSS Employability)
The Graduate Skills Programme (GSP) is the College of Social Sciences' Employability Award. It has been designed to help undergraduate and postgraduate taught students in the College make the most of their time at university and enhance their transferable and employability skills. If you sign up to GSP you will be supported to reflect on and enhance the transferable skills you are developing through your academic studies, extra-curricular activities and your work-related experiences. All GSP participants who successfully complete employability ePortfolios receive GSP certificates and awards. GSP is sponsored and supported by key graduate employers (including EY and Morgan Stanley). Sign up now at [www.glasgow.ac.uk/gsp](http://www.glasgow.ac.uk/gsp)
Professional Skills Programme (formerly known as GPMP) (COSS Employability)

PSP is an Institute of Leadership and Management certificated 4 day programme for undergraduate students within the Adam Smith Business School that offers a practical, scenario-based approach to themes of management, leadership, marketing yourself, and the day-to-day realities of working in an organisation. Places are limited and students are selected on application to the programme on the basis of their engagement with their own personal and professional development over their degree so far. All undergraduate students will be emailed and invited to apply as dates are confirmed. For further information, please access http://www.gla.ac.uk/colleges/socialsciences/info/students/employability/programmes/gpmp/

Links to useful employability and careers resources

To ensure you are kept up to date with all employability events and opportunities across the University and College you should regularly check the following online resources:

- **Careers Service** – [http://www.gla.ac.uk/careers](http://www.gla.ac.uk/careers)
  Packed full of information, advice and guidance to help you with your career planning.

- **Careers Alumni Network** – [http://www.gla.ac.uk/services/careers/guidance/alumni/](http://www.gla.ac.uk/services/careers/guidance/alumni/)
  Ready to explore life beyond graduation? Connect online and in person with former students for inspiration and practical help at every stage of your career journey.

- **College of Social Sciences Employability** - [http://www.gla.ac.uk/cossemployability/](http://www.gla.ac.uk/cossemployability/)
  Designed to provide you with information on COSS employability events, students, and skills and workplace readiness programmes.

- **PGT Student Experience** - [http://www.gla.ac.uk/schools/business/students/postgraduate/](http://www.gla.ac.uk/schools/business/students/postgraduate/)
  Information from the business school and events including details on the Graduate Award.

Find us on Social Media

- **Careers Service Social Media** - @UofGCareers

- **The Internship Hub** - @UofGinternships

- **College of Social Sciences Employability Social Media** - @CossEmploy

- **Adam Smith Business School** - @UofGAsbs
International Student Learning Officer – College of Social Sciences

Dr Gayle Pringle Barnes is the International Student Learning Officer for the College and School. She can advise you on academic and English language skills. You can contact Gayle via email at Gayle.PringleBarnes@glasgow.ac.uk.

Gayle runs ‘Developing Your Academic Writing’, short courses covering key areas, including:

- assignment and dissertation writing
- critical analysis
- using source materials
- communicating clearly with your reader

You will have the opportunity to receive feedback on your writing during these courses.

Find out more at: http://www.gla.ac.uk/colleges/socialsciences/students/international/developingyouracademicwriting/

Learning Enhancement and Academic Development Service (LEADS)

glasgow.ac.uk/leads/students

The Learning Enhancement and Academic Development Service (LEADS) provides advice on learning development, academic writing and research, and maths and stats to help you achieve your full potential. They run classes and offer appointments on how you might develop your approach to learning and writing.

The classes cover topics such as:

- how to write postgraduate level essays
- advanced academic writing
- argumentation and being critical
- effective group work and presentations
- conducting dissertation research
- writing dissertations

There are dedicated Maths and Stats Advisers, as well as dedicated International Writing Advisers who work with all International students in the development of writing. In addition, LEADS offers confidential 1:1 meetings where you can discuss any element of University work. These meetings are scheduled via your MyGlasgow login under ‘upcoming appointments’.
Whether new to the University or an experienced student, LEADS is here to help you along every step on the academic road to a successful degree.

**English as a Foreign Language (EFL) Unit**

For international students, an additional source of support is the EFL Unit; it offers In-Sessional English and Study Skills courses (registration is essential, and a fee payment is required for some courses). Registration begins in September, further information can be found at: [www.glasgow.ac.uk/services/languagecentre/](http://www.glasgow.ac.uk/services/languagecentre/)

**Library**

Dr Kay Munro and Ms Lynn Irvine are the College Librarians for the Business School. Kay and Lynn are very happy to help with any library or information enquiry you might have. So if you want to know more about the Library's services, or need help with finding information please feel free to contact us at any time at library-socialsciences@glasgow.ac.uk

There are Business School Library pages, with information specific to your subject as well as information on the Library Knowledge Base and Moodle

Students can also find further specific School Library information in Appendix B

The Library web pages ([www.glasgow.ac.uk/library](http://www.glasgow.ac.uk/library)) are a good place to start learning more about our provision.

**Student Counselling and Advisory Service**

The Student Counselling and Advisory Service forms one part of the student support network and is available to registered students for whom no alternative College resource exists. It also provides a consultation service for others who contact the service because they feel concerned about a particular student. This can include University staff, parents and friends. Counselling is their primary means of helping students and the service is the main source of professional counselling on campus. Further information can be found at: [http://www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/).

**Mental Health Advisor (Mandarin Speaker)**

Hongmei Sharp is the Mental Health Advisor. She is also a Mandarin speaker. Hongmei provides students' well-being support, particularly focusing on Chinese international students.

Hongmei supports students individually and runs a series of workshops for mandarin speakers. The workshops are:

- Understanding UK culture-how to live and study in the UK
• Coping with academic stress
• Improving low self-esteem and confidence

Hongmei can be contacted via telephone: 01413004528, email HongmeiRose.Sharp@glasgow.ac.uk or via the Student Health & Wellbeing Moodle 2 page which is located on the main landing page for the Business School or you can make an appointment with Hongmei online
https://sharepoint.gla.ac.uk/_layouts/AppointmentService/FastBook.aspx?MeetingTypId=64

**SRC Nightline - 0141 334 9516**

Nightline is a confidential, non-judgemental information and listening service run by the SRC. There are times when being at University can be a stressful business, and the service provides a friendly ear to talk to and a quick and discreet source of information. Any student can call Nightline between the hours of 7 pm – 7 am every night of the week during term time. As well as the opportunity to talk to someone in confidence, the service provides information such as exam time-tables, phone numbers for taxis, clinics and details on other campus support services and specialist helplines.

Email: asknightline@src.gla.ac.uk

**The Chaplaincy**

The University Chaplaincy is a resource for people of all faith communities and those of none, and can be found in the West Quadrangle, adjacent to the University Chapel. Further information can be found at: http://www.gla.ac.uk/services/chaplaincy/

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**Chaplain to the University**

Reverend Stuart D MacQuarrie
Telephone: +44 (0) 141 330 4160
Mobile: +44 (0) 776 495 9688
Email: chaplain@glasgow.ac.uk

**Roman Catholic Chaplain**

Father Ross Campbell
Telephone: +44 (0) 141 339 4315
Email: RCchaplaincy@glasgow.ac.uk
Website: www.glasgow.ac.uk/catholicchaplaincy
ASSESSMENT INFORMATION

Absence or Incomplete Assessment
The University’s absence policy applies to all postgraduate taught students and you are required to report any absence resulting in you missing:

- Compulsory labs, lectures or tutorials
- Assignment deadlines or examinations
- Seven consecutive working days during term / semester time
- Any other School requirements for the award of credit (e.g. a minimum level of attendance at tutorials or lectures). Check with your course handbook or Course Coordinator for details.

A significant absence is any that fulfils the reporting criteria and cannot be compensated through alternative arrangements such as attending a repeat of tutorial at a later date.

Information about attendance requirements are provided in course documentation. If you are absent for more than seven days from classes, or fail to attend an exam/submit an assignment, you must complete an absence report and upload supporting documentary evidence on MyCampus. It is important that you follow this policy to ensure absences are treated appropriately and in accordance with the regulations. Full details can be found online at http://www.gla.ac.uk/services/senateoffice/policies/studentsupport/absencepolicy/

Acceptance by School staff must be understood as provisional: the final decision rests with the independent Board of Examiners.

Further information on the Student absence Policy can be found at http://www.gla.ac.uk/media/media_129312_en.pdf and http://www.gla.ac.uk/media/media_129313_en.pdf

Academic Appeals
Finding yourself in an academic situation with which you are unhappy can be upsetting and confusing. The following information has been put together by the SRC to help you to decide whether the Code of Procedure for Appeals may help you towards a solution.

This information should be read together with the following websites:

http://www.gla.ac.uk/services/senateoffice/studentcodes/students/academicappeals/

www.glasgowstudent.net/advice
If you are unsure how to proceed then seek advice from the SRC.

**Can I appeal?**

There are only three grounds for appeal:

- unfair or defective procedure
- a failure to take into account of medical or other adverse personal circumstances
- relevant medical or other adverse personal circumstances which for good reason have not previously been presented

You cannot appeal on the basis of disliking the awarded grade.

The University expects you to have disclosed any medical or other problems to your School at the time of occurrence. So if you did not do this, you will need to explain why if you later appeal.

You need to have grounds for appealing (see above), be able to present your case, and show supporting evidence. Please note that you cannot have a grade changed simply because of illness or other adverse personal circumstances – you still have to show that you are capable of performing to the required standard.

**Should I resolve this informally?**

Before submitting an appeal you should consult your Adviser of Studies, Supervisor, Course Leader or School/College Administrator for advice and to explore whether there is a possible resolution without proceeding to a formal appeal.

**How do I appeal?**

If you are considering appealing against your final award, you should be aware that if you graduate you are deemed to have accepted the award; if you wish to appeal you must therefore withdraw from graduation.

The first stage of the Appeals Procedure is to appeal to the College Appeals Committee. You must submit a letter intimating your intention to appeal within 10 working days of publication of the decision. This should be submitted to the College’s Head of Academic and Student Administration.

You will then have a further 20 working days to submit your full grounds for appeal and any necessary supporting documentation.
What evidence do I need?
The evidence you require will depend on the circumstances of your case. Typically, this would be a letter of support from your GP, counsellor, parents, flatmates, people on your course, or anyone else who can confirm that what you are saying in your appeal is true.

What happens to my letter?
Once you have submitted your full appeal letter, the College Appeals Committee will ask your school for further information before making a decision. As most appeals are dealt with without a formal hearing it is important that you submit a comprehensive appeal letter and plenty of supporting evidence.

What can the Appeals Committee do?
The College Appeals Committee will consider your grounds for appeal and will take account of a response from the School/Subject Area. The Committee may dismiss your appeal, uphold it or refer your case back to the Board of Examiners/Progress Committee for further consideration.

What if I'm not happy with the result?
There are further rights of appeal, but only on very limited grounds - check the University Calendar or speak with the SRC Advice Centre.

Assessment
For the duration of your programme/studies students are assessed on a course-by-course basis. The two primary components of assessment are continuous assessment, (assessment of performance in exercises or essays completed during a course), and formal examination. The degree to which each component of assessment is employed depends on the course. Detailed assessment methods are included in the appropriate course outlines.

Assignment Scheduling
Lecturers will describe the nature of the assignment/s to be undertaken within their theme or subject area, the specification of the assignment, the suggested length of the assignment and the assignment weighting. The set dates and submission times for assignments for all courses will be available via Moodle.

Assignment Submission
Information about how to submit coursework and the deadlines for this will be provided by your Programmes Administrator. This information is supplied at the beginning of the course so you should have plenty of time to plan your work and meet the deadline comfortably. You must submit your assignment through Urkund (Plagiarism Checking Software) before the submission deadline.
Attached to the hard copy should be a Barcoded Front Cover Sheet which can be found on the relevant Moodle page. Further details will be provided by your Programmes Administrator.

Assignments should not be handed directly to the lecturer. Assignments must be handed in via the assessment centre in the School Administration Suite on or before the specified submission date. The only permissible reasons for an extension to the required date will be on certified medical or compassionate grounds. Those failing to submit their assignments by the due date will receive an email requesting an immediate explanation. If no response is forthcoming then penalties will apply according to the scale laid out overleaf.

Assessment Centre
The Assessment Centre is located within the Adam Smith Business School Reception, level 2. Post boxes will be labelled with your submission details and course name. You will be informed by your Programmes Administrator of the date and location for submissions if out with; this is likely to be from 09.00 - 12.00 hrs unless otherwise stated. You should ensure you leave enough time to allow for unexpected delays. If submitting early, please do so through the Early Submissions box available.

Assignment word limits
Students who exceed the word count by over 10%, with infringements of between 11% and 25% shall receive a penalty of one grade band deduction. Exceeding the 25% cut off would require a student to resubmit with the maximum possible award being limited to a C3. The word count does not include a bibliography or appendices.

Award of Credit
The Minimum Requirement for the Award of Credits [from the University Calendar]:
16.40 a) References are made throughout §16.41 - §16.44 of these regulations to a candidate’s failure to meet fully the submission requirements for his/her assessment in the absence of good cause. The means by which good cause may be determined and the provisions made in circumstances where good cause is established are addressed in §16.45 - §16.53.

b) Absence from up to 25% of any specified monitored attendance of classes shall not be deemed to be a breach of the minimum requirements for credit as set out in §16.41 where such absence is deemed to be due to illness or other adverse personal circumstances, except where otherwise specified in course or programme documentation.

16.41 Except as modified by §16.44, the minimum requirement for the award of credits for a course is the submission of at least 75% by weight of the course’s summative assessment (including any examinations). Schools or Research Institutes may specify further requirements such as monitored attendance at classes and examinations. All such requirements shall be specified by the School or
Research Institute concerned, and given to students in writing at the beginning of the course. Where
the scheme of assessment for a course permits resits or reassessment, requirements involving
submission of assessments or attendance at examinations must be fulfilled by the end of the
academic year in which the course is taken subject to an exception in cases where a student misses
an assessment with good cause.

(12) The College Board of Studies may authorise the setting of a higher percentage of submission in which event that higher
percentage must be clearly set out in the School Instructions issued to all students enrolled in the course.

Postgraduate Taught Courses
16.42 For undergraduate non-honours courses and postgraduate taught courses, the following
procedure shall be adopted. If, in the absence of good cause, a candidate fails to submit at least
75%\(^{12}\) by weight of the course’s summative assessment (including any examinations) by the end of
the first assessment diet or fails to comply with other requirements specified in writing by the School
or Research Institute, and an opportunity exists to redress this situation by the end of the academic
year in which the course is taken, the initial outcome shall be Credit Withheld and no grade shall be
calculated. Thereafter:

a) Where a candidate has submitted at least 75%\(^{12}\) by weight of the course’s summative
assessment (including any examinations) and/or has complied with the outstanding
requirements for the award of credit by the end of the academic year in which the course is
taken, the outcome following reassessment will be calculated in accordance with the scheme
of assessment described in the School or Research Institute Instructions.

b) Where a candidate has not submitted at least 75%\(^{12}\) by weight of the course’s summative
assessment (including any examinations) and/or has failed to comply with the outstanding
requirements for the award of credit by the end of the academic year in which the course is
taken, no grade shall be calculated and the outcome shall be Credit Refused for that course.

16.43 Where, in the absence of good cause, a candidate has failed to comply with any mandatory
requirement for the award of credit and this cannot be remedied by the end of the academic year in
which the course is taken, no grade shall be calculated and the outcome shall be Credit Refused for
that course.

Ethical Issues
If undertaking research work which involves collecting data from individuals and/or companies, you
will be required to follow policies and principles of ethical behaviour as specified in the Moodle pages
of the School. Further information can be found at:
http://www.gla.ac.uk/colleges/socialsciences/students/ethics/
**Examination Timetabling**

The exam timetable is published by Registry. It is very important that you take note of the date, time and venue of the exam. The details will be published on the School Moodle pages as well as the Registry website. **Please note:** Exams can be scheduled any day within the semester and may occur in the early evening or on a Saturday. Also; “In scheduling examinations, the Registry shall take reasonable steps to ensure that no candidate is normally required to sit more than three examinations in two days and shall avoid, as far as possible, a candidate sitting a morning examination the day after an evening examination.” For further information regarding exam timetables, please visit: [http://www.gla.ac.uk/services/registry/support/exams/](http://www.gla.ac.uk/services/registry/support/exams/)

Consideration in examination timetabling requirements will be given to requests from students whose **religious observance** may result in absence on certain week days or at weekends, or at other times, but only if such requests are made early around the time of class enrolment. Later requests, especially if made after examination timetables have been published, may not be granted. Please contact Registry directly with any requests in advance.

On occasion it has been necessary at short notice to cancel examinations, for example, due to adverse weather at the December diet exams have been moved to the first week in Semester 2. As students are expected and required to be available throughout the Semester any who fail to attend a rescheduled examination will be offered the August diet – **BUT NOTE** – this will be considered as a second sitting. Good Cause cases cannot be submitted on the basis of pre-arranged travel leading to a later return to the University.

In circumstances where you are **unable to attend an examination** you should inform the relevant Course Co-ordinator(s) of the situation as soon as possible and follow this up by completion of an absence report on MyCampus. You should ensure that you collect any documentation that you deem necessary to support your absence and upload this documentation into MyCampus, within 7 days of your return to the University. All significant absences will be considered by the relevant board of examiners and the regulations on "Incomplete assessment resulting from “Good Cause” will be applied.

**Exam and Assignment Results Notification**

Marks are notified to students only after they have been confirmed and verified by External Examiners at the formal Exam Boards. After marks have been confirmed they will be reported on “My Campus” via Registry. You will be informed of your assignment and exam results as follows:

- Feedback will be communicated through Moodle, further information will be provide by your programme administrator
• An automated email will be issued to your student email account from MyCampus with your exam results as they become available. Results will also be published on MyCampus.

Please note that at no time will assignment or exam marks be given out to you over the telephone or via e-mail.

The School holds 3 Examination Boards throughout the academic year:

• January
• June
• November

Further details of the dates will be confirmed in due course by your Programmes Administrator.

If you require an Examination Board to consider any “Good Cause” or “medical circumstances”, students must submit documentation via MyCampus to the programme administrator in advance of the Examination Board for consideration.

**Extensions**

If circumstances beyond your control (excluding IT problems) prevent you from submitting your coursework on time, you may request an extension of up to three working days or for penalties for up to three working days to be waived. Penalties will only be waived if the circumstances prevented you from requesting an extension before the deadline.

If this situation applies to you, please contact the Programmes Administrator for your course(s).

Longer extensions may be granted and late submission penalties may be waived in accordance with University regulations governing Good Cause (medical or difficult personal circumstances). These requests must be detailed on MyCampus, and supported by appropriate evidence for consideration by the Head of School (or delegated authority) or the Board of Examiners. They must be submitted within 7 days of the deadline unless the reasons for submitting late also prevent timely reporting. You must also follow the relevant procedures outlined in the Student Absence Policy. If your Good Cause claim is not accepted, late submission penalties will apply.

If this situation applies to you, please contact the Programmes Administrator for your course(s).
Marking procedures

Marking is conducted anonymously, therefore, you should provide only your student number (not your name) when submitting coursework, completing the information on exam script sheets and naming files for uploading to Urkund via Moodle.

Assessment is marked and then second-marked or moderated to ensure consistency. A further sample of assessment is reviewed by one of the School's External Examiners. External Examiners, normally a member of academic staff at another University, are appointed by Senate to objectively assess marking standards.

Grades for courses are finalised by Boards of Examiners, which review grades and consider any circumstances and evidence presented by students who believe that they under-performed in assessment and/or were unable to complete it because of health or personal problems. Normally, an internal examiners' meeting, attended by members of staff and any other markers, is followed by a Board of Examiners' meeting, which is attended by External Examiners. The Board of Examiners is responsible for confirming course grades.

Late Submission Penalties

Coursework submitted late without Good Cause (i.e. not accompanied by an acceptable medical certificate, note from adviser of studies or prior negotiated reason with the academic coordinator) will be penalised as follows*:

- One working day, 2 secondary bands
- Two working days, 2 further secondary bands
- Three working days, 2 further secondary bands
- Four working days, 2 further secondary bands
- Five working days, 2 further secondary bands

Practical example:

| On time grade | = B1 |
| 1 working day late grade | = B3 |
| 2 days late grade | = C2 |
| 3 days late grade | = D1 |
| 4 days late grade | = D3 |
| 5 days late grade | = E2 |

*all essay submission are to be submitted before the close of business at 4pm
WORK SUBMITTED MORE THAN FIVE WORKING DAYS AFTER THE DEADLINE WILL BE AWARDED GRADE H

Sub-components of coursework are subject to penalties for late submission in the same manner as full coursework components – essentially a two secondary band deduction per day with a cut-off at five days after which the submission will receive a grade H. In cases where sub-components are marked in percentages, an equivalent reduction of 10% per day should be applied, with a cut-off at five days following which the grade awarded will be zero.

For more information on what qualifies as Good Cause please see link below:

Guidance for Students on Reporting Good Cause [http://www.gla.ac.uk/media/media_420013_en.pdf](http://www.gla.ac.uk/media/media_420013_en.pdf)

Student Absence Policy [http://www.gla.ac.uk/media/media_129312_en.pdf](http://www.gla.ac.uk/media/media_129312_en.pdf)

**Prizes**

We award course prizes at all levels of our degree programmes. These prizes are funded both by the Adam Smith Business School and external benefactors and organisations and highlight our commitment to encouraging academic excellence. Information about prizes can be found in course documentation and online at [http://www.gla.ac.uk/services/senateoffice/prizesand Scholarships/collegeofsocialsciences/](http://www.gla.ac.uk/services/senateoffice/prizesand Scholarships/collegeofsocialsciences/)
**Marking Scheme – Code of Assessment**

In the interest of fairness assessment is marked and then second-marked or moderated and sampled by External Examiners. The following marking scheme applies to all postgraduate programmes/courses in the University; this table offers descriptors indicating the quality of work marked at different points on the scale. Further information and guidance can be found in Appendix B and at: [http://www.gla.ac.uk/services/senateoffice/policies/assessment/](http://www.gla.ac.uk/services/senateoffice/policies/assessment/)

**Schedule A**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GLOSS</th>
<th>BAND*</th>
<th>SCORE</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>C1</td>
<td>14</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory†</td>
<td>D1</td>
<td>11</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td>F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<td>G1</td>
<td>2</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td>CR</td>
<td>0</td>
<td>Failure to comply, in the absence of Good Cause, with the published requirements of the course or programme; and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>

* The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.
† This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Postgraduate students should be aware, however, that an average of at least Grade C in taught courses is required for progress to the dissertation at masters level, and students should consult the appropriate degree regulations and course handbooks for the grade they may require to progress to specific awards.
**Plagiarism**
Credit must be given, and reference must be made to concepts and ideas of authors of papers, including publications on the internet. Although you may interpret these ideas and concepts, you should not just repeat them verbatim, as this would be treated as ‘Plagiarism’. Plagiarism is a serious offence in any academic institution, and the consequences to individuals who are found guilty of it reflect this fact. The University policy on dealing with plagiarism is available on the University web pages: [http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/](http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/)

**Urkund plagiarism avoidance and detection software**
The University of Glasgow has introduced Urkund in a supportive and educative way. Urkund is intended to support students in their avoidance of plagiarism and to support staff in their detection and prevention of it.

You will be asked to submit your work to Urkund where it will be compared to billions of current and archived web pages, published journal articles, papers, books and to work submitted by other students. Following this initial submission you will be able to look at the Originality Report produced by Urkund showing where similarities to other work have been detected. Urkund does not state whether plagiarism has or has not occurred; it merely highlights where your work is very similar to material already stored in its databases.

Following your first submission you can amend your own work if you need to and resubmit it to Urkund in order to gain more feedback from a revised Originality Report. Further guidance on how to register for the service, submit your work and interpret the Originality report will be made available on Moodle.

As postgraduate students, you may believe that you already have a good understanding of plagiarism based on your learning from your undergraduate degree. However, experience has shown us that these assumptions are too often proved wrong and, as such, it is important that you take steps to ensure your understanding and do not plagiarise your assessed work – whether in coursework or exams.
Understanding and definitions
The first step to avoiding plagiarism is to understand what it is.

The University Plagiarism Statement can be found at
http://www.gla.ac.uk/services/senateoffice/studentcodes/staff/plagiarism/plagiarismstatement/. It defines plagiarism as follows:

The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism.

In addition, 'special cases of plagiarism can arise from a student using his or her own previous work (termed auto-plagiarism or self-plagiarism). Auto-plagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.'
(UniversityCalendar2017/18,Gen.58,paragraph32.2).

In order to avoid auto-plagiarism, you should not use the same work for two different pieces of assessment nor should you draw heavily on coursework in your dissertation. In the case of the latter, you can use the same data - statistics for instance - where it is relevant and possibly unavoidable and cite the original sources. If you would like to repeat conclusions you reached or views/opinions you expressed in previous work and these are brief, you can quote yourself and cite the coursework as the source. For instance, I previously argued "..." (Financial Markets and Asset Pricing essay, December 2009) - and include the essay in your bibliography.

If in any doubt, check with your course coordinator, tutor or supervisor that there is not an inappropriate level of overlap between work that you are presenting for assessment.

Plagiarism quiz
To check your understanding, Indiana University hosts a useful quiz that asks you whether examples of text are plagiarised and why - www.indiana.edu/~istd/plagiarism_test.html. We strongly recommend that you take the test. Hopefully, your results will show that you have a good understanding but, if
not, don’t be concerned as support can be provided to help you develop your writing skills but you must take action to receive assistance.

Common errors
Experience has shown us that students most regularly plagiarise their work unintentionally and in the following ways:

- Copying text from the source without using quotation marks and/or not citing the source in the text.
- Paraphrasing text by changing only some words from the original so that the text includes several phrases/sentences that are copied word-for-word yet does not have quotation marks.
- Paraphrasing/summarising material but not providing a citation – if you are not expressing your own argument/opinion or providing your findings or data, you should cite your source.

How to avoid plagiarism: acknowledging your sources
Effective acknowledgement of your sources by using quotation marks and references will allow you to avoid plagiarism. This rule applies to all secondary sources, i.e. published or unpublished material produced by others, and includes books, journal articles, newspaper items and all types of information derived from the internet.

Use of direct quotations
Quotations should be used to illustrate rather than to express your argument and should either be placed in quotation marks (“…””) or, in the case of longer quotations, indented as a separate paragraph. The quotation should be followed by the source in brackets, i.e. (Smith, 2005). The full reference should be listed in your bibliography at the end of essay. It is important when note-taking to identify clearly when you have written down a quotation in case you forget this when it comes to using your notes for writing the essay.

A close paraphrase
It is insufficient simply to change a few words in a sentence or paragraph or to restructure material to avoid plagiarism. If you do not present the ideas/arguments of your source fully in your own words, you should be quoting and using the rules outlined above.

An unacknowledged summary of a source
Again, you may not present the ideas/arguments of others without acknowledgment and so a reference in the relevant section of your essay is needed.

Direct copying or transcription
You may not simply reproduce material from other sources and present it as your own.
While your Dissertation may contain some primary work, i.e. your own interpretation of primary or raw data, your coursework will generally be based on secondary sources and so you should expect to include references to these throughout the text. Care must be taken when note-taking to ensure you always keep details of your sources.

**Progression**

Participants are expected to progress through each semester of the programme. However, if their early results are so weak that the Convener of the programme believes there is no possibility of successful completion of the programme, the individual will be advised to withdraw from the programme. Experience with similar programmes shows that the chances of this occurring are very remote. For further information on the generic rules and regulations of the taught Masters programmes please refer to the earlier programme section within this handbook.

**Provision for Reassessment**

The re-assessment ‘threshold grade’ for all programmes governed by the generic regulations for taught masters degrees and for programmes governed by the generic regulations for postgraduate certificates and diplomas is grade C and applied to all PGT programmes in the School. The following information provides detailed information on this University regulation:

16.7 A candidate who, by the end of the course, has failed to attain the threshold grade in that course shall normally be afforded the opportunity described in §16.8 to improve that assessment result. There shall be no such opportunity in respect of courses which contribute to the candidate’s honours classification except where permitted under the regulations governing a particular award; in such cases the original grade only shall contribute to the honours classification.

16.8 A candidate who has failed to attain the threshold grade shall, subject to the provision of §16.9, be permitted one further opportunity to attempt each component of the assessment. This opportunity will be afforded within the same session as the first attempt at the component. In respect of each component, the assessment offered at this opportunity must be in essentially the same form as the assessment attempted by the candidate at his/her first attempt and must carry the same weighting within the scheme of assessment for the course as that first attempt. A second further opportunity to attempt the component of assessment shall not be available as a matter of right but may be permitted at the discretion of the College responsible for the programme in accordance with its policies and procedures which shall be published in the relevant course documentation.

16.9 Exceptionally, the opportunity to submit coursework for assessment provided for in §16.8 may not be available to a candidate. This will only be the case where it is not possible to replicate the coursework for the purpose of reassessment. This situation may arise from the nature of the coursework, the context in which it may be generated, and the integrity of the assessment as a whole. The decision that it is not possible to replicate coursework must be approved by the Head of School.
or Research Institute and details of coursework in which it is considered to be impossible to generate a reassessment must be clearly set out in the relevant course documentation.

16.10 Where, under §16.45 - §16.53, a Board of Examiners is satisfied that a candidate has been prevented by good cause from completing an assessment, that assessment shall not be counted as an attempt made by, or available to, the candidate.

16.11 Exceptionally, where a second or permitted subsequent attempt at an assessment is not available to the candidate until a subsequent academic session, the candidate shall not be entitled to assume that the content of the course will be unchanged, and it shall be the responsibility of the candidate, in conjunction with the School or Research Institute responsible for the course, to make appropriate preparation for that assessment.

16.12 a) Unless otherwise specified in the regulations for a particular programme, the final grade awarded for a course following reassessment shall be calculated as follows:

i) the best grades for each component of assessment will be used, and

ii) where any coursework cannot be replicated the original grade for that component shall be used in the calculation.

(8) This includes offering reassessment in sub-components

b) The grade so calculated will be published by Registry subject to the following provisions:

i) for undergraduate programmes, the number of grade points derived from the final result for a course following reassessment shall be not more than 9;

ii) for programmes governed by the generic regulations for taught masters degrees and for postgraduate certificates and diplomas, the number of grade points derived from the final result for a course following reassessment shall be not more than 12; there shall be no capping in relation to reassessment of a Masters dissertation or other substantial independent work.

16.13 Further to §16.7, and notwithstanding §16.12, a candidate who, by the end of the course, requires an improved assessment result in order to complete a graduating undergraduate non-honours curriculum in that academic session, shall normally be afforded the opportunity described in §16.8 irrespective of the result obtained on completion of the course. This entitlement shall be limited to courses totalling no more than 60 credit points. On completion of the reassessment, the candidate shall be awarded the number of grade points corresponding to the grade achieved in the reassessment or, if higher, that corresponding to the grade achieved in the original assessment.
**Retention of Assessment and Teaching Material**

All subjects within the University are required to follow the [Retention Schedule](http://www.gla.ac.uk/services/senateoffice/policies/assessment/retentionpolicy/) (RS) which can be found at:

The RS specify the types of assessed and teaching material covered, the retention period for each, the subject responsible for retention and the action required at the end of the retention periods.

The Business School will keep some students’ dissertations in the School’s local libraries (the Adam Smith and the Wards libraries) for Business School’s students to consult. A selection of the top dissertations will be kept for the current academic year + one year whereas prize winners will be kept permanently. The dissertations placed in the libraries will be anonymised.

**Use of Dictionaries in Examinations**

Students are entitled to use a language translation dictionary in examinations if English is not their first language (native language to English). However, there are a number of important points to note with regard to student conduct.

Students are not permitted to bring notes into an examination; this includes ANY notes or annotations inside a dictionary that is the student's possession. If students are found to have notes or annotations in a dictionary (or elsewhere) in the examination room, regardless of whether or not they are relevant, used or consulted, you will be reported to the Senate Office under the University’s Code of Student Conduct.

Penalties levied by the Assessors for Student Conduct for such offences typically include a mark of zero for the examination with no opportunity to resit. This could have consequences that will affect qualifying for the degree. Students planning to use a language dictionary in an examination will be required to complete an online Dictionary Form on Moodle. One form is to be completed prior to each examination diet. This form will be on your course Moodle page and you will be alerted to complete it before the exam diet by your Programmes Administrator.

**Use of calculators in Business School exams**

Some Business School exams allow or require the use of calculators which students must select from the list of approved models, provided below.

- Casio FX83GT/Casio FX83GT+
- Casio FX85GT/Casio FX85GT+
- Sharp EL531WH
- Aurora AX582BL
• Sharp EL233SBBk

The retail price ranges from £3.62 to £10.99 (correct at 14 August 2017, from a range of online suppliers). All calculators listed are considered suitable and School staff cannot provide advice to inform your choice accordingly.

Calculators will be provided to you at the Registration and Familiarisation event on Monday 11th September. Checks will be carried out and unapproved calculators will be removed from students. In such instances, students will be referred to the Senate Assessors for Student Conduct for breaching School guidance on calculator use.

We cannot provide calculators to students at exam venues so please do not forget to bring your own.
QUALITY ASSURANCE AND ENHANCEMENT

Accreditations
ASBS has recently, on gaining EQUIS, acquired triple accreditation status and thus joins an elite band of world class business schools. This achievement reflects the School's commitment to teaching, the student experience, research and outreach, as well as its international and corporate impact. Without students, alumni, staff and stakeholders of the highest international quality such an achievement would not be possible.

Professional bodies:

- Accredited by Association to Advance Collegiate Schools of Business (AACSB)
- Accredited by the Association of MBAs (for the MBA programme)
- Accredited by EFMD Quality Improvement System (EQUIS)

Accreditations by professional bodies:

- Association of Chartered Certified Accountants
- Chartered Institute of Management Accountants
- Chartered Institute of Public Finance and Accountancy
- Chartered Institute of Personnel and Development
- Institute of Chartered Accountants of England and Wales
- Institute of Chartered Accountants of Scotland

We are also members of the Chartered Association of Business Schools (CABS) and of the European Foundation for Management Development (EFMD).

Further information regarding all our accreditations' can be found at: http://www.gla.ac.uk/schools/business/aboutus/accreditations/

Rankings and League Tables
You may have used rankings and league tables when you were choosing which University to attend. We know they can be helpful when comparing programmes from different institutions. They are also helpful for the Schools who take part.

They help us to benchmark ourselves against our competitors, to shine a light on what we do well and what needs to be improved. And they are helpful for employers. Good rankings add value to your degree - employers want graduates who have studied at highly ranked universities.
You can help us participate in the rankings by providing information about your experience on the programme and where you go after you graduate.

**We'll be sending you some questionnaires during your study and shortly after.**

If complete these questionnaires, you will be helping your School and the future students considering which university to attend. But you will also be supporting your own dreams and aspirations by participating in the process that will vouchsafe the value of all the hard work you put in here at ASBS.

**Annual Monitoring**

The University is committed to enhancing students’ learning. Thus, the Annual Monitoring process provides the opportunity to reflect on the operation of a course(s) or programme, to highlight areas of good practice, recent enhancements and areas for change. It also provides an opportunity for learning and teaching teams to draw to the attention of the School, College and University aspects of good practice that might usefully be shared beyond the Subject or School to enhance the student experience, and to highlight matters that require input from the School, College and/or University to move them forward.

Key issues in AMRs will be discussed with students at the earliest available Staff-Student Liaison Committees.

**Board of Examiners**

Meetings of the Board of Examiners in respect of a particular course or programme shall be formally called and constituted. All Examiners shall be members of the Board of Examiners and shall be invited to all meetings of the Board: the quorum shall comprise the Head of School (or nominee), the Assessment Officer, an Internal Examiner and an External Examiner.

Examiners shall be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of students’ work and indirectly in the design of specific forms of assessment.

**Internal Examiners shall:**

(a) have access to the relevant course documentation, possess an appropriate level of knowledge of the subject matter of the course, the course aims and the learning outcomes and the corresponding course materials

(b) be provided with guidance as to how the grading or classification scheme is to be applied in the context of the particular assessment.

**External Examiners will discharge the following functions:**
In respect of the design of the assessment scheme:

- Will comment on the syllabus, learning outcomes and assessment scheme of the course and its delivery mechanism in light of candidates experience, comparable courses and awards elsewhere and developments within the discipline or field.
- Be consulted regarding proposals for the introduction or modification of a course

In respect of a given assessment diet:

- comment on, in advance, all summative assessment instruments (or, in cases involving a high volume of continuous assessment, a sample may be provided for advance comment);
- report on the overall standards achieved by candidates and in particular on the comparability of these standards with those of candidates on similar courses or programmes in other UK Higher Education institutions;
- report on the relationship between these overall standards, programme specifications and published national subject benchmark statements;
- assess the soundness and fairness of the implementation of the assessment process;
- adjudicate where necessary, subject to the authority of Senate, over the grade to be awarded to any particular candidate;
- certify contentment with the assessment outcomes prior to their publication;
- provide an annual written report to the Principal as required by the University.

**Course Evaluation**

You will have the opportunity to evaluate your courses. Information about how your course will be evaluated will be circulated at the appropriate time.

This process could lead to changes and enhancements to the course or programme that will benefit current and future students. Details regarding the questionnaires will be distributed by your Programmes Administrators in due course (you can also find information on the questionnaire in section 7 of the Code of Practice on Obtaining and Responding to Student Feedback).

If you have any concerns about your studies that cannot be communicated through evaluations or your student representative/SSLC meetings, please make an appointment to discuss these directly with the Course Coordinator or the Postgraduate Convenor (contact details can be found in the Handbook). You are encouraged to raise problems sooner rather than later to allow us to resolve them. Programmes Administrators can advise on which staff member would be best to approach.

**Consultation on Proposed Course Changes**

Consultations with external consultants and students are required for all proposals for new programmes and courses, and for major changes to existing programmes.
**Student course feedback**

The Adam Smith Business School aims to return coursework grades and feedback promptly and in accordance with University policy, which requires these to be returned to students no later than four weeks after the submission/exam date (excluding vacation dates). You will be notified of the return date following submission/in-course exams. If we are unable to comply with this policy, we will email you with an explanation and indicate when you can expect to receive your grades/feedback.

Arrangements for the return of grades and feedback will be communicated to you via Moodle.

It takes longer to return course grades following degree exams because assessment, at this stage, is reviewed by external examiners and a Board of Examiners. You will be advised of the date of the Board of Examiners’ meeting and, consequently, the date of publication of course grades on MyCampus.

**COMMITTEES WITH STUDENT REPRESENTATION**

**Staff Student Liaison Committee**

The Staff Student Liaison Committee (SSLC) will meet at least once each semester to discuss the progress of the programme. Student representatives will also be invited to meet with the Head of School and the Director of Graduate Studies once per semester. Representatives will be elected two weeks after the start of teaching. By then students should know their colleagues, and the first meeting will be held shortly thereafter.

While course-related questions and problems should be addressed to the lecturer in the first instance, SSLCs provide an opportunity for staff and students to meet and discuss topics of mutual interest and concern. Minutes of the SSLC meetings are published via Student Voice. Where appropriate, matters arising from the minutes are referred to other School committees. Further information can be found at: [http://www.glasgowstudent.net/about/representation/class-reps/](http://www.glasgowstudent.net/about/representation/class-reps/)

**Student Representatives**

Student representatives gain valuable experience and the role is recorded on your academic transcript. Student representatives attend a two-hour training session to equip them with the skills required for this role, organised by the Students’ Representative Council (SRC).

The responsibility of the representative is to:

- Gather the opinions of the class
- Voice the opinions of the class
• Act as a liaison between staff and students
• Inform the class of staff reaction to their opinions
• Act as a source of information for students

SSLC’s are embodied within University Senate policy and are one of the most important sources of feedback to both schools and the wider University. Representatives are expected to help us with ongoing course evaluation and to regularly attend staff-student committee meetings.

**Remit and Composition**

The SSLC will discuss business relating to the overall student learning experience including matters raised by students and matters on which the School or Subject wishes to seek student views. Some examples of typical agenda items throughout an academic year of SSLC are as follows:

• The development of new or review of existing courses/programmes
• The outcomes of student evaluation of courses and Subject/School responses to any issues raised
• Annual Monitoring Reports and the responses from the School/College and the University in relation to identified issues
• The appropriateness of the overall balance of assessment activities and the overall workload of the course/programme
• Assessment criteria, assessment deadlines and the adequacy of feedback
• Curriculum content
• The adequacy of learning resources (e.g. learning accommodation, timetables, reading lists, library resources etc)
• Quality of teaching

The SSLC will not discuss personal matters relating to individual students or members of staff.

Student representatives also take part in regular meetings with the Head of School to permit him to hear about the student experience directly. These meetings have a “strategic purpose” and are different from SSLCs. The minutes of these will be posted on Student Voice.
ASBS Alumni Community

Welcome to our ASBS alumni community! From your first day at the Business School, you have become one of our official members and will be introduced to our extensive alumni network throughout the course.

The Adam Smith Business School currently has over 21,000 alumni from 149 countries. Many of them excel in their chosen fields, making significant impacts across the globe.

We have a dedicated ASBS Alumni Team who engages with our alumni. They invite them to share industry insights and experience, become your mentors, and offer job vacancies and student projects. We hope that through effective alumni engagement, we will be able to enhance your student experience and make your Glasgow experience memorable.

Our Alumni Team are also charged to prepare you to be our active alumni of tomorrow. They do so by delivering alumni workshops throughout the academic year and meeting you during the Induction Week, dissertation hand-in week as well as the graduation week.

Events and workshops that the Alumni Team organise for you will be published via email in due course. The key events we would like to draw your attention are ‘A Cup of Coffee with…’, ‘Adam Smith Special Lecture Series’, ‘Alumni Workshop’ and ‘International Alumni Talks’.

To find out more about what our alumni team is offering, please visit: http://www.gla.ac.uk/schools/business/alumni/

Lecture Recording Policy – Student Guidelines

Official University recordings

What will the University do?
At present, the lecture recording policy does not require that all lectures are recorded by the University as standard. Instead, University staff are encouraged to make use of the lecture recording technology available and in turn make the recordings accessible to students.

The policy requires that if a lecture is to be recorded, the staff member must make students aware of this fact at the beginning of the lecture. In addition the staff member has the discretion to pause recording at any time, or subsequently edit a lecture recording, for example if sensitive material is being taught or if a student does not want their contribution recorded.
**Who can see the official recordings?**

Lecture recordings made by the University will normally only be made available to students enrolled on the relevant course although the University reserves the right to make them more widely available if they wish.

**What can I do with the official recordings?**

Official recordings made by the University are for your own personal use and you should under no circumstances distribute these except among class mates (see below). This includes uploading them to social media sites, YouTube, Course Hero or other unauthorised websites. Contravention of this policy could lead to the University taking disciplinary action against you under the University Student Code of Conduct, or in the more severe cases even take legal action against you.

**What if I don’t want what I say to be recorded?**

If you are informed that an official University recording will be made and you don’t wish to be recorded you should notify the lecturer before the lecture begins and ask them to pause/edit the recording as required.

**Student recordings**

**When can I record a lecture?**

If an official University recording of a lecture will not be available, students will normally be permitted to make an audio recording for their own personal use. The staff member delivering the lecture will have the final say on whether this is permitted but the policy states that no request will be refused without good reason.

If you are unsure if an official recording will be available, or if you’ll be permitted to make your own recording, you should contact the lecturer in advance of the lecture to check.

**Why am I likely to be refused permission to record a lecture?**

There isn’t an exhaustive list of reasons but these might include:

- The fact that an official University recording will be available
- Where the lecture is likely to contain lots of spoken interaction between students, some of whom may not be comfortable having their voices recorded
- Where the lecture includes sensitive content
- Where the lecture is being delivered by a visiting lecturer who is not bound by the University’s policy

**Will I be notified in advance if a lecture won’t be being recorded by the University?**

Yes, via email or Moodle at the earliest opportunity.

**What can I do with the recordings I make?**
You should think of the audio recordings you make in the same way as lecture notes, these can be shared with anyone on your course but you should not publish these online or you could be in breach of the University's Code of Student Conduct and potentially subject to legal action. The policy states that once the recording has served its purpose as a study aid it should be erased.

**Will this policy affect disabled students?**

If you are currently registered with the Disability Service as a disabled student, and have existing permission to record lectures, the policy will not affect your current arrangements. It is hoped that the introduction of the policy will reduce the potential for identifying students as disabled based solely on the fact that they are recording a lecture.

Read the lecture recording policy here: [http://www.gla.ac.uk/media/media_359179_en.pdf](http://www.gla.ac.uk/media/media_359179_en.pdf)

**Complaints and Discrimination**

The University's [Complaints Procedure](http://www.gla.ac.uk/media/media_359179_en.pdf) allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. This procedure operates in accordance with the University's Equality & Diversity Policy which requires that complainants will be treated fairly and consistently without discrimination.

The Complaints Procedure is intended to provide a quick, simple and streamlined process with a strong focus on early resolution.

The procedure involves up to two stages:

1. **Frontline resolution** (to be completed within 5 working days) seeks to resolve straightforward complaints swiftly and effectively at the point at which the complaint is made, or as close to that point as possible.

   A Stage 1 complaint can be made in person, by phone, by letter, or by email. You do not have to make your complaint in writing but you may find it helpful to set out your concerns using the

2. **Investigation** (to be completed within 20 working days) is appropriate where a complainant is dissatisfied with the outcome of frontline resolution, or where frontline resolution is not possible or appropriate due to the complexity or seriousness of the case.

   Stage 2 complaints should be raised with the Senate Office:

   - by e-mail: [complaints@glasgow.ac.uk](mailto:complaints@glasgow.ac.uk); by telephone: 0141 330 2506

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1 For clarity, the term ‘frontline resolution’ refers to the first stage of the complaints process. It is not intended to reflect any job description within the University; rather it refers to the process which seeks to resolve complaints as soon as possible.
The SRC Advice Centre offers free and confidential advice if you are considering making a complaint. (Tel: 0141 339 8541; e-mail: advice@src.gla.ac.uk).

Students are also reminded that the Complaints Procedure is not the only means of raising concerns with the University. For instance, concerns about the quality or organisation of programmes of study might most effectively be referred in the first instance to the appropriate Staff/Student Committee through the Student/Class/Year Representative or the Students' Representative Council (SRC) representative for the relevant area. Students can also discuss matters informally with the Head of School, Head of the Administrative Department or Support Service, an Adviser of Studies, Supervisor, Course Co-ordinator, College Administrator or other member of staff without invoking the Complaints Procedure.

If a complainant acts in an unacceptable manner, the response of the University will be guided by our Code of Practice on Unacceptable Behaviour.

Full details relating to the complaints procedure can be found here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints.

**Student Voice**

This system exists to facilitate dialog between University of Glasgow students and their class representatives. In addition it provides an active discussion forum for students.

Student Voice is an online forum for students and their student representatives to communicate and discuss their learning experience. It allows you to engage with each other and the Subject Group. We post minutes from SSLC meetings here together with updates from actions arising from the meetings.

http://www.gla.ac.uk/services/it/businesssystems/studentvoice/

**Graduation**

The University holds its main graduation ceremonies in summer and winter each year at which students may elect to have their degree conferred in person or in absentia. There is also an opportunity for students, who are qualified, to graduate in April each year when degrees are conferred in absentia only. There is no graduation ceremony in April. If you graduate in absentia you cannot attend a graduation ceremony in person at a later date.
It is a statutory requirement that those who graduate for the first time from the University must enrol as members of the General Council of the University and pay the General Council Registration Fee. This requirement is set out in Regulation XII "Graduation and General Council Membership" of the "University Fees and General Information for Students" section of the University Calendar.

University regulations do not permit students who have debts to the University to enrol for graduation or graduate until the debt has been paid. You should ensure that you have paid all outstanding debts (including tuition fees, bench fees, accommodation charges, library fines) before you enrol.

For general information on enrolling for graduation, please read the graduation pages on the Registry webpage: [http://www.gla.ac.uk/services/registry/support/graduation/](http://www.gla.ac.uk/services/registry/support/graduation/)

**Graduate Award**

The Adam Smith Business School (ASBS) Graduate Award recognises valuable skills and experience gained as part of the extracurricular activities taken out with your degree programme.

**What is it?**

This award recognises your individual commitment to extracurricular activities and achievements during your time at ASBS. The award represents the breadth of your skills in developing you as an Enlightened, Engaged and Enterprising graduate.

**What does it involve?**

Students will be required to undertake four activities from three categories: Enlightened, Engaged and Enterprising. These categories represent the areas within ASBS which we believe provide our students with the skills set and knowledge to enhance their student experience. Selecting from these categories, you will develop your skills in the areas of Careers and Employability, Personal Development Workshops, Social and Cultural activities and Network Practice. You will find further details about each activity in the online brochure.

**What's in it for me?**

By completing the Graduate Award, you will receive a certificate upon graduation and acknowledgment of the Award on your HEAR. HEAR stands for Higher Education Achievement Report – an extended degree transcript which details both your academic and extracurricular accomplishments.

**Important things to note:**

- Read the brochure carefully and think about your choices
- Please make a note of the activities you choose
- Ensure you don't leave registration for activities to last minute as there are only limited spaces
Please do not hesitate to contact someone in the Graduate Award team:
business-graduate-award@glasgow.ac.uk

Further information can be found at:
http://www.gla.ac.uk/schools/business/students/postgraduate/graduateaward/

Testimonials

Alumni: MSc Management with Human Resources
“The Graduate Award activities offered me several platforms to meet new friends and experience new situations. It is helpful for me to get new skills and deal with an unfamiliar situation.”

Alumni, MSc Management with Enterprise and Business Growth
“Learning from the lecturers I had little experience in business before the Graduate Award in my studies and I learned a lot about leadership as well as business theory. I think my learning was much better as the majority of my tutors and lecturers had worked in industry for many years and were not purely academics, I think this added a lot more value to academic programme and studies.”

Alumni, MSc Management with International Finance
“The most enjoyed extracurricular for me is the Graduate Performance Management Programme (GPMP). It helped me to build a positive working attitude in my future career. I also learned some speech skills, which let me think more clearly when I was talking. This increased my confidence.”
Social Events

At the Adam Smith Business School we are committed to providing you with a first class student experience. We host a number of free social events for you throughout the year, including two extravaganza balls and a Subject event. You will interact with students and staff, meet people from all over the world and have an unforgettable experience.

Dates for your diary:

School events:
Friday 27th October 2017 and Friday 2nd March 2018.

Subject Ceilidh:
Friday 26th January (Economics)
Friday 23rd March (Management)
Friday 15th June (Accfin)

Your subject event will be a ceilidh which is a traditional Scottish dance; this is very popular particularly at this time of year. Dances include the Dashing White Sergeant, Strip the Willow and The Gay Gordons.

After each event you will be asked to complete a short survey to give the School your feedback. Your feedback is very important to the Adam Smith Business School and this will be used to improve future events and to ensure that we offer the best service we can.

Testimonials from students

‘Excellent experience. It was the first time for me to join this kind of ball as we could play any role we want and enjoy the delicious food’. MSc Management student 2016 – Halloween Ball

‘In this event, we dressed formally and chatting with each other. From the starter to beverages, every course is beautiful and delicious. Following by the DJ time, we dance together and laughed loudly. This is an impressive event’. MSc Economics student 2016 – Oscars Ball

If you have any questions or comments about events within the Adam Smith Business School, please contact the Postgraduate Events Management Committee: business-pgevents@glasgow.ac.uk.

Please note that there is only a limited amount of tickets for each event. To avoid disappointment please make sure you read all your emails and look out for the times in which you can collect your ticket. It is one ticket per student and these events are for ASBS students only.
Adam Smith Business School Website

Our ‘Information for current students’ web page will provide you with additional information you need as a postgraduate student.

- gla.ac.uk/schools/business/students/

Featured on this page are:

Postgraduate taught student experience activities
- The Graduate Award
- The Adam Smith Scholar Award for Excellence
- The Postgraduate Taught Experience Survey (PTES)
- Details about all of your extracurricular events, from social events to summer workshops
- Postgraduate taught student newsletter

Careers, Employability and useful links
- Careers Service
- Employability
- Clubs and societies that you can join
- Programme support, including a link to session dates and a list of programme administrators
- IT, apps and software
- Useful links

International
The Adam Smith Business School has a dedicated international team who supports all activities relating to connecting with partners, communities, colleagues and students from across the world. This web page is particularly useful for you to find out about taking part in global case competitions:
- gla.ac.uk/schools/business/international/

Other useful web pages
- gla.ac.uk/schools/business

Other sections of our web that will be useful to you are:
- News and events: The School’s latest news and events (which will be shared through social media)
- Aspire: The School’s magazine
- Alumni: How to stay connected with us after you graduate
- About us: More about our accreditations, our vision and mission and more
### Social media

Join the Adam Smith Business School’s online community and connect with us on social media: gla.ac.uk/schools/business/contact/interact

<table>
<thead>
<tr>
<th><strong>Facebook (@UofGAsbs)</strong></th>
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<tbody>
<tr>
<td>Facebook is our main channel for current students and includes: -</td>
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<tr>
<td>• The latest news from across the School</td>
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<td>• Guest lectures, seminars and social events</td>
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<td>• Competitions to win School and University branded material</td>
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<tr>
<td>• Photos and videos</td>
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<tr>
<td>• Testimonials from alumni, School connections and you as a current student!</td>
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<tr>
<td>• Our student clubs and society activities</td>
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<td>• International activities, including study abroad and global case competitions</td>
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<tr>
<th><strong>Instagram (@UofGAsbs)</strong></th>
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<tbody>
<tr>
<td>Tag us in your photos @UofGAsbs or use #AdamSmithBusinessSchool and we will repost. We will also share photos of our campus, Glasgow, international activities, social events, our staff and more.</td>
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<tr>
<th><strong>Twitter (@UofGAsbs)</strong></th>
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<tr>
<td>• Find out about internship opportunities available to you</td>
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<tr>
<td>• Follow live tweets from events and activities</td>
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<td>• Get instant news from across the School</td>
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<tr>
<td>• Find out what our academics are up to from their articles, blogs and tweets</td>
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<tr>
<td>• Follow our research activities</td>
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<tr>
<td>• Connect with our business connections, staff and alumni</td>
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<tr>
<th><strong>LinkedIn (University of Glasgow Adam Smith Business School)</strong></th>
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<tr>
<td>Follow our professional group and connect with businesses, academics, alumni and fellow students, and receive careers information from our Careers Managers.</td>
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| **YouTube (University of Glasgow Adam Smith Business School)** |  |
Subscribe to get the latest updates on videos from across the School. Our videos include:

- Student social events
- International activities
- Research videos by staff
- Alumni activities
- Accreditation and about us
- Careers and much more!

**Flickr** (adamsmithbusinessschool)

View our photo albums from events, seminars and activities on our online gallery.

**Sina Weibo** (@GUASBS)

If you're a Chinese student you can connect with us on Weibo. Our main audience is prospective students and alumni, but we'll share news, events and more. Please follow us on Facebook to ensure you don’t miss out on any student activities.
### Dates for Academic Session 2017-18


<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Teaching/Event</th>
<th>Dissertation Period</th>
<th>Vacation</th>
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<tbody>
<tr>
<td>2017</td>
<td>September</td>
<td>Monday</td>
<td>11</td>
<td>Start of academic year</td>
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<td></td>
<td></td>
<td>Monday</td>
<td>18</td>
<td>Start of Semester 1 teaching period</td>
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<td></td>
<td>October</td>
<td>Friday</td>
<td>27</td>
<td>Semester 1 School Social Event (Halloween Ball)</td>
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<td>November</td>
<td>TBC</td>
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<td>AccFin PGT Student Staff Liaison Committee</td>
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<td></td>
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<td>TBC</td>
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<td>Economics PGT Student Staff Liaison Committee</td>
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<td>TBC</td>
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<td>Management PGT Student Staff Liaison Committees</td>
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<td></td>
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<td>Monday</td>
<td>27</td>
<td>Start of Graduation period for previous years students</td>
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<tr>
<td></td>
<td>December</td>
<td>Friday</td>
<td>1</td>
<td>End of semester 1 teaching period</td>
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<td>Monday</td>
<td>4</td>
<td>Start of revision and examination period</td>
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<td>Friday</td>
<td>15</td>
<td>End of examination period End of semester 1</td>
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<tr>
<td></td>
<td></td>
<td>Monday</td>
<td>18</td>
<td>Christmas Vacation Starts</td>
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| 2018 | January        | Friday  | 5    |                                                                     |                      | Christmas Vacation Ends|
|      |                | Monday  | 8    | Start of Semester 2 teaching                                        |                      |                        |
|      | February       | TBC     |      | AccFin PGT Student Staff Liaison Committee                        |                      |                        |
|      |                | TBC     |      | Economics PGT Student Staff Liaison Committee                     |                      |                        |
|      |                | TBC     |      | Management PGT Student Staff Liaison Committees                   |                      |                        |
|      | March          | Friday  | 2    | Semester 2 School Social Event                                     |                      |                        |
|      |                | Friday  | 23   | End of Semester 2 teaching period                                   |                      |                        |
|      |                | Monday  | 26   | Spring Vacation Starts                                             |                      |                        |
|      | April          | Friday  | 13   |                                                                     |                      | Spring Vacation Ends    |
|      |                | Monday  | 16   | Start of revision period                                           |                      |                        |
|      |                | Monday  | 23   | Start of examination period                                         |                      |                        |
|      | May            | Monday  | 7    |                                                                     |                      | May Day Holiday         |
|      |                | Friday  | 18   | End of examination period                                           |                      |                        |
|      |                | Friday  | 25   | End of Semester 2                                                   |                      |                        |
|      |                | Monday  | 28   |                                                                     |                      | Spring Bank Holiday     |
|      | June           |         |      | - Dissertation Supervision                                          | Dissertation         |                        |
|      |                |         |      | - Proposal finalisation                                             |                      |                        |
|      |                |         |      | - Examination Boards & Results                                      |                      |                        |
|      |                |         |      | - Employability and Career Services                                 |                      |                        |
|      |                |         |      | - ASBS Professional Events                                          |                      |                        |
|      | July           | Monday  | 16   |                                                                     |                      | Fair Monday Holiday     |
|      |                | Monday  | 30   | Start of resit examination period                                   |                      |                        |
|      | August         | Friday  | 17   | End of resit examination period                                     |                      |                        |
|      | September      | Friday  | 7    | End of Academic year                                                |                      |                        |
University Calendar

Information on all University policies and regulations, including fees and general information can be found at: http://www.gla.ac.uk/media/media_541866_en.pdf

The College of Social Sciences section within the Calendar which pertains to your programme of study can be found at:
http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2017-18/socsci/

If you require further information or guidance on the use of the calendar, please contact your Programmes Convenor or Administrator.
APPENDIX A. - UNDERSTANDING OUR MARKING SYSTEM, 
A GUIDE FOR STUDENTS

These notes refer to the Code of Assessment which is used across the University so that the same 
rules apply for all students doing taught courses in all faculties at all levels. You will find the Code in 
the Calendar and, with more information, on the Senate Office website at 
http://www.gla.ac.uk/services/senateoffice/

Assessment - measuring what you’ve learned 
Assessment is used to determine what you’ve learned. You need to know because feedback is 
essential to improving your learning, and the University needs to know so that it can monitor your 
progress and make an appropriate award at the end of your programme. In order for the assessment 
to make sense you need to know what you are expected to learn. For this reason all courses have 
intended learning outcomes (ILOs) and it’s important that you check these out in your course 
documentation.

Primary grades and secondary bands 
The grades you get reflect the extent to which you’ve demonstrated achievement of the ILOs. 
Schedule A of the Code of Assessment includes a description of each grade in exactly these terms. 
But do also check your course documentation – departments may customise these descriptions so 
that they are more relevant to their own subjects. There are eight grades (A to H), representing 
everything from full attainment of the ILOs to no attainment at all. But over such a range you need 
more than eight points of reference to monitor progress. The primary grades have, therefore, been 
divided into secondary bands, usually three bands to each grade. The middle band in each grade is 
the default with those above and below indicating a slightly stronger or weaker performance. 
Schedule B is simpler but is used only in the assessment of practical skills.

Marking in numbers 
Some assessments look for answers which are either right or wrong, and the number of right answers 
may be added up to give a mark out of, say, 50 or 100. But, when an exam of this kind is being 
designed, ranges of these numerical marks will be mapped to the grades and bands (A1 to H) 
according to how the marks reflect achievement of the ILOs.

Combining your grades 
To get the overall grade for your course or programme it’s necessary to combine individual grades for 
exams and coursework. The fairest way of doing this is by averaging the various results while 
adjusting them to reflect their relative weights. To do this, the ‘B2’s, ‘C1’s, etc. are turned into scores. 
These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The 
Code of Assessment explains how the averages are calculated and rounded.

More about Grades and what you need to do to get them 
What you have read so far should have helped you understand the principles on which the marking 
system is based. The ILOs tell you what you should learn on your course, and your grade tells you 
how successfully you’ve demonstrated having done so. The theory is so simple that perhaps nothing 
more needs to be said.

But some students have asked for direction as to how they should demonstrate achievement of ILOs, 
and it’s for this reason that the following further guidance is provided.

The following hints suggest how learning might be demonstrated, and the characteristics that tend to 
distinguish work at different grades. It is very important, however, that these hints are treated as 
secondary to application of the descriptors in Schedule A.

Grade A 
An excellent performance is likely to be characterised by several of the following: 
• questions are answered clearly, comprehensively and with appropriate focus 
• excellent organisation and structure of answers 
• reasoned arguments developing logical conclusions
• insight, imagination, originality and creativity
• integration of new information
• sound critical thinking
• independence of judgement
• explanation of relevant theory
• citation of relevant evidence
• evidence of wide, relevant reading
• application of learning to new situations and problem solving
• accuracy and absence of errors

Grade B
A very good performance is likely to be characterised by some, at least, of the following:
• questions are answered clearly and fully
• good organisation and structure of answers
• reasoned arguments developing logical conclusions
• very good understanding of the subject
• clear evidence of relevant reading or research
• explanation of relevant theory
• citation of relevant evidence
• inclusion of highly relevant ideas
• use of relevant examples
• application of learning to new situations and problem solving
• accuracy and absence of significant errors
• although, distinguishing it from an excellent performance, it might be faulted on grounds of:
  • demonstrating less insight, imagination, originality or creativity
  • including a less comprehensive presentation, solution or answer
  • integrating information less successfully
  • exhibiting less critical thinking
  • exhibiting less independence of thought

Grade C
A good performance is likely to be characterised by some, at least, of the following:
• attempts made to answer questions set
• ability to solve some of the problems set
• basic to good understanding of the subject
• evidence of some relevant reading or research
• inclusion of some relevant ideas
• inclusion of some relevant examples
• although, distinguishing it from a very good performance, it might be faulted on grounds of:
  • lacking sufficiently well structured argument
  • not offering sufficient evidence to justify assertions
  • not including sufficient relevant examples
  • lacking insight, imagination, originality and creativity
  • offering less in its presentation, solutions or answers
  • containing some errors

Grade D
A satisfactory performance is likely to be characterised by some, at least, of the following:
• attempts made to answer questions set
• ability to solve some of the problems set
• modest evidence of understanding of the subject
• modest evidence of relevant reading or research
• inclusion of a few relevant ideas
• inclusion of a few relevant examples
• and, distinguishing it from a good performance, it might:
  • contain more errors of judgement, fact or application
  • present arguments which are less well structured
• offer less evidence in support of assertions
• offer fewer relevant examples
• contain more errors

Grade E
A weak performance is likely to be characterised by some, at least, of the following:
• failure to answer the question set though an answer to a similar question may be offered
• partial solutions to problems set
• little evidence of understanding of the subject
• little evidence of relevant reading or research
• inclusion of very few relevant ideas
• absence of structured argument
• little evidence to justify assertions
• few relevant examples
• several significant errors

Grade F
A poor performance is likely to be characterised by some, at least, of the following:
• failure to answer the question set though an answer to a question within the same topic area may be offered
• very little evidence of understanding of the subject
• very little evidence of relevant reading or research
• inclusion of ideas relevant only in a wider consideration of the topic
• absence of structured argument
• very little evidence to justify assertions
• very few relevant examples
• many significant errors

Grade G
A very poor performance is likely to be characterised by some of the following:
• failure to answer the question set
• no evidence of understanding of the subject
• no evidence of relevant reading or research
• absence of relevant ideas
• absence of structured argument
• absence of evidence to justify assertions
• absence of relevant examples
• many significant errors
• It is distinguished from a Grade ‘H’ performance by the fact that not all of these characteristics will be present.

Grade H
• Absence of positive qualities.
APPENDIX B. – LIBRARY INFORMATION

Library information for Adam Smith Business School students

On the Library web pages there’s lots of information to help you with your studies. Click on the link Using the Library and then have a look at Information for students - from there you’ll find a wide range of information to help you get started using the Library.

Staff at the Welcome Desk at the entrance to the Library can help you with general enquiries. However, if you are uncertain about how to find information for your literature review or for assignments on a particular topic, then please contact us for help at socialsciences@glasgow.ac.uk

There are some web pages, with information specific to your subject:  
http://www.gla.ac.uk/myglasgow/library/help/subjecthelp/

Finding information using Search, Articles Search and Databases

A good way to start searching for information on a topic is to use the Search tab. This will search across all types of content, books & ebooks, journal articles and more. If you want to search for particular types of information (just books or just articles) – click on the Specific Search options on the Library homepage.

There are also lots of excellent databases for you to use. When you are looking for information, it’s a good idea to use databases, not just Google! Databases enable you to search using keywords so you can find high quality journal articles, reports and other information about your specific topic of research. Some of our databases give you access to the full text of a journal article but others will give you the abstract or reference only.

Databases for the Adam Smith Business School can be found by -

- From www.glasgow.ac.uk/library, click on Databases by Subject link
- or you can click on Subject Guides or on the Library Knowledge Base for information.
- For newspapers see the options on the online full-text newspapers section of the website

Your GUID (Glasgow Unique IDentifier) and associated password gives you free access to these resources.

Business Source Premier (EBSCO)

Business Source Premier is a business research database, featuring the full text for more than 2,200 journals. Full text is provided back to 1965. Additional full text, non-journal content includes market research reports, industry reports, country reports, company profiles and SWOT analyses.
EconLit (EBSCO)
EconLit, the database of the American Economic Association, provides citations and abstracts in economic research dating from 1969. Links are provided to full-text articles for more than 290 journals in all fields of economics, including capital markets, development economics, econometrics and economic forecasting, environmental, urban and labour economics and monetary theory.

Emerald
Full text articles are provided from over 120 journals. Key titles include the European Journal of Marketing; International Journal of Manpower; Journal of Economic Studies and Managerial Finance.

MarketLine Advantage
MarketLine Advantage is an interactive platform giving access to a unique mix of company, industry, financial and country data, for every major marketplace in the world. Within MarketLine, Market Data Analytics database gives comprehensive market data covering nearly 50 countries, over 30 market sectors, and approximately 150 categories.

Mintel Academic
Mintel is one of the UK’s leading producers of market intelligence information. This service provides full text market research reports on a range of UK consumer and retail products and services and European & Chinese Retail Intelligence

OECD iLibrary
OECD iLibrary is OECD’s Online Library for Books, Papers and Statistics and the gateway to OECD’s analysis and data.

Passport
This online market research tool monitors industry trends and gives you strategic analysis and a market size and market share database for products across key countries. Passport analyses industries in countries around the world. 24 consumer markets and 80 countries are covered. It offers integrated access to statistics including long historic and forecast data series, comparable across countries, as well as market reports, company profiles and information sources.

Psychology and Behavioural Sciences Collection (EBSCO)
Provides coverage of almost 500 full-text journals in psychology. You can search this database to find articles on influence tactics, theories of work motivation, the psychology of consumer choice etc.
**Science Direct**
Science Direct's full text collection contains some of the most highly ranked academic journals in economics, finance and management e.g. *Accounting, Organizations and Society, Journal of Econometrics, Organizational Behaviour and Human Decision Processes* and *World Development*.

**SCOPUS**
Scopus is the largest abstract and citation database of peer-reviewed literature: journals, books and conference proceedings. Delivering a comprehensive overview of the world's research output in all fields of academic research, including Business & Management

**Social Sciences Citation Index** (on Web of Science Core Collection)
Over 1,700 international social science journals, including management and finance titles, are indexed and abstracted.

**World Development Indicators Online**
World Development Indicators (WDI) Online contains statistical data for over 900 development indicators and time series data from 1960 upwards for over 200 countries and 18 country groups.

**Financial Databases**
**Amadeus**
This is a database of comparable financial information for public and private companies across Europe.

**Datastream**
**We have Datastream on one PC on level 6 of the Library** - ask at Welcome Desk on Level 3 for access. It’s also available in the Wards Library in Accounting & Finance.

This database provides international financial, economic, stock market and company data. It includes coverage of equities, stock market and bond indices, economic statistics, foreign exchange rates, interest rates, fixed income instruments and derivatives. Over 175 countries and 60 markets worldwide are covered.

**FAME** (Financial Analysis Made Easy)
FAME is a financial database in detailed format for 2.8 million UK and Irish companies with a turnover of £1.5 million. Financial data includes 63 balance sheet items, cash flows and ratios and – for listed companies only – credit score and security and price information. Reports include contact information such as e-mail and web addresses, main and other trading addresses and activity details.

**GAAP Xtra on CCH Online**
GAAP Xtra is a complete financial reporting resource and is updated quarterly. Contents include: Advice on applying International Standards from iGAAP; IFRS Reporting for the UK; Practical advice from GAAP 2006, which is updated with each release; text of all the UK and International Accounting
Standards; text of International Standards on Auditing (UK and Ireland), the Companies Acts and related statutory instruments.

**SNL Banker**

SNL Banker provides access to in-depth data, news, and analytics on the banking industry, in a single online platform. Easily access specialized intelligence on everything from global institutions and emerging financial tech companies to regional banks and credit unions.

**Newspapers**

**Nexis**


**FT.com**

FT.com provides access to the latest UK and international business finance, economic and political news, comment and analysis from the Financial Times.

**Financial Times (FT) Digital Archive (1888-2010)**

The Financial Times Historical Archive delivers the complete searchable run of the world’s most authoritative daily business newspaper. Every item ever printed in the paper, from 1888-2010, can be searched and browsed article by article and page by page

**Other useful databases**

**SocINDEX (EBSCO)**

The research database for sociology, SocINDEX offers coverage of journals from all sub disciplines of sociology. Full-text is given for ‘core’ journals, including *Economy and Society; Gender, Work and Organization; Rural Sociology; Social Forces and Work, Employment and Society.*