



Cardiff
Metropolitan
University

Prifysgol
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Caerdydd



**MSc International
Business Management**
getting the business world into perspective

“The illiterate of the 21st century are not those that cannot read or write, but those that cannot learn, unlearn, and relearn”

Alvin Toffler

Programme Handbook 2016-2017

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“Learn how to see.

Realize that everything connects to everything else”

Leonardo da Vinci

Dear Student

A warm welcome to Cardiff School of Management

In putting together our course advertising we hit upon the idea of proclaiming “new horizons, new destination”, not only as a symbol of the global dimension of this new award, but as a reflection of the personal journey you are about to embark upon.

Throughout life we make choices, such choices open up opportunities for us and inevitably close others, but we always move forward towards some destination on some future horizon.

Your decision to embark on a postgraduate qualification has set you upon a route where academic qualification will be highly valued. To attain a Masters level qualification is a wonderful achievement, requiring commitment, determination and hard work. For many it is the pinnacle of academic study, it offers prestige, and is something to be immensely proud of.

Maybe true mastery of a subject comes from a life-time of study, or maybe it is never attainable, but today you are facing the mastery challenge. You are looking towards a new horizon with a new map in front of you, with a new destination in mind.

Good luck and I hope you find enjoyment in your journey.

Please take time to read through this booklet before you arrive, and in preparation for your arrival, we have prepared some things for you to consider in advance. These can be found in the final section of this booklet “**Induction Programme 2016 and pre-induction tasks**” These tasks are **very** important and act as a foundation to both the induction programme and your course modules.

Mark

Mark Sutcliffe, Programme Director

Cardiff School of Management

Cardiff School of Management (CSM) is one of five academic schools that make up Cardiff Metropolitan University, which is spread over two campuses. Cardiff School of Management is located on the Llandaff campus, and occupies a new, purpose built business school which was opened in 2010. It boasts many excellent facilities and embraces the latest technologies and innovative teaching room design.



Cardiff School of Management has 145 staff, and currently has a student population of some 3000 students, both here and in our overseas colleges. In addition to the facilities within the business school the Llandaff campus provides a range of cafes, a bank, 24 hour IT facilities and a small shop.

When you arrive we will give you the opportunity to explore the site and what it has to offer.

Staff: who's who?

The following staff will be your first point of reference. Staff that look after particular modules, will introduce themselves to you at the first meeting of the year.

Mark Sutcliffe Programme Director msutcliffe@cardiffmet.ac.uk

The role of the Programme Director is to look after you and the programme, and to make sure that everything runs smoothly. The Programme Director should be the first person you turn to in the event of needing advice and sorting out problems.



The team 2015...well some of them...



Why study a Master's degree in International Business Management?

The rationale behind a Master's level business and management degree is to improve the quality of management, and add further value to your first degree by developing a more integrated and critical awareness of management practice. In addition it will seek to enhance the effectiveness of the individual as manager within this process. The purpose of a Master's degree in business and management is to:

- promote the advanced study of business organisations, their management and the changing external context in which they operate
- prepare for and/or development of a career in business and management by developing skills at a professional or equivalent level, or as preparation for research or further study in the area
- develop the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice
- enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large

(Adapted from the 2007 QAA. Master's degrees in Business and Management)

Bullet point two above recognises that Masters level qualifications are a necessary criteria for career development and progression. In addition to this, with companies operating across cultural boundaries, cross-cultural communication skills and understanding are increasingly sought for jobs both in the UK and abroad.

The Association of Graduate Recruiters, Council for Industry and Higher Education and the research agency CFE carried out some research to find out what recruiters wanted and how higher education could help. Key competencies identified were

- a global mindset - a cosmopolitan viewpoint; an awareness of different cultures and values and how one's own culture and values differ
- global knowledge

- cultural agility - able to understand, empathise and respond to alternative perspectives
- advanced communication skills - including in the native language where required
- management of complex interpersonal relationships - with diverse teams and clients
- team-working and collaboration
- learning agility - able to respond quickly to new challenges, circumstances, and culture
- adaptability, flexibility, resilience, drive and self-awareness

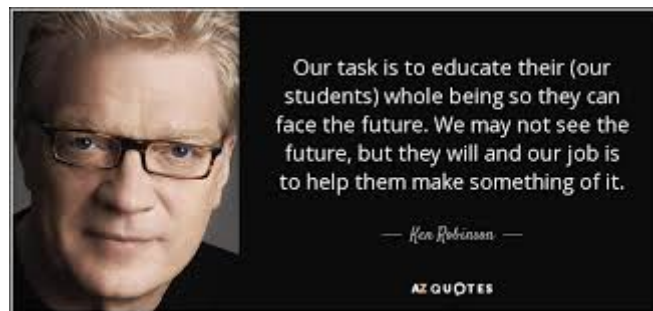
(adapted from Association of Graduate Recruiters, 2011)

This new programme in International Business Management will seek to promote many of these competencies and provide a sound academic platform for career development.

The award

This award is titled MSc International Business Management. To achieve this award you must attain 180 credits of level 7 modules (Level 7 constitutes modules classified to be at Masters level). The attainment of 120 credits at level 7 can lead to the attainment of a Diploma in International Business Management. If a student should attain only 60 credits at level 7, then a Certificate in International Business Management can be awarded.

The MSc International Business Management has three award standards, with Distinction, Merit and Pass. Distinctions are awarded for work exceeding 70%. Merits are awarded for work between 60 – 69%. A pass grade is awarded for work between 40 – 59%. Work awarded a grade below 40% is classified as a failure.



The programme

For this award we have adopted a very simple and straight-forward programme of study in which **all** modules are compulsory. Modules in Semester 1 establish the foundation of management and leadership within organizations. In Semester 2 the focus is on context and the range of issues and debates that shape business decision-making and business performance. Semester 3 pulls elements of Semester 1 and 2 together and provides the toolkit, competencies and skills necessary to operate as an effective manager and leader.

This award is based around a Semester delivery model in which students are required to study three modules in Semester 1, three modules in Semester 2, and in Semester 3 students will undertake the International Research Project. In addition to this in Semester 3, students will be evaluated in respect to the Business Analysis and Professional Development modules. These modules will be delivered over the year and cut across Semesters 1 and 2, although assessment of them will remain in the final semester.

With all modules being 20 credits (except Business Analysis, Professional Development and Practice, and the International Research Project) this means a 12 week semester will require 4 hours contact time or equivalent per week per module. The delivery pattern of 4 hours will vary from module to module reflecting the different approaches to teaching and learning adopted by the programme team. Teaching delivery patterns will be confirmed near the start of the semester.

Semester 1.
Leadership, Team Building and Communication
International Management: People and Operations
Organizations and Culture in a Global Context
Semester 2.
Creativity, Marketing and Enterprise
Globalisation and Contemporary Issues in Business and Management
Global Business Strategy

Semester 3.

Business Analysis

Professional Development and Practice in Business and Management

International Research Project

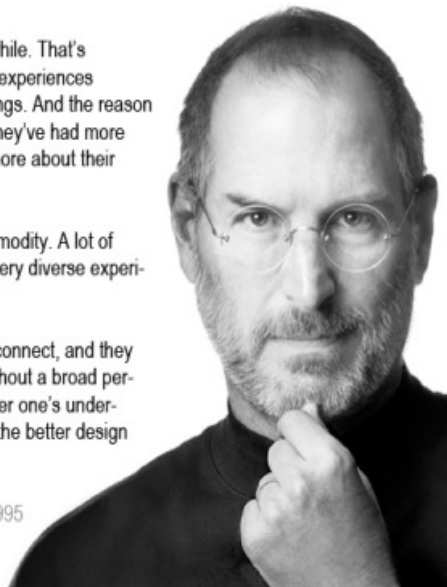
"Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something.

It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things. And the reason they were able to do that was that they've had more experiences or they have thought more about their experiences than other people.

Unfortunately, that's too rare a commodity. A lot of people in our industry haven't had very diverse experiences.

So they don't have enough dots to connect, and they end up with very linear solutions without a broad perspective on the problem. The broader one's understanding of the human experience, the better design we will have."

- Steve Jobs, Wired, February, 1995





The modules

Leadership, Team Building and Communication.

The aim of this module is to provide you the student with an introduction to the theory and practice of teambuilding, the role of leadership, and the importance of motivation. These are dominant and recurrent themes throughout the whole programme of study. This module seeks to build upon the Outward Bound programme delivered during induction, and establish the critical role played by effective communication both within teams and from leaders. A strong emphasis in this module is on the role of emotions and moods in management and leadership practice.

International Management: People and Operations

The module aims to develop a critical awareness of current and emerging practices in the managing of work organisations. As well as considering human resource management, it also examines operational performance and improvement strategies and the tools and techniques of operational improvement and performance management. The module incorporates substantial elements of international analysis examining the nature of extended supply chains and supply chain management and the problems and opportunities involved in managing operations located in different locations/countries.

Organizations and Culture in a Global Context

The module examines the importance of organisational design, structure and the culture of organisations; looking at different forms of organisations operating in different sub sectors of the economy. It builds on the earlier module looking at leadership and develops the co-related themes of culture, and cultural change, and power, control and resistance in the workplace. Within the theme of resistance and control, the concepts of organisational mischief, sabotage and subversion are explored. The module combines aspects of the internal functioning of organisations and their context within the wider global systems. It includes an examination of the relationships with other external organisations, the rest of society and the wider economy.

Creativity, Marketing and Enterprise

The aim of this module is to show the critical role that creativity plays in management actions and outcomes. It will focus primarily upon creativity in marketing practice, and the role of creativity in shaping the necessary traits and skills for enterprising behaviour. The module aims to develop within students not just an awareness of creativity, but establish best practice in developing creative skills and attributes through using creativity tools, techniques and critical reflection.

Globalisation and Contemporary Issues in Business and Management

The aim of this module is to introduce you to many of the issues and debates taking place within the global economy. It seeks to identify how such issues impinge upon critical business and management functions and processes. By enhancing such awareness this module aims to illustrate the critical nature of the global system in shaping and determining business behaviour.

Global Business Strategy

The aim of this module is to introduce you to the theory and practice of strategic management in a globalised economy, and the holistic way in which it draws upon a wide variety of managerial functions and disciplines. It will show you the main principles by which international organisations make and implement strategy for competitive advantage. It will also examine country analysis and market entry strategies, as well as look at the nature of alliances and working with partner organisations across national boundaries. The module will also provide you with the required tools and techniques for global strategic analysis, and use case studies and examples from around the world to illustrate the themes covered.

Business Analysis

The aim of this module is to provide you with the knowledge, skills and tools to effectively collect, process and analyse business data and information. It will draw on both quantitative and qualitative tools and techniques and introduce you to the growing field of business analytics.

Professional Development and Practice in Business and Management

This module will provide you with the tools, techniques and competencies to enhance academic learning and personal development. It will encourage you to reflect upon your performance and intellectual development. In addition, this module aims to develop and promote critical employability skills to enhance your career opportunities and prospects.

International Research Project

The aim of this module is to provide you with the opportunity to produce a detailed and in-depth analysis of an international business issue or debate. It will draw upon your learning from the programme, and allow you to demonstrate your ability to generate and analyse data and critically reflect both upon its production and its implications for the topic being considered. This module looks to extend your understanding and provide a critical framework for evaluate your individual learning outcomes.





Aims of the programme and the learning outcomes

The programme aims to:

- Develop a critical awareness and understanding of current theories and issues in international business and management and the conceptual frameworks to guide their application within organizations
- Develop both analytical skills, and research evaluation skills necessary for appropriate decision making
- Enable the student to become a reflective practitioner – able to make practical decisions based upon an understanding of academic content and processes as well as practical experience. Thus having the ability to unite theory and practice
- Enable students to evaluate the relationship between an organization’s global, external and internal environment and identify the effects this may have upon organizational leadership, decision making and business ethics
- Develop communication and inter-personal skills necessary to operate effectively at all levels within the business organization
- Encourage students to conduct and apply independent research and critical skills enabling the investigation of valid and relevant strategic leadership and strategic management issues
- Encourage students to objectively analyse their personal competences and opportunities for self-development and thus build on the learning arising out of the programme
- Facilitate his/her personal, academic and professional development.

From these aims we have identified five core learning outcomes, which form the basis of your years study. Upon the successful completion of the programme, students should be able to:

- Demonstrate critical awareness and understanding of the current theories and issues in international business and management and the development of conceptual frameworks to guide their application within organizations.

- Demonstrate analytical skills, critical reflection skills and research evaluation skills necessary for appropriate decision making
- Identify and evaluate the relationship between an organization's global, external and internal environment and their effects upon organizational leadership, decision making and business ethics
- Demonstrate developed communication and inter-personal skills necessary to operate effectively at all levels within the business organization
- Demonstrate and apply independent research and critical skills enabling the investigation of valid and relevant strategic leadership and strategic management issues.





Delivery and Teaching

What can you expect?

Given there are three 20 credit modules in semester 1 and semester 2, students can expect 12 hours contact time in total per week. In addition to this students will receive tuition in Business Analysis and Professional Development. These are 10 credit modules so this equates to a further 2 hours per week for both modules. The delivery of both of these modules is fortnightly, therefore the average contact time per week for students is 14 hours.

Students are expected outside of these hours to undertake independent study, including background reading and any other work as requested, including assessment, both formative and summative.

Module delivery

Different modules will be delivered in different ways depending upon the nature of content and the preferred delivery method. For example, it is proposed that the first module, Leadership, Team Building and Communication will be delivered in 12, 4 hour blocks. Other modules may split into two, 2 hour blocks, or even a single hour followed by a block of three hours. The delivery method of modules is to be confirmed, but every attempt will be made to map the delivery of the programme into as few days as possible. In the past the programme has been delivered over three days, with two days clear for reading and work preparation.

Teaching methods

Teaching method and approach

Experience has shown us that to teach a culturally diverse group of student's, especially when English is not the first language for many, particular attention needs to be given to the methods adopted for teaching and delivery. On occasions traditional lectures and book-based workshops may be appropriate, however you will receive a blended and experiential approach to learning, where an emphasis is placed on action learning. This we have found is more effective in meeting learning outcomes, and motivating and engaging students. Supporting and in conjunction with this approach to teaching and learning, the assessment programme for this award will reflect the same philosophy. A discussion on the assessment programme is given below.



Action Learning Sets

An action learning set is a small, closed group of people (usually between 4 and 6) who meet regularly to work through real-life problems and issues and support each other in their learning. There is a particular structure to learning sets that supports the development of problem-based learning, active listening, open and effective questioning and reflection, and evaluation of actions.

Why is taking action and reflecting on action important for learning?

Action learning helps us to:

- Take a step-by-step approach to problem solving, change and development
- Develop leadership skills as we take charge and reach our goals
- Test our learning back in the workplace/academic setting
- Identify the support and resources we need
- Help us to make organisational and personal changes
- Become more realistic about how we manage our time
- Recognise that there are many possible solutions

- Stay positive as we realise we can do something
- Learn more about ourselves, our issue, our set and our organisations
- Transfer our learning to other settings.

Professional Development Programme

The International Business Management award is designed with a fully integrated Professional Development programme. This programme will run in conjunction with the programmes taught modules delivered throughout both Semesters 1 and 2. It is designed to have a logic and rationale of its own, yet will support and promote learning at an individual module level. For example, it might provide appropriate skills to promote more effective learning, or require the conduct of important critical self-reflection. The professional development module will operate with a planned spine of events; workshops, action learning sets (see box), and guest speakers, mapped to modules and their delivery. A further element of the Professional Development module will be to promote employability and develop critical skills such as job searching, networking, application filling and interview technique.

Induction programme and Outward Bound Activity Days

The development of an effective induction programme that establishes key points of reference, conduct, practice and expectations, is a vital component in enhancing the student experience. It aids the transition into, or back into, university life and education. It is a crucial component in helping to shape group identity and an opportunity to make you all feel welcome and valued. The social and cultural dimensions of induction are in many respects its most important role. The MSc IBM induction programme will be conducted over three days. These days involve a series of orientation, problem solving and reflective tasks. Within this task diet there are a series of short diagnostics evaluating language skills, and the wider professional and academic skills students might be expected to hold, and their perceived standard of competence. The opportunity to audit skills, attributes and competencies early on in the programme enables us to more effectively plan the content and level of the Professional Development module.

The induction also includes the principal team building days, and involves an overnight Outward Bound Activity (OBA) programme, promoting leadership skill development, team working and the value of clear and effective communication. Students undertake a range of activities including kayaking, rock climbing and abseiling, culminating in a problem solving river journey, where student's

skills are focused and used. These activity days have proved to be a highly successful, and a highly popular part of the programme. The OBA days are embedded within the Leadership, Team Building and Communication module and are an important part of this modules delivery, focus and teaching. The OBA days are not compulsory although students are strongly advised to attend and join in as the trip plays a critical role in the delivery of certain modules within the programme, and its importance as a part of professional development.



This year's Induction Timetable and events will be forwarded to you closer to the start of term.

Multidisciplinary Team Teaching

The teaching philosophy of this programme is to deliver all modules using a multi-disciplinary teaching team, providing a more effective framework to encourage and promote an integrated understanding of business and management.

Moodle Virtual Learning Environment



All modules will be supported by Moodle and provide students with a wide range of learning material and study guidance. Moodle will be a core resource in providing a more interactive learning experience.

Language Teaching

As part of our programme provision we will offer all students the opportunity to study a foreign language. This will be extra-curricula and delivered subject to sufficient numbers. For non-English speakers we will offer a programme of English for Business to help enhance understanding. As above this programme will be offered subject to student take up.

Assessment and Feedback

The assessment strategy of a programme is a vital component in shaping the philosophy and feel of that programme. It reflects not only the attainment of the programmes learning outcomes, but should be designed to engage, challenge and effectively evaluate student learning.

In addition to the use of the patchwork portfolio (more below), the programme will utilize the essay to promote critical thinking and judgement skills. Problem solving and data analysis are evaluated through the use of a case study and data analysis examination. Creative and reflective skills are evaluated through a group-based project for the module Creativity, Marketing and Enterprise, and the Professional Development module. It should be noted that many more skills will be addressed and evaluated as distinct elements or patches within the portfolio work.

In addition to the summative assessment described above formative assessment will play a large part in the programme utilising peer assessment and evaluation. This will be promoted both via modules and will also be a key element within the Professional Development programme. Our experience has shown that the value from formative assessment, especially early in the programme of study, in particular with a large number of international students, is a critical element in programme design and delivery. Not only does it act as a benchmarking activity for the students, but it is an effective diagnostic tool for teaching staff. There will be elements of formative assessment in all modules within the programme, with more substantive formative assessment conducted in Semester 1 to undertake this key diagnostic role.



Summative v Formative

Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback and focuses on the details of content and performance. It is commonly contrasted with **summative assessment**, which seeks to monitor educational outcomes, often for purposes of external accountability and the giving of grades.

There are seven good reasons why formative feedback should be practiced.

1. Facilitates the development of self-assessment (reflection) in learning
2. Encourages teacher and peer dialogue around learning
3. Helps clarify what good performance is (goals, criteria, expected standards)
4. Provides opportunities to close the gap between current and desired performance
5. Delivers high quality information to students about their learning
6. Encourages positive motivational beliefs and self-esteem
7. Provides information to teachers that can be used to help shape the teaching.

HEA (2004)

Patchwork Portfolio.

The most significant feature in the programmes assessment strategy is the use of the patchwork portfolio. The approach allows for a variety of alternative forms of assessment to be considered, drawing on a diverse set of skills, competencies, knowledge and understanding within one assessment. Its structure and delivery as a series of tasks or patches, allows students to accumulate work, and then subsequently mould through reflection, a rationale that binds such components together. The portfolio requires an integrated theme and cannot simply be a collection of random pieces. The links and themes are appraised via reflection and established to be at M level.

The advantages of this form of assessment are that:

- Work is produced throughout a module, and not at a single point, allowing for reflection and the growth in student knowledge and understanding as a module progresses. Appropriately designed such a portfolio can ensure that students engage with all aspects/topics of a course, improving attendance, and reflecting a move towards a “deeper” learning process. In addition, this approach avoids the concealment of failure associated with end of module essay.
- The writing tasks are varied in style and genre (see below) drawing upon a wide range of skills and attributes, allowing for success to be evaluated upon a wider set of criteria.
- Each piece of work can be shared with other students; such work can be peer assessed and evaluated, and might be of a formative nature, only evaluated summatively with the final retrospective commentary.

Examples of fragments, patches or artefacts, which might be included in a portfolio, might include:

Scholarly/technical/reflective/creative writing;

Critical evaluation of an idea/method/approach;

Audio recording of a structured interview;

Video recording of a tutorial or a topic being explained;

Excerpt from an online discussion/email exchange;

The creation of a blog or podcast

The portfolio of work, once created, requires integration. In addition to a reflective commentary, the index and mapping of evidence provides navigation for the reader and offers reference to the module learning outcomes. A full assessment schedule will be given on your arrival.

International Research Project.

As well as the innovation of the Patchwork Portfolio, the programme team has also developed a further significant change in the traditional Masters level assessment programme. The Dissertation will be replaced with what we are calling an International Research Project (IRP). What the IRP does is to allow you to create an integrative piece of work without the rigidity and formality of the Dissertation structure. The IRP will be composed of five project tasks. Each task will provide a summative mark towards the completion of this assessment. The assessment of this module will run from the start of June to the end of September. Students will be given a supervisor to help them with this work, and a schedule for each project task deadline.

Feedback

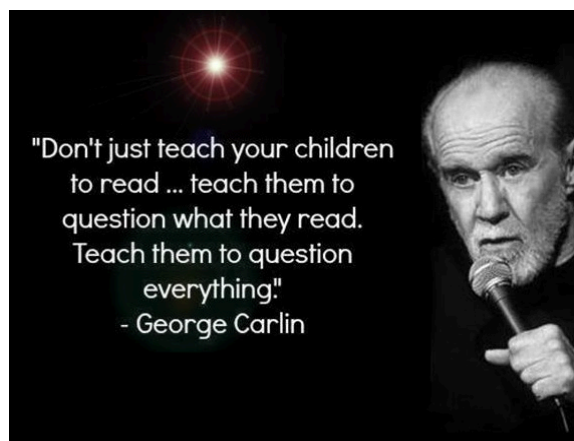
The MSc International Business Management programme is designed to recognise that feedback is an essential element in supporting learning, and that formative feedback at certain points in the year, such as during induction, is critical in establishing standards and setting expectations.

Feedback may be written, verbal or peer delivered. Within the patchwork portfolio it may in fact take on all three forms. Students will be given the opportunity to act on feedback, and in many cases reframe their work in the light of comments and observations. For example, in many of the patchwork portfolio assessments, only the final review of the work is summative. Patches may be revisited and amended any number of times prior to final submission.

The programme assessment schedule will:

- be planned for the year so as to avoid assessment bunching,
- place emphasis on formative assessment elements,
- provide clear marking schemes and assessment briefs, stating the assessment aims and objectives'
- ensure where modules are team assessed that marking standards are consistent within the module teaching team.

Via the Professional Development and Practice module students will also have the opportunity to establish dedicated learning communities in the form of Action Learning Sets (ALS), through which students are encouraged to share experience and best practice. From previous years we have found that students use these sessions to discuss, not only performance in assessed work, but how they might improve upon it. We have dedicated sessions within the ALS programme to promote and encourage such discussions.





Rights and responsibilities

Expectations of students

The expectations we set for Masters level students are very high, in fact the highest for all students groups. Master level students are frequently asked to represent Cardiff School Management in a variety of context, whether at career fairs or course promotions, or whether externally on our event days out in the business community.

Academically Masters level students are expected to attend **all** sessions and crucially be prepared to learn. This means having prepared all required work in advance of any specified session. You are expected to engage with group tasks and contribute to group learning.

Issues regarding where expectations fall below the standard expected are discussed in the section **Problems** below.

Expectations of staff

What can you expect of us? Primarily the responsibility of a module tutor is to deliver the module to you as specified in the module outline, and instruct you as to achieve its learning outcomes. On a more practical level we are required to return work to you within 21 days of its submission. Feedback is to be sufficient to allow for students to understand the reasons for their mark. This will vary in form, content and extent depending upon the assessment type and format.

The Programme Directors role, in addition to the above, is to listen to issues and concerns raised by students and their representatives, and to represent you and your interests in Cardiff School of Management and university wide committees.

Problems

Below are discussed **four** frequently occurring problems:

Late submission of work. A critical skill we hope you all have already is the ability to manage your time effectively and meet deadlines. Failure to meet formal deadlines for assessment is the most critical, as this will result in the giving of a zero mark. Any requests for late work submission must be made to the Programme Director, **not** the module tutor, and this must always be done before the deadline unless there are exceptional circumstances. Late work will receive an automatic zero mark.

Mitigating circumstances. If you are unable to complete work, or attend for reasons over which you have little or no control, for example health issues, then you need to consider submitting mitigating circumstances. These are formally evaluated by committee and require evidence, but will, if accepted, help resolve issues you might have in meeting deadlines or reaching the required standard of work.

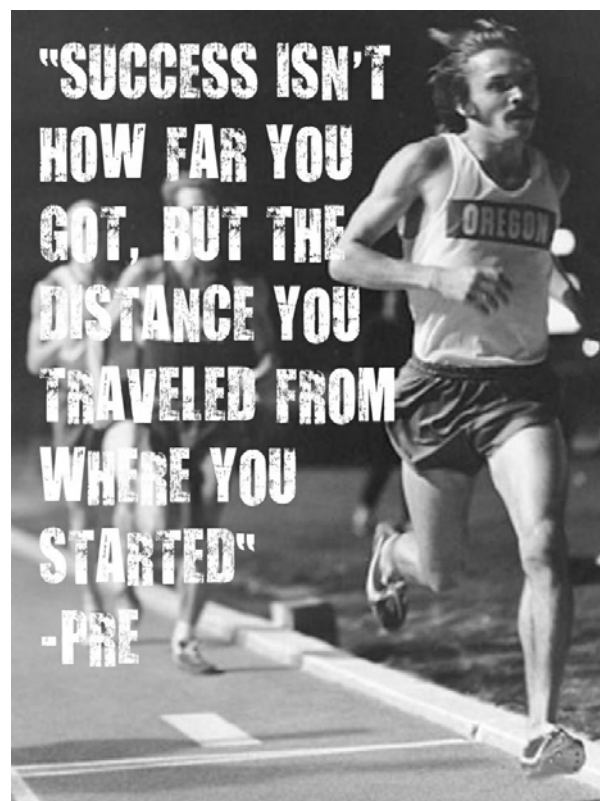
Non-attendance. Many studies over the years have shown a positive association between those students who attend and achieve high grades, and those students who do not and achieve low grades. You are expected to attend all sessions; any other appointments you might have, or arrange, should be done so around your teaching hours. We are required to keep a record of attendance, which we do in order to monitor performance and evaluate student issues which may impact upon attainment.

Should you have any issues regarding the course and attendance then you should inform the Programme Director in advance. In more general terms, issues regarding student welfare can be discussed either with the Programme Director or may be taken to the student mentors (see below) within CSM or any of the University wide student welfare services.

Plagiarism and Unfair Practice. The University and CSM operate a strict set of rules and guidelines regarding plagiarism and other assessment offences. We will discuss these issues fully during induction and the implications for you and your study.

Under no circumstances copy any material from books, journals or web pages without providing full details of the source. This is referred to as plagiarism. If you need to copy, put the extract in quotation marks or italics and explain who you are quoting and where the material appears e.g. Hall G (1995) *Surviving and Prospering in the Small Firm Sector*, Routledge p. 15). If in doubt check with a member of faculty. Collusion that is submitting the same work as a class-mate is also not allowed.

Assessments are submitted through plagiarism detection software. If unfair practice is suspected by your lecturer it will be reported in accordance with the University's Unfair Practice procedure as defined in the Academic Handbook.





Support and Welfare

The primary basis of student support is provided by the MSc International Business Management Programme Director. In addition support will be provided by:

- School-wide student mentoring scheme.
- Induction programme.
- Student handbook and module guides.
- Learning Centre Services.
- Specialist computing facilities including interactive and multi-media labs.
- The International Office (for International Students).
- Student Services and the Student Union.
- I-zone.

The school-wide student mentoring scheme.

“Students can get a great deal of information from written documents. What they want is what all human beings have always wanted: personal contact.”

(THE, 2008)

Cardiff School of Management’s (CSM) bespoke Personal Tutoring unit was set up in September 2007 to provide for students studying in the Department of Tourism, Hospitality & Events Management and UWIC Business School. The unit is CSM’s unique approach, within Cardiff Metropolitan University, to fulfilling both organisational and school strategic aims and is in response to the need for one to one support for students’ ancillary to the pastoral care offered by academics, programme directors and year tutors. Many studies conducted throughout the UK, in H.E. Institutions, have reported that the implementation of personal tutoring systems has facilitated a significant drop in non-progression of students and that it aids in retention of students, especially in their first term / semester of study.

The provision of this service is still evolving but the baseline definition of the function as defined in the CSM strategy document (2008) as it stands at the moment is *“A one to one meeting between*

student/s and academic member of staff which seeks to improve the student's university experience through providing access to academic support, personal guidance and/or access to student services. The main outcome of each meeting should be that the student feels more confident in both academic and personal terms." The service, which, although provided by all staff, is delivered by a team who are full-time personal tutors, aims to instill confidence into CSM students by encouraging their personal development planning along with strengthening key skills with a view to continually focusing on employability. The Personal Tutoring service also provides an access point to other Student Services but the aim is specifically to ensure that each student feels better personally and about his/her experience at CSM after each meeting which reinforces support to ensure student retention.

Three main areas are identified as the anchors for personal tutoring sessions: academic studies, welfare and personal development towards employment.

Induction programme (IP)

As discussed under the heading **Teaching Method** the IP plays a pivotal role in providing students with the opportunity to more effectively integrate both into the new environment of Cardiff School of Management, and establish relationships with peers on the programme of study. In addition to its diagnostic role, the IP helps us to more effectively identify those students who might require additional support and help right from the start of the academic year.

Student handbook and module guides.

In addition to the Student Handbook provided to all students attending Cardiff Metropolitan University, students will receive this Programme Handbook. All modules will be supported by the Moodle Virtual Learning Environment, in addition to which they will have a module guide identifying the aims and learning outcomes of individual modules, module content, assessment and submission deadlines for assessed work, and core reading.

Learning Centre Services.

Every Cardiff Metropolitan University campus has a modern, well-equipped, professionally-staffed Learning Centre. Library & Information Services, who run the Learning Centers, have a rolling programme of works to develop and improve each Learning Centre. Facilities include: staffed helpdesks, extensive book, journal and audio visual collections, IT suites, Wi-Fi, learning lounges, group areas, quiet study areas, laptop lockers, self service issue and return technology and easy to use audio visual, photocopying and printing facilities. 24 hour internet access is available at Cyncoed and

Llandaff. Extensive subject-specific electronic resources such as e-journals, e-books and research databases make up a third of the collection, and are freely available 24/7 on or off campus via the Learning Portal. Students can renew, reserve and request books from other campuses online via the Library catalogue Locate and have paid-for access to the collections of the British Library via the inter-library loans scheme. In addition to all of this, multi-skilled staff are available to respond to enquiries and provide research skills training sessions on electronic databases, information searching, and research, as well as essay, project and dissertation preparation.

Specialist computing facilities including interactive and multi-media labs.

Staff and students are permitted to use workstations at any Cardiff Metropolitan University campus during evenings, weekends and vacation periods provided they are registered computer users and agree to the regulations governing the acceptable use of IT facilities. 24 hour computing facilities are available for all Cardiff Metropolitan University students to use at the Cyncoed and Llandaff Learning Centres.

The International Office (for International Students)

The International Office provides information, advice and counseling to all international (non-EU) students and their dependants, regardless of nationality, religion, gender or status on non-academic matters, such as finance, health care, immigration, visas, employment regulations and services. Since international students often experience different problems from 'home' students, a specialist support team is available, which is comprised of twenty members of staff, who deal with recruitment, welfare, language support and study skills. Confidential counseling is also available. The International Office works closely with Student Services and may refer students for more general advice and counseling where necessary.

Student Services and the Student Union

Student Services is designed to meet the support needs of all students and to offer help and guidance.

It is comprised of six areas:-

- Finance and Welfare Advice
- Counseling Service
- Health Service
- Disability Service
- Career Development Services
- Multi-faith Chaplaincy

All the advisory services are free, confidential, impartial and staffed by professionals.

In addition to Student Services, the Students Union performs three main roles in supporting students: to support and represent the students both locally and nationally; to facilitate student clubs, societies and interest groups; and to provide affordable commercial services to help support the development of its non-commercial operations.

i-zone

The i-zone is a one stop shop:

- that tries to answer any type of question you may have about accommodation, enrolment, fees, travel information, DBS checks, international issues etc.
- where you can pay any fees quickly and conveniently
- where you can hand in your assignments

For students who don't know where to go or who to ask they go to the i-zone and 'Just ask'



Quality assurance

The programme follows the regulations within Cardiff Metropolitan Academic Handbook concerning Monitoring, Review and Evaluation of the Programme. This includes completion of an Annual Programme Report (APR).

Student representatives play a vital role in quality assurance processes within CSM, most immediately on the MSc IBM Programme Course Committee. Here staff and students discuss the running and performance of the programme over the year. Two students will be selected to perform this role during the induction week.





Induction programme 2016 and pre-induction tasks

The induction programme for the MSc IBM will commence the week **starting 3rd October**. A diary of events for the week will be sent to you nearer the time.

Enrolment process for UK/EU students

Enrolment is an essential process that confirms your status as a Cardiff Met student and also gives you access to Cardiff Met IT systems, pay fees and, importantly, enables you to obtain your Student MetCard.

From 1st September 2016, you can complete the online Self-Enrolment process from any computer through the Cardiff Met Self Service system.

On receipt of your '**Enrolment Email**', please begin your Self-Enrolment by going to the www.cardiffmet.ac.uk/enrolment webpage and following the step-by-step guidance that is provided. Access to the Enrolment section of the Cardiff Met Self Service system will require you to login with a username and password. **Please input the same username and password that you originally used to apply with.**

Please note that in order to Self-Enrol, your status with Cardiff Met must be **Unconditional Firm (UF)** i.e. all conditions met.

Library & Information Services

You will have access to Cardiff Met's Library & Information Services soon after completing your online enrolment. A confirmation email will be sent to you with your Cardiff Met login details. To see the facilities and services available, please refer to www.cardiffmet.ac.uk/library

What to do before you arrive.

In preparation for the induction days, and to get you thinking about some of the key issues that will form some of your early modules, we have prepared some pre-induction tasks that we would like you to consider prior to your arrival at Cardiff School of Management.

Activity One: Belonging

I have just finished reading a Dissertation presented to me by one of this year's students on the MSc Management programme. In this dissertation he explores the impact on consumer buying behaviour resulting from companies sponsoring shirts for major sporting teams. In particular he looked at the Germany football team Borussia Dortmund and the impact this relationship had on the business of shirt sponsors Puma. Although his results were rather inconclusive as to whether Puma benefited a great deal from this relationship, what the research did reveal to me was something more interesting and intriguing, and that was the role the football shirt played in bringing people together and creating a sense of belonging. From his interviewing of Borussia Dortmund football fans, all of them spoke of being together, facing the despair of defeat, and the elation of victory as a group, and what tied them together was the belonging they felt as a group to the football club. The team shirt was a symbol of this belonging, it acted as a badge which said "I am with you, and we are together". This belonging is hugely significant in shaping, in this case, the lives of these German football fans, and the feelings and motivations they have as a group.

We all belong somewhere, and we all belong to many different groups, and in most cases we all want to belong. What does belonging mean to you? To what groups do you belong? How have (do) these groups to which you belong, shape your life? What we want you to consider in this activity is you're belonging, and how it shapes your life, and how you're belonging to the MSc International Business Management, and Cardiff School of Management, will shape your life over the coming year and into your future.

What is the point of this?

There are a number of reasons to do this activity.

- First, this is an interesting, and slightly unusual task in personal reflection. It is a good way for you to introduce yourself to others, and for others to introduce themselves to you.
- Second, personal reflection is a critical skill you will be required to develop over the coming year, and will be of major importance in a number of modules and points of assessment. So practice makes perfect.
- Third, feelings of "belonging" have clear motivational impacts upon action and behaviour. From a managerial point of view being able to harness such motivation, or create a feeling of belonging for an individual or within a group, has clear implications for management practice and organizational design. If we can personally reflect upon, and better understand what

belonging means to us, we will be better able to better understand what it means to others, and how it might be used to motivate and contribute to the effectiveness of the business organization we might be part of.

How am I to do this?

What we would like you to do is take pictures, either on a phone or a camera, that reflect belonging. We would like you to take pictures that represent the following aspects of belonging (the task we will ask you to do in induction will require you to have at least one picture to represent each aspect of belonging identified below):

- We all belong to a culture that shapes our lives in so many ways. Take **two** picture that you feel reflect your culture and your place within it.
- Very often the biggest motivator in our lives is our family, or belonging to a close personal group. Sometimes it is our own aspirations and goals, but these very often come from somewhere, the consequence of events or someone. Take **two** pictures that you feel capture the biggest motivating factors in your life.
- Education is important for you, otherwise you would not be here. Take a picture that reflects how education has motivated you to get to where you are today.
- Here's a slightly more difficult one, take a picture of what it means to you to become a student of Cardiff Metropolitan University, and be part of the group that will be the MSc International Business Management.
- What expectations do you have about being a Masters student? Take a picture that captures what you think will be your greatest challenge this year. Take another picture that you feel will capture your greatest hope from the year.
- Upon entering this programme of post-graduate study at Cardiff School of Management you will have expectations regarding the year ahead. But what about your expectations when the year is over, where do you see your life going or your career taking you? What do you dream about? Take a picture that you feel captures your dreams and aspirations.

Please take as many photos as you like in completing this task, but remember that you must have at least one photograph to represent each photo requirement identified above. During the induction week we will do a number of interesting things with your photographs, and discuss what we can learn, both from the content and the process of collection, and how these lessons might be transferred into business and management practice.

We hope you enjoy the challenge of this activity, remember it is to be enjoyed!

Activity 2

Read the Harvard Business Review article (attached) “No, Management is Not a Profession” July-August 2010 by Richard Barker, and consider answers to the following:

- What is the purpose or purposes of business education? How many can you think of?
- Which of these purposes, do you think, dominates contemporary business teaching, and why?
- Which purpose do you feel might be most desirable given that any might be possible?
- Given the three points above, what are the implications for business, management and leadership and how it is “taught”?
- How should we teach you?
- How should we assess you? And how is assessment dependent on our goal and view as to what business education should represent?

Where appropriate use the above article to inform your debate and opinion.

We will use your reading of this article and your consideration of these questions for a debate and discussion during one of the induction days.



Gentlemen, we are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence. I am not remotely interested in just being good.

(Vince Lombardi)

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