“Learning to make a difference”

2018-2019

Email: ulmpgsenq@liverpool.ac.uk
Tel: 0151 795 3005
**Welcome from the Director of School**

On behalf of the University of Liverpool Management School (ULMS) I would like to congratulate you on gaining a place with us and extend a very warm welcome to you as a new MBA student.

You have made a great choice to study with us in Liverpool, with everything the University and this great city has to offer. We know that in choosing to return to university to study for an MBA as a post-experience student, you are making a significant investment in your future career. We look forward to working with you and supporting you in this, helping you to excel in the academic aspects of your studies, but also helping you to develop your knowledge of management practice in ways that will support your future aspirations. We want you to take advantage of all university life can offer through its intellectual, social and physical environment in the year you are here, forming life-long friendships and networks that will support you in your future.

Our vision statement commits us to being a globally connected Management School whose transformative research and teaching places us at the forefront of influential knowledge leadership, bringing us together with students, business and society in learning to make a difference. Our aim is to offer you a learning experience that helps you to develop into a global citizen capable of making a difference to the businesses and organisations you work for as you build your successful career, as well as society more broadly. We hope you share this aspiration.

ULMS programmes are designed by the School’s internationally-recognised faculty. Please take advantage of the formal lectures, research seminars and various other meetings at the school to get to know them. Our faculty members work closely with national and international employers to ensure that research is relevant to practice. You can be confident that what you learn here is both current and relevant to the careers you will pursue on graduating. As a globally connected school we are also able to offer a range of MBA Masterclasses and Guest Speaker sessions led by international business leaders, and work based projects hosted by organisations from all over the world.

Our aim is not just to impart learning but to actively work with you on how you can improve your overall skills. The Navigator Careers and Professional Development Programme will help you to develop a range of important leadership skills, while our dedicated MBA careers support will enhance your job searching and application skills. We expect that you will be an active learner, contributing what you already know to your classmates and finding innovative ways to use what you learn both in projects here and the broader workplace when you graduate. More information about the opportunities available to you can be found in this handbook.
We want our relationship to last beyond graduation. We are proud of our alumni and look forward to working with you for some years and helping you achieve your aspirations.

With every good wish for a happy and successful time with us.

Professor Julia Balogun
Dean, University of Liverpool Management School
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Purpose of the Handbook

This handbook aims to be a guide to life in the School of Management. It contains information on the structure of the School, its staff, its committees, and other important information.

This handbook contains important information, useful to you throughout your studies, and you are advised to read it thoroughly, in order to familiarise yourself with the practices and procedures of the School. It does not replace any other communications you receive from the University, Faculty, or individual subject department, but should be read in conjunction with them.

You should also be aware of the general rules and regulations of the University which apply to all students and should take note of the additional information issued by the University such as the ‘Your University’ handbook (available at www.liv.ac.uk/student-administration/student-administration-centre/student-handbooks/) and other paper-based booklets and web links.
ULMS Mission Statement

We share the University of Liverpool’s mission to be “dedicated to the advancement of learning and ennoblement of life”

We advance this through our Vision: To be a globally connected Management School whose transformative research and teaching places us at the forefront of influential knowledge leadership. This brings us together with students, business and society in ‘learning to make a difference’.

In learning to make a difference:

- We provide an outstanding, inclusive student experience which enhances employability and inspires our students to become socially responsible citizens.
  Delivered from the heart of the Liverpool campus, our programmes are underpinned by the School’s leading research and informed by employer needs. Through our culturally diverse student body, worldwide network of campuses and online programmes, we are able to offer a truly international learning experience which helps our students to become global citizens. Imbued with Liverpool’s energy, our graduates use their ingenuity to make a difference to business, organisations and society across the globe.

- We enable faculty to develop innovative research which has global impact and enriches our programmes.
  Our research achieves international distinction for its originality and significance. Published in top-ranked, peer reviewed journals, it makes a difference; not just through its international reach in the academic community, but by informing and extending the student learning experience. Our community of scholars work collaboratively, also undertaking research in interdisciplinary research teams which span the School, the University and our external partners to address real-world problems.
• We use our cutting-edge research and expertise in the practice of management to support business and society.

Located in a city famous for its commercial and maritime heritage, we collaborate with civic, national and international partners to develop and share our research in a way that enables us to assist organisations, institutions and policy makers. Our work empowers those we engage with to make a difference to their businesses and society. The impact of our knowledge exchange is visible around the world as well as in our city region.

We achieve this by fostering a friendly, supportive culture and a collegiate, socially-responsible community of scholarship which values integrity, diversity and equal opportunity.
School Accreditation and Other Recognition

AACSB

In November 2012 the Management School achieved AACSB Accreditation, which represents the highest achievement for an educational institution and its college of business. Only five per cent of business schools worldwide have been awarded the accreditation.

AACSB-Accredited Schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools.

AACSB Accreditation Standards require a high quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of businesses. This achievement means that not only has the Management School met specific standards of excellence, but has also made a commitment to on-going improvement to ensure that the institution will continue to deliver high quality education to its students.

*AACSB accreditation standards require the School to assess that learning goals have been met for all programmes. This requires us to sample student work on a regular basis. This process is not related to marks awarded. The assessment of learning goals process allows us to continually improve our programmes of study.

Other Recognition

The MBA programme entered The Economist’s ‘Which MBA?’ top 100 global ranking in 2015, and retained its position in 2016 and 2017.

The MBA programme achieved Tier 1 Status in CEO Magazine’s 2017 European MBA Rankings.
PRME – Principles for Responsible Management Education

The mission of PRME is to transform management education, research and thought leadership globally by providing the Principles for Responsible Management Education framework, developing learning communities and promoting awareness about the United Nations' Sustainable Development Goals.

The Six Principles of PRME provide structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

For more information about PRME, go to https://www.liverpool.ac.uk/management/about/prme/
Aims of the Management School’s MBA Programmes

The overall aims of the programmes are to provide a comprehensive and high level education to managers who are part way through their careers. All modules on the programme are level 7 (Master’s level) modules.

The objective in terms of assisting students is to be a constructive part of their career development. This will be facilitated, specifically, by:

- Providing students with the capacity to apply knowledge of the principles and current issues relevant to general management roles in business organisations in new and unfamiliar circumstances;
- Supporting the development of subject specific and key transferable skills necessary for employment in general management positions including business creation;
- Supporting students in their personal and professional development;
- Providing opportunities for students to acquire a range of analytical techniques required for the effective tactical and strategic management of business organisations;
- Enabling students to develop their IT skills and familiarity with a range of financial and statistical software;
- Supporting the enhancement of skills of collaborative communication in an international context.

In the case of the MBA Football Industries, these general objectives are supplemented by those specific to this programme:

- To provide students with a good understanding of the modern football business, to encourage them to reflect upon theoretical debates around its functioning, and to analyse critically processes and forces within it;
- To encourage students to apply modern business and management concepts, theories, and practice to the football industry;
- To offer vocational training to students who wish to enter football and its associated industries, and to develop the skills and attributes required to successfully enter the industry.
In the case of the MBA Thoroughbred Horseracing Industries, these general objectives are supplemented by those specific to this programme:

- To provide students with a good understanding of the modern Thoroughbred Horseracing business, to encourage them to reflect upon theoretical debates around its functioning, and to analyse critically processes and forces within it;
- To encourage students to apply modern business and management concepts, theories, and practice to the Thoroughbred Horseracing industry;
- To offer vocational training to students who wish to enter Thoroughbred Horseracing and its associated industries including the wider equine and the gaming industries, and to develop the skills and attributes required successfully to enter the core and related industries.

**Postgraduate Learning Goals**

Throughout their programme of study, all business and management postgraduate students, will:

- Demonstrate relevant programme specific knowledge and understanding;
- Demonstrate that they are effective learners, planners and communicators;
- Demonstrate cognitive skills of critical and reflective thinking;
- Demonstrate effective performance in a team;
- Demonstrate that they can analyse business and management issues effectively;
- Demonstrate that they have awareness of ethical understanding and reasoning.

To achieve these learning goals it is vital that students not only acquire appropriate knowledge and understanding but also become proficient in a variety of skills – cognitive, practical and transferable. These ‘key skills’ are incorporated into the design and delivery of all programmes.
The ULMS Graduate

The Management School aims to produce graduates who have not only excelled academically, but who have the skills and competencies sought by employers in the modern business world. These skills can be developed through extra-curricular and co-curricular activities as well as within the curriculum. They are defined through the concept of “The ULMS Graduate”.

The ULMS graduate is....

- **Flexible and adaptable**
  - Our graduates understand that the business world develops and changes quickly, and ULMS will provide them with opportunities to develop the skills needed to be open to the challenges it brings.

- **Ethically aware**
  - The ULMS teaching, learning and assessment strategy ensures that all graduates are exposed to the ideas of business ethics whilst studying and that they have an understanding of the difference businesses can make in the wider community and across the world.

- **A team player**
  - Our graduates understand the importance of contributing to a team. By contributing to group work our students understand the dynamics of a team and the importance of individual roles and how each can make a difference to achieving a result.

- **A problem solver**
  - Our graduates are provided with opportunities to develop their critical and analytical skills from the day they join the school. By learning to think creatively, to persevere with an issue and to draw on the resources available to them, our graduates approach difficult situations, confident that they can reach a successful outcome and make a difference.

- **Organised and able to work under pressure**
  - ULMS graduates learn to manage their time carefully during their studies. Our graduates are motivated to learn outside the classroom and are adept at managing deadlines and dealing with conflicting demands upon their time.

- **Numerate**
  - Maths is an essential element of all our programmes and our graduates are confident and competent when using numbers to analyse situations, solve problems and make decisions.
The teaching at ULMS is drawn from the latest business and management research, ensuring that our graduates understand the environment in which they begin their careers.

We instil our graduates with the confidence to lead others by providing opportunities within the curriculum to debate ideas, present research, solve problems and make difficult decisions.

Our graduates understand the importance of IT in the modern business environment and ensure that their digital literacy skills are up to date in order to use it successfully. They understand how to prepare and analyse spreadsheets, can write reports and use IT to enhance presentations. They are confident users of electronic databases and are skilled at finding and evaluating appropriate and relevant information from electronic databases.

The ULMS teaching and research community is drawn from around the world and our students are exposed to business ideas and cultures from beyond the UK. Many graduates make the most of international opportunities available to them, from participating in overseas exchanges to participating in international inter-university business games.

The ULMS syllabus requires students to demonstrate their aptitude for communicating throughout their studies. Their skills include writing essays, business reports and case studies, giving presentations, listening to and questioning guest speakers and using by negotiation and skills of persuasion to argue a point during a class debate. Our graduates understand the difference that effective communication can make to a situation.

ULMS graduates understand that the end of their degree programme does not mean the end of their learning journey. Our students understand the importance of continually building skills and knowledge in order to maintain commercial awareness, to be able to follow a flexible career path and to continue to make a difference throughout their working lives.
Key Contacts

Associate Dean (MBA Programmes)
Professor Elizabeth Maitland is the Associate Dean (MBA Programmes) and oversees the MBA student experience in the Management School. You should contact her if you have any concerns about your experience in the Management School. Elizabeth can be contacted at E.Maitland@liverpool.ac.uk or by telephone on 0151 795 7589.

Directors of Studies
Directors of Studies are responsible for the overall design and development of your programme. You should contact them for advice about such issues as choosing modules or if you have concerns about your programme. Your MBA Director of Studies is:

Liverpool MBA
Mr David Cockayne
Email: David.Cockayne@liverpool.ac.uk
Phone: 0151 795 3151

MBA Football Industries
Dr Babatunde Buraimo
Email: B.Buraimo@liverpool.ac.uk
Phone: 0151 795 3536

MBA Thoroughbred Horseracing Industries
Mr Neil Coster
Email: Neilc@liverpool.ac.uk
Phone: 0781 324 7575

Student Support Office and Programme Administration
If you have any queries relating to your programme of study (including but not limited to: module selection, assessments, withdrawal or suspension from study), your first point of contact should be the Student Support Office where staff look after MBA programme administration. Staff can also direct you to further support and help should you require it. The Student Support Office is located on the ground floor of the Management School and is open Monday - Friday, 9am-4.30pm.

Contact the Student Support Office: ulmspgenq@liv.ac.uk
Mrs Julie Byrne Programme Coordinator
Julie is responsible for MBA admissions and provides general support and advice to MBA students for the duration of their programme. Julie leads on the organisation of co-curricular events for MBA students including masterclasses, guest speakers and field trips. Julie is a member of the MBA Staff Student Liaison Committee and can signpost students to sources of support within the Management School and the wider university.

To contact Julie and/or to make an appointment:
ulmsmba@liverpool.ac.uk
Tel: 0151 795 3718

Student Learning and Teaching Support Officers
The school has a team of Student Learning and Teaching Support Officers who can help if you are experiencing serious difficulties with any aspect of University life. The Learning and Teaching Support Officers are able to provide advice and support with welfare and pastoral concerns ensuring that you are guided to the most appropriate specialised support for your needs. They also provide study support to all postgraduate students via weekly Skills Enhancement sessions (see below) as well as offering one-to-one study support appointments for more individual or specialised study issues.
ULMS Learning and Teaching Support Officers (from left to right): Luc Bostock, Luke Dowdall, Daniel Marfany and Vicki White

Contact us
The team provides a regular drop-in service 10am-12pm, Monday to Friday. To request an appointment for pastoral and welfare support, please email ulmsltso@liverpool.ac.uk.

Information regarding study skills support, including listings of upcoming Skills Enhancement sessions (see below) and links to VITAL, can be found on the student intranet - https://www.liv.ac.uk/intranet/management-school/. Exclusive to the Management School, all students have access to the ULMS Study Skills module on VITAL which is designed to support students with developing their study skills. All you have to do is click on the link on your list of courses. To request a one-to-one study support appointment, please email ulmsltso@liverpool.ac.uk.

Disability Support
The Learning and Teaching Support Officers are the school’s Disability and Dyslexia Contacts. The role of the Disability and Dyslexia Contacts is to liaise with the central Disability Advice and Guidance Team to ensure that any specific requirements and recommended adjustments are implemented within the School. If you think you may need support due to a disability or specific learning difficulty you should first contact the central Disability Advice and Guidance Team at disteam@liv.ac.uk or call them on 0151 794 4714. Alternatively you can attend their drop in service between 1pm and 2.30pm or browse the general information available at https://www.liverpool.ac.uk/studentsupport/disability/

If you have already been in contact with the central Disability Advice and Guidance team and for any reason your support is not yet in place, please contact the Learning and Teaching Support Officers at ulmsltso@liverpool.ac.uk.

Liaison Librarian
The Liaison Librarian for the Management School is Nicola Gregory (nicola.gregory@liverpool.ac.uk). Nicola provides training for students in how to use the Library in various modules and through Welcome Week, as well as throughout the rest of the year.
If you are having difficulties accessing any information in the library, or need advice on how to use its services, you can make an appointment by accessing the University Library Libguide: http://libguides.liv.ac.uk/management-school.

**Academic Advisors**
Every student has an Academic Advisor who provides appropriate support to help students fulfil their academic potential during the course of their studies. Your Academic Advisor will be allocated to you early in the first semester and you will be notified when the details of your Academic Advisor are available to view in Liverpool Life. Your Academic Advisor will meet you when you begin your studies at the Management School, and you can make appointments to meet with him or her throughout the course of your programme to discuss your progress.

**Module Leaders and Other Academic Staff**
Each module has a designated module leader. Their contact details are provided in the module handbook posted on VITAL, and on the staff list on the ULMS website at: http://www.liv.ac.uk/management/staff

Information about each module can be accessed via the electronic module catalogue on the School’s web pages at:
https://www.liv.ac.uk/info/portal/pls/portal/tulwwwmerge.mergepage?p_template=m_bl&p_tulipproc=deptmodlist&p_params=%3Fp_dept_code%3DBL%26p_template%3Dm_bl

**Chair of the Board of Examiners**
The Chair of the Board of Postgraduate Examiners is Mr Nick Greer. The Assessment Team (Student Experience) are responsible for dealing with examinations arrangements and coursework submissions. The Assessment Team are also responsible for collecting all medical documentation relating to delayed submission of assignments or absence from examinations. You should complete the ULMS paperwork relating to illness or delayed submission of work and then pass it on to the Senior Examinations Administrator in the Student Support Office.

**Dissertation/ Work-Based Project Supervisor**
Each student is allocated a supervisor for their dissertation or work-based project. You should liaise with this member of staff at all stages of your research, from the planning to the execution and presentation of your findings. Your supervisor will arrange appointments at regular intervals to discuss progress. These meetings are mandatory and staff records are maintained.
Communication with You

E-mail
Incoming students are provided with a University e-mail account and once your registration is completed, all University communications will be sent to this account. It is very important that you check this daily during term-time, and also regularly during vacation periods.

We recommend that you contact us via email in the first instance, however if you feel your query requires an urgent response then you can always visit the Student Support Office in the Management School between the hours of 9.00am – 4.30pm, or visit your module leader/Academic Advisor during office hours.

If you do e-mail academic staff or professional services staff, please do so only from your University e-mail account. Write in a professional, polite style, and remember to use an appropriate greeting and sign-off in all mails. Remember too that staff are often away from their emails for large parts of the day – but we should always be able to respond to you within three working days.

When contacting the School Student Support Office or academic staff, it is important to indicate your student ID number, which degree programme you are on and your year of study (if you are a part-time student) in all communications. In a School with over 700 postgraduate students, this will help us to identify you more easily and respond to your enquiry.

Academic and Professional Services staff will generally respond to emails during normal working hours, i.e. 9.00am – 5.00pm Monday to Friday, not including weekends.

Please try to find information in this handbook or through the School or University web pages in the first instance; if you cannot find what you are looking for, let us know so that we can post that information for the benefit of other students. The School Student Support Office will also be able to answer many of your non-academic queries.

VITAL
VITAL stands for Virtual Interactive Teaching at Liverpool and is the University’s virtual learning environment. Each programme and each module has a VITAL page. Students are expected to monitor information concerning their modules on the VITAL network regularly. Information about your programme will be communicated via your VITAL programme page. Other useful information such as upcoming events or opportunities for students is also posted on your VITAL programme pages.
School Intranet
The Management School student intranet contains information for current students at: 
https://www.liverpool.ac.uk/intranet/management-school/. Here, you can find links to staff-student liaison committee minutes, the electronic module catalogue, programme specifications and other important documentation.

Post
Sometimes we need to contact you via post so it is important that your school is kept informed of any changes to your address – both term-time and vacation. You can update your details via Liverpool Life. Please check that your postal details and mobile phone details are accurate and up to date!

Telephone contact
All staff have a direct telephone number and voicemail. Please note that when calling staff from a University telephone, you only need to dial the last 5 digits (e.g. for 0151 794 1234 you simply dial 41234). Calls made from outside the University or from a mobile require the full number. If you are dialling from outside the UK, use the prefix +44 (151).

Social Media
News, events and announcements about the Management School are communicated via Facebook and Twitter. Like us at “University of Liverpool Management School” and follow us at @UoLManSchool

Social media sites such as Facebook and Twitter offer great opportunities for students and staff to interact beyond the classroom environment. ULMS has developed guidelines to help you use social media to support your ULMS studies effectively and appropriately. These can be found on the next page.

You should read them in conjunction with the University of Liverpool’s Student Guide to Social Media, available at:

https://www.liverpool.ac.uk/media/livacuk/corpcomms/pdf/Social,media,guide.pdf
Social Media Guidelines

These guidelines have been developed to help you use social media to support your ULMS studies effectively and appropriately. You should read them in conjunction with the University of Liverpool’s Student Guide to Social Media, available at: https://www.liverpool.ac.uk/media/livacuk/corpcomms/pdf/Social,media,guide.pdf

When using social media, please remember the following points recommended by the Student Guide to Social Media:

- **Keep it in good taste and make sure it isn’t unlawful** – don’t forget that once it is out there, it is almost impossible to remove, so think before you tweet! Offensive material will almost certainly attract the wrong type of attention and could seriously damage your reputation. It could also result in the University taking disciplinary action.

- **Consider your message, audience and goals** – don’t forget that it’s very difficult to limit who sees what on social media, so bear that in mind before posting content.

- **Be accurate** - mistakes can happen, but try to make sure what you post is accurate

- **Consider the impact** – material posted on social media can have a long-term impact on your employability prospects and reputation. Make sure you consider the consequences before you post.

- **Respect others’ privacy** – don’t include personal information about yourself or others, including other students and University staff.

- **Be aware of copyright and intellectual property issues** – do you need permission to publish the information on your page? Make sure you check before posting because infringement of rules could lead to legal action.

Always remember to:

- **Keep it public** - Where used to support teaching, social media should benefit all students. Please don’t message your module leader or Director of Studies privately if you have an academic query. Post it on the message boards provided so that all students have the opportunity to join the discussion.

- **Use your Student Handbook** – This Student Handbook should be your first point of reference for academic issues and your module handbooks should be the first thing to consult with any module level queries. Both are available on either your programme or module pages on VITAL. Remember that there is a risk of mis-information on social media sites, so make sure you seek expert guidance if you have a query.

- **Language** – Ensure that your contributions can be easily understood and avoid ‘textspeak’ if it could cause confusion. You should ensure that you maintain a more formal tone when communicating with the School and the University through channels other than social media, such as VITAL and emails.
Careers Advice

The Management School has its own specialist Careers Adviser, Fiona McNamara, who works with MBA students.

During your time at the University of Liverpool you will have access to:

- Career Coaching;
- Advice on your career options and where to position yourself in the job market;
- Opportunities to meet employers on campus;
- Timetabled careers and professional development programmes;
- Access to part time/term-time job vacancies;
- Job vacancies with leading international, national and local employers;
- Specialist help with CVs, applications and interviews;
- Information on further study, including PhDs;
- Skills development opportunities.

1-1 Career Coaching
You can book a careers coaching discussion with Fiona McNamara on CareerHub https://careerhub.liv.ac.uk/ or by emailing Fiona fiona.mcnamara@liverpool.ac.uk Careers coaching appointments take place in the MBA Careers Office in the Brett Building. If Fiona is unavailable and you have an urgent application deadline you can also use the daily quick query service in the main Careers Service. To book a timeslot telephone Careers Service reception on 0151 794 4647.

Careers and Professional Development Programme
Look out for the following programme on your timetable: Navigator Careers and Professional Development Programme. The Navigator programme includes sessions to update you on current good practice on CVs/resumes, application forms, interview techniques and assessment centres. Also included are sessions from external specialists on networking and presentation skills.

Employers and Vacancies
Information on employers visiting the campus and current vacancies can be found on the Careers and Employability website www.liv.ac.uk/careers
Careers Resources
Specialist careers resources for postgraduate Management School students can be found on CareerHub [https://careerhub.liv.ac.uk/] and the slides from the Navigator sessions are available on Vital under modules ULMS821, ULMS824 and ULMS605. You will also be given a copy of the MBA Careers & Professional Development Handbook during induction.

Contact Details
You can contact Fiona McNamara directly by email fiona.mcnamara@liv.ac.uk or by telephone 0151 795 0609. Fiona has an office in the Brett Building and careers meetings take place there.

The majority of employer events take place in the Careers & Employability Service. At the time of printing, this is located on the first floor of the Student Services Centre, next door to the Guild of Students on Mount Pleasant, opposite the Metropolitan Cathedral. However, their current location is subject to change.

You can contact the Careers & Employability Service by email: careers@liverpool.ac.uk, or telephone: 0151 794 4647.

You can also follow the Careers and Employability Service on Facebook: [http://www.facebook.com/TheCareersandEmployabilityService](http://www.facebook.com/TheCareersandEmployabilityService)
MBA Masterclass and Guest Speaker Programmes

The MBA programmes feature a number of guest or visiting speakers throughout the academic year and we have welcomed speakers from organisations across the management world. The MBA Masterclass Programme supports ULMS821 Developing as a Manager and a Leader, ULMS824 Becoming a Football Executive and ULMS605 Developing a Horseracing Industries Executive. These sessions are considered integral to your programme and you are expected to attend and to dress smartly.

Recent speakers have included:

- Sir Michael Bibby, Managing Director, Bibby Line Group
- Adrian Bevington, Former Club England Managing Director at the Football Association
- Nick Packard, VP Global Procurement, Hewlett Packard
- Ed Fishwick, Managing Director, BlackRock
- Jane Purdon, Director of Governance, UK Sport
- Andy Cullen, Executive Director, MK Dons
- Robert Elstone, CEO, Everton FC
- Alex Phillips, Head of Stakeholder Affairs, UEFA
- John Watts, Sports TV Director for ITV
- Steve Nuttall, Senior Director, YouTube EMEA
- Stefano Petruzzo, Head of Strategy, Liverpool FC
- Anthony Kelly, Executive Director, Racing Business & Operations, Hong Kong Jockey Club
- Rod Street, CEO, Great British Racing & British Champions Series
- Mike Thomas, CEO, Media Services Bet365
- Dawn Goodfellow, CEO Racing Welfare
- John Baker, Regional Director, Jockey Club Racecourses
- Ana Botin, CEO, Santander
- Joe Osborne, Group Chief Executive, Godolphin
- Nick Rust, CEO, British Horseracing Authority
- Di Arbuthnot, CEO, Retraining of Racehorses
- Alan Switzer, Director, Deloitte
- Charles Barnett, Vice-Chairman, The Racecourse Association & ex-CEO Ascot Racecourse
- Mark Pearson, Head of Media Betfred
- Mehmood Kahn, Vice Chairman and Chief Scientific Officer, PepsiCo
- Simon Goodson, Senior Vice President, Rolls-Royce
- Andrew Cornish, CEO, Liverpool John Lennon Airport
- Keith Weed, Chief Marketing and Communications Office, Unilever

You will also be invited to attend networking events we run with local employers, as well as events run by recruiting organisations on campus.
The Liverpool MBA
The Liverpool MBA

The Liverpool MBA is structured as a one-year, full-time or a two-year, part-time Masters qualification.

Subject-Based Learning Outcomes

The programme will enable students to acquire knowledge and understanding of theoretical and practical aspects of business and management. On completion of the programme, successful students will be able to:

- Demonstrate a high level of self-awareness, and the ability to reflect on a range of sources of feedback to improve practice and personal effectiveness.
- Differentiate between leadership and management and systematically apply theories of both in further learning and development.
- Evaluate critically how the processes of strategic management assist organisations in major corporate and business decisions relating to the scope, scale and direction of an organisation’s activities.
- Develop a systematic understanding and awareness of a range of perspectives of the global economy and the tensions of its operation around the world.
- Develop an understanding of key economic principles and apply these to: analyse business enterprises; understand competitive forces; formulate rational managerial decisions; and allocate resources efficiently.
- Develop a critical awareness of the key issues in international business and management, the role and function of multi-national/ transnational companies in high and low income countries and the inter-relationships between companies at the global level.
- Develop a comprehensive understanding of the role of ethics in international business and the impact that this has on strategy, and the ability to recognise and address ethical dilemmas, corporate social responsibility and sustainability issues in an organisational context.
- Demonstrate awareness of how key theoretical models and the managerial accounting framework can support financial decision-making in relation to costing, budgeting, performance evaluation and financial reporting.
- Develop comprehensive understanding of theories and the application of techniques in finance and financial management to support company valuation and resource management of a business.
- Utilise financial data to analyse decision alternatives and identify consequences for profitability as well as for all stakeholders.
• Understand and critically reflect upon the evolving theories and practices associated with the management of people in work organisations.
• Develop an awareness of organisational behaviour and its implications for management and leadership of individuals and groups.
• Understand and critically reflect upon the role that marketing plays in supporting the identification, analysis and exploitation of current and potential markets for an organisation’s products and/or services.
• Develop a systematic understanding of the changing roles of consumers in the 21st century mediated by information and communication technology.
• Evaluate critically and apply the key theories of creativity, innovation and entrepreneurial behaviour, and their implementation as a means for developing an organisational culture which supports these.
• Understand and critically reflect on the role of operations strategy, operations management, supply chain, procurement and logistics in achieving competitive advantage through efficiency and effectiveness.
• Develop a conceptual understanding of resilience and a critical awareness of strategies for coping with disruptive change.

To achieve these objectives it is vital that students not only acquire appropriate knowledge and understanding but also become proficient in a variety of skills – cognitive, practical and transferable. These ‘key skills’ are incorporated into the design and delivery of all programmes.
**Key skills**

Students should be able to learn, practise and develop a range of key transferable skills via their core and optional modules including:

<table>
<thead>
<tr>
<th>Key skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Students will have opportunities to develop written and oral communication skills through group discussions, in-class presentations and coursework. This will be assessed by written examination, written assignments, reports the dissertation and short individual and group presentations.</td>
</tr>
<tr>
<td>Problem solving &amp; decision making</td>
<td>Students will be challenged to think critically about organisational issues and dilemmas. They will do this by gathering and synthesising information, analysing alternative perspectives and options and presenting a considered opinion or course of action in their course assessment.</td>
</tr>
<tr>
<td>Numeracy skills</td>
<td>Students will learn financial and statistical techniques. These are developed as part of the modules covering finance and managerial economics.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Students will be encouraged to develop their own leadership skills and to understand the various leadership approaches and to relate these to their individual sector or organisational context.</td>
</tr>
<tr>
<td>Time Management</td>
<td>This applies to all modules of the programme and is relevant for planning scheduled work and meeting assessment deadlines. This will be evident in the students’ independent management of their assignments and coursework and by meeting coursework deadlines.</td>
</tr>
<tr>
<td>Personal effectiveness</td>
<td>This applies to all modules where students will be encouraged to think critically about theory and practice and to challenge and critique assumptions about management, economic and financial theory.</td>
</tr>
</tbody>
</table>
Programme Content
Full-time MBA students follow a 52-week programme consisting of core compulsory modules, optional modules and a Dissertation or Work-based Project. Preparation for the Dissertation/Work-based Project takes place throughout the year, with the main work carried out from May-September, monitored and supported by a personal academic supervisor. A Work-based Project has two outputs, a report for a sponsoring organisation and a piece of academic work.

Part-time MBA students will undertake their programme over a period of two years with an equally balanced number of modules/credits in each of the two years. The Dissertation/Work-based Project is carried out during the Summer of the second year of study.

Registration for The Liverpool MBA
In registering for your programme you must choose two optional modules which are taken in the second semester. We recommend that you take one module in the first six weeks of the semester and one in the second six weeks of the semester in order to balance your workload.

Please note that in a few instances modules do clash in terms of timetabling. We try to ensure that such clashes are minimised and affect modules with such contrasting material that it is unlikely that students would wish to take both modules.

Time Management
- Students will have opportunities to improve their ICT skills. Students will demonstrate skills in the use of software applications including word processing, visual presentations, data bases, spreadsheets and using the internet for information searches in the course of researching and presenting coursework.

Group working and Networking skills
- In class assignments for students will require them to work in groups and manage the interaction and relationships with other group members. In doing so, they will gain experience in negotiation, persuasion, influencing and managing conflict. Furthermore, students will be required to engage with fellow students and external business contacts in establishing a networked resource for the exchange of ideas and the development of future business relationships.

Programme Content
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Please note that in a few instances modules do clash in terms of timetabling. We try to ensure that such clashes are minimised and affect modules with such contrasting material that it is unlikely that students would wish to take both modules.
Managing the Work
Within the programme, students will be expected to have read and prepared for seminars and tutorials. It is important that you keep pace with the course and that you are reading throughout the year. This will improve the quality of your learning experience and your enjoyment of the modules and the programme as a whole. It will also place you in a stronger position to select your assignment topics and your dissertation subject and also enable you to conduct research relevant to your future career.

Programme Staff

The Liverpool MBA Director of Studies is Mr David Cockayne. His contact details are:

e-mail:  David.Cockayne@liverpool.ac.uk
Tel: 0151 795 3151

The MBA Programme Administrators are based in the Student Support Office. Contact them by visiting the Student Support Office on the ground floor of the Management School or email ulmspgenq@liverpool.ac.uk
## Programme Structure
Shaded Areas Denote Compulsory Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULMS701</td>
<td>Managing Financial Resources</td>
<td>One</td>
</tr>
<tr>
<td>ULMS774</td>
<td>Strategic Management Simulation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS822</td>
<td>Strategy and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS846</td>
<td>Marketing and Supply Chain Management</td>
<td>One</td>
</tr>
<tr>
<td>ULMS847</td>
<td>Leadership, Management and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS848</td>
<td>Managerial Economics</td>
<td>One</td>
</tr>
<tr>
<td>ULMS704</td>
<td>Innovation and Entrepreneurship</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS821</td>
<td>Developing as a Manager and a Leader</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS849</td>
<td>International Business and the Global Environment</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS850</td>
<td>Management Consulting in Practice</td>
<td>Two</td>
</tr>
<tr>
<td>EBUS615</td>
<td>Operations and Supply Chain Management</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS534</td>
<td>Local Entrepreneurship and Enterprise</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS537</td>
<td>Advanced Financial and Management Accounting*</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS538</td>
<td>Advanced Corporate Finance &amp; Financial Management*</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS539</td>
<td>The Financial System &amp; Risk Management</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS540</td>
<td>Managing &amp; Communicating the Brand</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS851</td>
<td>Public and Not-for-Profit Management</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS852</td>
<td>Service Management*</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS853</td>
<td>Project Design &amp; Evaluation*</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS706</td>
<td>Dissertation**</td>
<td>Summer</td>
</tr>
<tr>
<td>ULMS823</td>
<td>Work Based Project**</td>
<td>Summer</td>
</tr>
</tbody>
</table>

*Optional Modules

Optional modules should be chosen from the list above. We advise that you do not take any more than one option module for every five week block.

It is also possible that we may ask you to alter your optional choice if modules become unavailable e.g. because of lack of numbers, etc.

**Important Notes:**

1. **You must select your modules by the second week of the first semester. You may change your choice of option during semester 1 at any time, but you cannot change modules after the second week of a module being taught. Please do not try to change module registration after a module has been completed.**

2. **In some instances, modules may be capped in terms of student numbers.**
An outline of each module can be found by following the Module Information link on the Management School’s student intranet:
https://www.liv.ac.uk/info/portal/pls/portal/tulwwwmerge.mergepage?p_template=m_bl&p_tulippoc=deptmodlist&p_params=%3Fp_dept_code%3DBL%26p_template%3Dm_bl

** Students will undertake either ULMS706 or ULMS823. All students are initially registered by default for ULMS706.
MBA Football Industries
**MBA Football Industries**

**Programme Objectives**
In the case of the MBA Football Industries, the general MBA aims outlined on pages 11-12 of this handbook are supplemented by those specific to this programme:

- To provide students with a good understanding in the modern football business, encourage them to reflect upon theoretical debates around its functioning, and to analyse critically processes and forces within it;
- To encourage them to apply modern business and management concepts, theories, and practice to the football industry;
- To offer vocational training to students who wish to enter football and its associated industries and to develop the skills and attributes required to enter the industry successfully.

**Subject-Based Learning Outcomes**
The programme will enable students to acquire knowledge and understanding of theoretical and practical aspects of business and management. On completion of the programme, successful students will:

- Demonstrate a high level of self-awareness, and the ability to reflect on a range of sources of feedback to improve practice and personal effectiveness.
- Differentiate between leadership and management and systematically apply theories of both in further learning and development.
- Evaluate critically how the processes of strategic management assist organisations in major corporate and business decisions relating to the scope, scale and direction of an organisation’s activities.
- Develop a systematic understanding and awareness of a range of perspectives of the global economy and the tensions of its operation around the world.
- Develop an understanding of key economic principles and apply these to: analyse business enterprises; understand competitive forces; formulate rational managerial decisions; and allocate resources efficiently.
- Develop a critical awareness of the key issues in international business and management, the role and function of multi-national/ transnational companies in high and low income countries and the inter-relationships between companies at the global level.
- Develop a comprehensive understanding of the role of ethics in international business and the impact that this has on strategy, and the ability to recognise and address
ethical dilemmas, corporate social responsibility and sustainability issues in an organisational context.

- Demonstrate awareness of how key theoretical models and the managerial accounting framework can support financial decision-making in relation to costing, budgeting, performance evaluation and financial reporting.
- Develop comprehensive understanding of theories and the application of techniques in finance and financial management to support company valuation and resource management of a business.
- Utilise financial data to analyse decision alternatives and identify consequences for profitability as well as for all stakeholders.
- Understand and critically reflect upon the evolving theories and practices associated with the management of people in work organisations.
- Develop an awareness of organisational behaviour and its implications for management and leadership of individuals and groups.
- Understand and critically reflect upon the role that marketing plays in supporting the identification, analysis and exploitation of current and potential markets for an organisation’s products and/or services.
- Develop a systematic understanding of the changing roles of consumers in the 21st century mediated by information and communication technology.
- Evaluate critically and apply the key theories of creativity, innovation and entrepreneurial behaviour, and their implementation as a means for developing an organisational culture which supports these.
- Understand and critically reflect on the role of operations strategy, operations management, supply chain, procurement and logistics in achieving competitive advantage through efficiency and effectiveness.
- Develop a conceptual understanding of resilience and a critical awareness of strategies for coping with disruptive change.

With regard to the specialised area of football, students should develop the following understanding and knowledge:

- An overall appreciation of the principal issues at stake in the international football business; the governance of the sport; and the relationship between football and the media.
- An understanding of the economic principles underlying the development of the football business.
- An understanding of the basic principles of English and European law and the impact of legal processes and forces upon the football industry.
- An overall appreciation of the financial operations of clubs and leagues, the value of different income streams and means of raising capital.
• An understanding of the importance of branding, marketing and intellectual property in the football business.
• An understanding of the management of change in the football business.
• An understanding of the skills and capabilities needed to be an effective and competent executive in the football industry.

To achieve these objectives it is vital that students not only acquire appropriate knowledge and understanding but also become proficient in a variety of skills – cognitive, practical and transferable. These ‘key skills’ are incorporated into the design and delivery of all programmes.

Key Skills
Students should be able to learn, practise and develop a range of key transferable skills via their core and optional modules including:

**Communication skills**
• Students will have opportunities to develop written and oral communication skills through group discussions, in-class presentations and coursework. This will be assessed by written examination, written assignments, reports the dissertation and short individual and group presentations.

**Problem solving & decision making**
• Students will be challenged to think critically about organisational issues and dilemmas. They will do this by gathering and synthesising information, analysing alternative perspectives and options and presenting a considered opinion or course of action in their course assessment.

**Numeracy skills**
• Students will learn financial and statistical techniques. These are developed as part of the modules covering finance and managerial economics.
<table>
<thead>
<tr>
<th>Leadership</th>
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<tr>
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</tr>
<tr>
<td>Personal effectiveness</td>
<td>This applies to all modules where students will be encouraged to think critically about theory and practice and to challenge and critique assumptions about management, economic and financial theory.</td>
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<tr>
<td>Time Management</td>
<td>Students will have opportunities to improve their ICT skills. Students will demonstrate skills in the use of software applications including word processing, visual presentations, data bases, spreadsheets and using the internet for information searches in the course of researching and presenting coursework.</td>
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<tr>
<td>Group working and Networking skills</td>
<td>In class assignments for students will require them to work in groups and manage the interaction and relationships with other group members. In doing so, they will gain experience in negotiation, persuasion, influencing and managing conflict. Furthermore, students will be required to engage with fellow students and external business contacts in establishing a networked resource for the exchange of ideas and the development of future business relationships.</td>
</tr>
</tbody>
</table>
Programme Staff

The MBA Football Industries Director of Studies is Dr Babatunde Buraimo. His contact details are:

e-mail:  b.buraimo@liverpool.ac.uk
Tel:  0151 795 3536

The MBA Programme Administrators are based in the Student Support Office. Contact them by visiting the Student Support Office on the ground floor of the Management School or email ulmspgenq@liverpool.ac.uk

Visiting Speakers

The Football Industry Group (FIG) arranges a programme of visiting speakers from clubs, firms, and associations in the industry. The intention of these sessions is to allow students to obtain an up-to-date commentary on current trends from insiders. The normal format is a talk by the visitor followed by a Question and Answer session. Students are thus given an opportunity to put questions in a formal setting, and, after the lecture, to ask questions informally and to network with the speaker.

Visiting lecturers will be announced in classes and by email. All students are expected to attend. Since most speakers are important figures in the industry, it is advisable to dress to make a good impression. Every effort will be made by FIG staff to allow students to have informal access to speakers before and after the seminars, but you should remember that a speaker’s diary may not allow him/her to stay around for too long.

Visiting speakers will typically attend on one day per week. You should be aware that sometimes visiting speaker schedules may be changed at relatively short notice.

Football Industry Group Archive

The Football Industry Group Archive (FIG) archive is a resource for students containing books, reports and journals that are useful for the football-specific modules. The archive will be open for 2 hours per week during term-time. Students are permitted to take material out for one week at a time, so long as it is signed out by the MBA(FI) Administrator. Access to the archive is a privilege and not a right, and students who abuse the archive system may be banned from taking out material in the future.

The FIG is located on the ground floor in the Chatham wing of the Management School. For access, please contact the Student Support Office at ulmspgenq@liverpool.ac.uk.
Sporting Activities

For the past 18 seasons, the Football Industry Group has been represented in the University of Liverpool Inter-Departmental League by its own football team, FRUMBA FC (known as 'The Mighty Greens'!). The team is made up of students from the programme as well as the occasional member of staff. Hopefully this season there will be sufficient interest for the team to enter the league again. FRUMBA have won the Inter-Departmental League twice, and the University Cup Final once, but are currently in the Wednesday Second Division. The team has also played in various friendlies and charity games (e.g. raising money for the Indian Earthquake Fund) and has sometimes included famous guest players such as Alan Kennedy (the ex-Liverpool full-back). In 2006 a FRUMBA 7-a-side team reached the final of the Thomas Cook Tournament, played at Manchester City’s Eastland’s Stadium.

The FRUMBA team has proved an excellent way of bringing the MBA students together in a social context, and the season culminates in the annual awards dinner. All students (of both sexes and all abilities) are welcome to play, either in the competitive league and cup fixtures or just in the training matches and 5-a-side games that go on all year round (it has also been known for the staff of the MBA to play - and beat - FIMBA students!) In addition, the league also allows any budding referees to officiate regularly. So get your boots out and pull on the famous racing green shirt!
Programme Structure

All modules are compulsory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULMS701</td>
<td>Managing Financial Resources</td>
<td>One</td>
</tr>
<tr>
<td>ULMS763</td>
<td>International Football Industry</td>
<td>One</td>
</tr>
<tr>
<td>ULMS822</td>
<td>Strategy and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS824</td>
<td>Becoming a Football Executive</td>
<td>One &amp; Two</td>
</tr>
<tr>
<td>ULMS844</td>
<td>Sports Marketing and Sponsorship</td>
<td>One</td>
</tr>
<tr>
<td>ULMS846</td>
<td>Marketing and Supply Chain Management</td>
<td>One</td>
</tr>
<tr>
<td>ULMS847</td>
<td>Leadership, Management and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS804</td>
<td>Football Economics and Analytics</td>
<td>One</td>
</tr>
<tr>
<td>ULMS704</td>
<td>Innovation and Entrepreneurship</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS721</td>
<td>Sport and the Law</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS724</td>
<td>Football and Finance</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS829</td>
<td>Sports Operations Management</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS849</td>
<td>International Business and the Global Environment</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS706</td>
<td>Dissertation*</td>
<td>Summer</td>
</tr>
<tr>
<td>ULMS823</td>
<td>Work Based Project*</td>
<td>Summer</td>
</tr>
</tbody>
</table>

* Students will undertake either ULMS706 or ULMS823

An outline of each module can be found by following the Module Information link on the Management School’s student intranet: [https://www.liv.ac.uk/info/portal/pls/portal/tulwwwmerge.mergepage?p_template=m_bl&p_tulipproc=deptmodlist&p_params=%3Fp_dept_code%3DBL%26p_template%3Dm_bl](https://www.liv.ac.uk/info/portal/pls/portal/tulwwwmerge.mergepage?p_template=m_bl&p_tulipproc=deptmodlist&p_params=%3Fp_dept_code%3DBL%26p_template%3Dm_bl)
MBA Thoroughbred Horseracing Industries
MBA Thoroughbred Horseracing Industries

Programme Objectives
The overall and immediate aim of the MBA Thoroughbred Horseracing Industries programme is to provide a comprehensive and high-level education to managers who are part-way through their careers. All modules on the programme are level 7 (Master’s level) modules. The objective in terms of assisting students is to be a constructive part of their career development. More generally, our key partners, the Horserace Betting Levy Board and the British Horseracing Authority, aspire to put the UK firmly ahead of its major global competitors in terms of academic training for future leaders in the Thoroughbred Horseracing Sector. The wider industry, notably major employers like the Jockey Club, have endorsed the specific aim of creating opportunities for their managers to follow the programme while recognising the value of recruiting graduates from the programme.

In the case of the MBA Thoroughbred Horseracing Industries, the general MBA aims outlined on page 11-12 of this handbook are supplemented by those specific to this programme:

- To provide students with a good understanding of the modern Thoroughbred Horseracing business, encourage them to reflect upon theoretical debates around its functioning, and to analyse critically processes and forces within it;
- To encourage students to apply modern business and management concepts, theories, and practice to the Thoroughbred Horseracing industry;
- To offer vocational training to students who wish to enter Thoroughbred Horseracing and its associated industries including the wider equine and the gaming industries, and to develop the skills and attributes required to successfully enter the core and related industries.

Subject-Based Learning Outcomes
The programme will enable students to acquire knowledge and understanding of theoretical and practical aspects of business and management. On completion of the programme, successful students will:

- Demonstrate a high level of self-awareness, and the ability to reflect on a range of sources of feedback to improve practice and personal effectiveness.
- Differentiate between leadership and management and systematically apply theories of both in further learning and development.
• Evaluate critically how the processes of strategic management assist organisations in major corporate and business decisions relating to the scope, scale and direction of an organisation’s activities.
• Develop a systematic understanding and awareness of a range of perspectives of the global economy and the tensions of its operation around the world.
• Develop an understanding of key economic principles and apply these to: analyse business enterprises; understand competitive forces; formulate rational managerial decisions; and allocate resources efficiently.
• Develop a critical awareness of the key issues in international business and management, the role and function of multi-national/ transnational companies in high and low income countries and the inter-relationships between companies at the global level.
• Develop a comprehensive understanding of the role of ethics in international business and the impact that this has on strategy, and the ability to recognise and address ethical dilemmas, corporate social responsibility and sustainability issues in an organisational context.
• Demonstrate awareness of how key theoretical models and the managerial accounting framework can support financial decision-making in relation to costing, budgeting, performance evaluation and financial reporting.
• Develop comprehensive understanding of theories and the application of techniques in finance and financial management to support company valuation and resource management of a business.
• Utilise financial data to analyse decision alternatives and identify consequences for profitability as well as for all stakeholders.
• Understand and critically reflect upon the evolving theories and practices associated with the management of people in work organisations.
• Develop an awareness of organisational behaviour and its implications for management and leadership of individuals and groups.
• Understand and critically reflect upon the role that marketing plays in supporting the identification, analysis and exploitation of current and potential markets for an organisation’s products and/or services.
• Develop a systematic understanding of the changing roles of consumers in the 21st century mediated by information and communication technology.
• Evaluate critically and apply the key theories of creativity, innovation and entrepreneurial behaviour, and their implementation as a means for developing an organisational culture which supports these.
• Understand and critically reflect on the role of operations strategy, operations management, supply chain, procurement and logistics in achieving competitive advantage through efficiency and effectiveness.
• Develop a conceptual understanding of resilience and a critical awareness of strategies for coping with disruptive change.

With regard to the specialised area of thoroughbred horseracing industries, students should develop the following understanding and knowledge:

• An overall appreciation of the principal issues at stake in the international Thoroughbred Horseracing businesses; the governance of the sport; and the relationship between Thoroughbred Horseracing, the media, owners, trainers, the gaming and betting industry and other key stakeholders.
• An understanding of the economic principles underlying the development of the Thoroughbred Horseracing and related businesses in the UK, Europe and globally while appreciating the distinctive features of each environment.
• An understanding of the basic principles of English and European law and the impact of legal and regulatory processes and forces upon the Thoroughbred Horseracing industry.
• An overall appreciation of the financial operations of racecourses, owners, trainers, the wider equine and gaming industry and other key stakeholders and its distinctive structures such as The Pattern, the value of different income streams and means of raising capital.
• An understanding of the importance of branding, marketing, betting, gaming, horse care and intellectual property in the in the Thoroughbred Horseracing business.
• An understanding of the management of change in the Thoroughbred Horseracing business and related industries.
• An understanding of the skills and capabilities needed to be an effective and competent executive in the Thoroughbred Horseracing industry.
• An appreciation of the relationship between the business, economic and financial needs of the industry and the demands of equine veterinary science and medicine.
• An advanced knowledge and understanding of the Thoroughbred Horseracing Industries through the completion of an independently conducted research project.

To achieve these objectives it is vital that students not only acquire appropriate knowledge and understanding but also become proficient in a variety of skills – cognitive, practical and transferable. These ‘key skills’ are incorporated into the design and delivery of all programmes.
Key Skills
Students should be able to learn, practise and develop a range of key transferable skills via their core and optional modules including:

**Communication skills**
- Students will have opportunities to develop written and oral communication skills through group discussions, in-class presentations and coursework. This will be assessed by written examination, written assignments, reports the dissertation and short individual and group presentations.

**Problem solving & decision making**
- Students will be challenged to think critically about organisational issues and dilemmas. They will do this by gathering and synthesising information, analysing alternative perspectives and options and presenting a considered opinion or course of action in their course assessment.

**Numeracy skills**
- Students will learn financial and statistical techniques. These are developed as part of the modules covering finance and managerial economics.

**Leadership**
- Students will be encouraged to develop their own leadership skills and to understand the various leadership approaches and to relate these to their individual sector or organisational context.

**Time Management**
- This applies to all modules of the programme and is relevant for planning scheduled work and meeting assessment deadlines. This will be evident in the students’ independent management of their assignments and coursework and by meeting coursework deadlines.

**Personal effectiveness**
- This applies to all modules where students will be encouraged to think critically about theory and practice and to challenge and critique assumptions about management, economic and financial theory.
**Programme Content**
The MBA Thoroughbred Horseracing Industries programme is offered on a part-time basis for students who entered in the 2017/18 session and are returning for year two of studies in 2018/19. The Dissertation/Work-based Project is carried out during the Summer of the second year of study. Preparation for the Dissertation/Work-based Project takes place throughout the year, with the main work carried out from May-September, monitored and supported by a personal academic supervisor. A Work-based Project has two outputs, a report for a sponsoring organisation and a piece of academic work.

**Managing the Work**
Within the programme, students will be expected to have read and prepared for each session. It is important that you keep pace with the course and that you are reading throughout the year. This will improve the quality of your learning experience and your enjoyment of the modules and the programme as a whole. It will also place you in a stronger position to select

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**Time Management**
- Students will have opportunities to improve their ICT skills. Students will demonstrate skills in the use of software applications including word processing, visual presentations, data bases, spreadsheets and using the internet for information searches in the course of researching and presenting coursework.

**Group working and Networking skills**
- In class assignments for students will require them to work in groups and manage the interaction and relationships with other group members. In doing so, they will gain experience in negotiation, persuasion, influencing and managing conflict. Furthermore, students will be required to engage with fellow students and external business contacts in establishing a networked resource for the exchange of ideas and the development of future business relationships.

**Appreciation of Equine Science and Medicine Issues**
- Students should understand and appreciate the importance of compassionate, quality care of thoroughbred horses and the effective management of this care.

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your assignment topics and your dissertation subject and also enable you to conduct research relevant to your future career.

**Programme Staff**

The **MBA Thoroughbred Horseracing Industries Director of Studies** is Mr Neil Coster. His contact details are:

- e-mail:  [neilc@liverpool.ac.uk](mailto:neilc@liverpool.ac.uk)
- Tel: 0781 324 7575

The **MBA Programme Administrators** are based in the Student Support Office. Contact them by visiting the Student Support Office on the ground floor of the Management School or email [ulmspgenq@liverpool.ac.uk](mailto:ulmspgenq@liverpool.ac.uk)
Programme Structure

All modules are compulsory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULMS701</td>
<td>Managing Financial Resources</td>
<td>One</td>
</tr>
<tr>
<td>ULMS822</td>
<td>Strategy and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS606</td>
<td>Marketing, Sponsorship and Media in the Thoroughbred Horseracing Industries</td>
<td>One</td>
</tr>
<tr>
<td>ULMS608</td>
<td>Sport, the Law, Regulation and Integrity</td>
<td>One</td>
</tr>
<tr>
<td>ULMS847</td>
<td>Leadership, Management and Organisation</td>
<td>One</td>
</tr>
<tr>
<td>ULMS848</td>
<td>Managerial Economics</td>
<td>One</td>
</tr>
<tr>
<td>ULMS704</td>
<td>Innovation and Entrepreneurship</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS605</td>
<td>Developing as a Horseracing Industries Executive</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS607</td>
<td>Racecourse and Event Management</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS609</td>
<td>The Economics and Finance of the International Thoroughbred Horseracing Industry</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS849</td>
<td>International Business and the Global Environment</td>
<td>Two</td>
</tr>
<tr>
<td>VETS800</td>
<td>Equine Welfare and Thoroughbred Racehorse Security</td>
<td>Two</td>
</tr>
<tr>
<td>ULMS706</td>
<td>Dissertation*</td>
<td>Summer</td>
</tr>
<tr>
<td>ULMS823</td>
<td>Work Based Project*</td>
<td>Summer</td>
</tr>
</tbody>
</table>

* Students will undertake either ULMS706 or ULMS823. All students are initially registered by default for ULMS706.

An outline of each module can be found by following the Module Information link on the Management School’s student intranet:
https://www.liv.ac.uk/info/portal/pls/portal/tulwwmerge.mergepage?p_template=m_bl&
p_tulipproc=deptmodlist&p_params=%3Fp_dept_code%3DBL%26p_template%3Dm_bl
Learning, Teaching and Assessment in the Management School

The School seeks both to promote best general practice in teaching and learning and to encourage particular approaches appropriate to individual programme and module specialisations. Students are encouraged to make a contribution to the development of effective teaching by offering constructive comments in module and programme evaluation questionnaires, Staff Student Liaison Committees and the Instant Feedback Facility.

Approaches to teaching and learning are based upon the continuing development of staff, resources, programme design, student support, and monitoring and review of provision and directed at the promotion of student centred learning in support of the following objectives:

- The encouragement and facilitation of active independent learning by enabling a phased progression towards independent study throughout the levels of credit on Undergraduate programmes and throughout the different stages of Postgraduate programmes.

- The continuing development of teaching capability via research activity and the provision of opportunities for staff development to increase innovation in approaches to teaching and learning.

- The continuing expansion in the quality of learning resources required to support effective teaching and learning.

- The effective use of available resources for the development of teaching and learning capacity and capability.

Programme specifications contain further information about the teaching, learning and assessment strategies of each of the School’s programmes. These can be accessed at: http://www.liv.ac.uk/tqsd/programme-specifications/postgraduate/

Semesters
Teaching is arranged in two semesters of 12 weeks teaching each. There is a revision week and then an examination period at the end of each semester.

Modules
All degree programmes at Liverpool have a modular structure, that is they consist of a number
of separate ‘modules’, each with a value of credit points. You have to complete 180 credits to achieve your MBA.

Details of the module content, the methods of assessment and any other requirements are given out at the start of each module and will also be available on the VITAL website for the module.

Your degree programme structure may include optional modules. If you wish change your optional module registration, you can do so no later than week two of the semester in which it is taught. After this point changes of registration are not permitted because they would involve the student doing too much catching up, as well as disrupting the organisation of seminar groups and other classes. Please visit the Management School Student Support Office for further advice on amending your module registration.

**Timetables**

Students are advised to:

- Ensure they follow instructions provided by their School and meet given deadlines in selecting module choices;
- Adhere to the latest version of the published timetable;
- Regularly check communication outlets (includes but not limited to: the Timetables App; Liverpool Life; the Timetabling website; VITAL; and their University email) for updates and changes;
- Help to ensure teaching spaces are returned to their standard configuration and left in a tidy condition;
- Read and regularly check their published timetable and contact their School Office ([ulmstt@liverpool.ac.uk](mailto:ulmstt@liverpool.ac.uk)) in the event of:
  - A clash between teaching activities;
  - Requirement to change seminar or tutorial groups;
  - A request to consider any other specific arrangements.

**Teaching Methods**

Teaching in the school consists of a mixture of lectures and what are variously known as seminars, tutorials, or workshops. Small group teaching is normally used to discuss set reading or complex issues raised in the lecture.

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Lectures are used to provide the basic framework for understanding the key topics and to introduce the key concepts and debates of a subject. It is important to understand that lectures are a guide to the issues and not a comprehensive or complete set of knowledge that must be memorised. Your lecture notes become the starting point in</th>
</tr>
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acquiring knowledge of the subject, and it is essential that you supplement them with additional reading if you are to prepare reports, essays and examination answers adequately. You will not be able to progress on the basis of lecture notes alone.

<table>
<thead>
<tr>
<th>Tutorials, seminars or workshops</th>
<th><strong>Tutorials, seminars or workshops</strong> are small group sessions linked to the lecture programme where students clarify issues raised in lectures with their tutors by presenting summaries of set readings and answers to set questions and through group discussion. It is a requirement that you attend all tutorials/seminars/workshops (subsequently referred to here simply as ‘tutorials’), and take part in the discussion, in order to develop your learning. Students who fail to attend tutorials, or fail to respond to set exercises, or fail to attend a mid-term test will be written to and have copies of such letters and their responses placed on their file.</th>
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</thead>
</table>
| Presentations                   | You are likely to be asked to prepare and deliver presentations and also assess the presentations of other individuals and groups. Presentations are useful learning methods because:  
  
  - The preparation of an oral presentation is a valuable intellectual exercise as it entails understanding and identifying the key points of a topic or argument. The message has to be presented in a structured way, perhaps using images, tables, photographs or diagrams where these illustrate points better than words can.  
  
  - Presentations have real audiences, even if this is only the student’s own peer group. This presents an opportunity to think about who the intended audience is, and what their knowledge base and interest in the topic is.  
  
  - The ability to give oral presentations is highly valued by employers.  
  
  - Being confident about and effective in talking to groups of people is likely to be a valuable attribute in any walk of life. |
If you are asked to give or observe presentations, you must show respect to the audience and the presenter. You may be required to dress appropriately in business clothes.

Module Leaders
Each module which you will take is led by a named staff member, who will usually (but not always) deliver lectures and sometimes tutorials – s/he has overall responsibility for the running of that module, including its assessment. Queries about any aspect of a specific module should be directed to the module leader in the first instance.

Tutorial Leaders
Seminars, tutorials and laboratories may be held by the module leader or by another member of staff, who will liaise with the module leader to ensure that students receive consistent academic input. In the case of larger modules, there will be a range of tutorial leaders to ensure that an adequate number of seminars are provided for all students.

Guest Speaker Programme
A programme of visiting speakers from industry and government is arranged each year. The intention of these sessions is to allow students to obtain an up-to-date commentary on current trends from practitioners of management. The normal format is a talk by the visitor followed by a Question and Answer session. Students are thus given an opportunity to put questions in a formal setting, and, after the lecture, to ask questions informally and to 'network' with the speaker.

Visiting lecturers will be announced in classes and by e-mail. Unless there is a clash with another module (we try to minimise this) all students are expected to attend. Since most speakers are important figures in the industry and government, we recommend that you dress to make a good impression. Therefore, it is advisable to dress smartly if possible. Every effort will be made by staff to allow students to have informal access to speakers before and after the sessions, but you should remember that a speaker’s diary may not allow him/her to stay around for too long.

Visiting speakers will typically attend at set times stated on your teaching timetable, or during module lectures, but you should be aware that sometimes speakers will not be able to attend during these times and times/dates may be changed at relatively short notice.
**Study Habits**

It is your responsibility to manage your time effectively, and to schedule your work so that bottlenecks and overload are avoided. This is especially important since there may not be a significant amount of time between the need to deliver separate pieces of coursework for different modules in the same semester.

Help on study skills can be found in the booklet available in the Libraries. Tutors will also offer advice if asked, but essentially the onus is on you to develop good study habits and submit all your written assignments by the dates specified. You are advised to work out a timetable for private study at the beginning of the year and to stick to it. Of course, project and time management skills are expected in postgraduate students who have already completed their first degrees.
Group Work and Group Assignments

A number of your modules will involve working in groups to prepare presentations, analyse cases, and present reports. Some of your assessments will also be group based. Group working is an essential part of your learning experience because:

- The ability to work with others is a key skill valued by employers in general, and certain vocational course employers in particular. As with other skills, teamwork skills are only developed through experience and feedback, but advice and guidance can help!

- Student learning is almost always enriched by interaction with the perspectives of their peers, particularly when this is formally encouraged and facilitated. Different group members have different knowledge and experience to contribute; different interpretations require group members to develop arguments supported by evidence, and perhaps to learn to live with uncertainty; groups often find more creative solutions to problems than individuals.

- Using teamwork methods enables departments to set projects which could not be undertaken by individuals. Work can be parcelled out, and allocated to team members according to their strengths if this is appropriate (but students can also learn effectively from their more able or confident peers).

Working in groups can be challenging, just like real life challenges in the workplace! At postgraduate level, students can be expected to manage most of these challenges themselves, and are expected to work collaboratively and respectfully with their peers. It is essential that when groups are first formed they check that they have understood and agreed common goals and set clear tasks and targets. If students feel that there is a problem which they are unable to deal with, they should contact their module leader at the earliest opportunity.

Guidance for Students when Working in Groups
Groupwork is a necessary tool which helps students develop and assesses important skills for the workplace, which are sought by prospective employers. While groupwork can be daunting for some students, there are several steps that students can take to help groupwork run more smoothly and mitigate any issues.
Groups should set out ground rules for working together from the outset. These should include tactics to ensure that:

- **Equal opportunities**: All members of the group are given the opportunity and responsibility to participate in the discussion.

- **Communication**: Discussion takes place in such a manner that all members can understand and contribute.

- **Equal workload**: That workload is fairly distributed according to strengths of the group members, and also fairly apportioned in relation to the amount of effort the work will take.

- **Objectives**: That the group is clear on the objectives of the work.

- **Boundaries**: That all members of the group clearly understand what actions may be taken if group members do not adhere to the agreed working practices.

If a group does start to malfunction due to the lack of engagement by one or more students, then advice should be sought from the module leader in an appropriate, proportionate and timely manner. It should also be sought in line with any advice or requirements given by the module leader in the module handbook. **If a malfunctioning group is only reported to a module leader near to the deadline for assessment, this may not give them enough time to take any steps to help in rectifying the situation.**
Assessment

Your module handbooks will outline the assessment procedures for individual modules: these cannot be changed once the module has commenced. Make a note of key dates, e.g. for the submission of coursework, mid-term tests, and oral presentations.

Written examinations take place during the examination periods. There are two examination periods, one in January for first semester modules, and another in May for second semester modules. The timetables for examinations will be published via the Liverpool Life portal. Please note that in Semester Two, you might be required to sit examinations on Saturdays. Students with special needs, including forthcoming religious commitments, should alert the Student Administration and Support Division and the Student Support Office staff on the ground floor of the Management School as soon as possible.

Assessed coursework and mid-term exams can take place at any time during the semester. It is important that you familiarise yourself with assessment requirements and deadlines for each module.

**It is your responsibility to ensure that you are registered for the correct modules and complete the appropriate assessments.** As the list of candidates for examination is based on your module registration it is essential that any changes you make in your module choices during the session be reported immediately to the Student Support Office, Ground Floor, Management School.

Students who fail modules will be required to re-sit them during the late August re-sit period.

**Marking**

All assessments are marked and moderated internally by ULMS staff. A sample of assessments are then moderated externally by an external examiner who checks that our marking standards are appropriate, consistent and fair. By the time you receive your marks the standard of your assessment has been checked three times and discussed at a Board of Examiners. You may not request for your work to be re-marked.
Under the stewardship of the School’s Assessment Officer and supported by Chairs of the Undergraduate and Postgraduate Boards of Examiners, the ULMS Academic Compliance Officer and an increased complement of external examiners, the School seeks to ensure that its assessment systems are reviewed and revised in line with the following objectives:

- To ensure that the University’s Code of Practice on Assessment is implemented comprehensively and consistently throughout the School;
- To ensure that processes and standards of assessment accurately reflect the academic standards of the level of the award;
- To continue to provide comprehensible advice to students at programme and module levels on assessment mechanism and criteria;
- To maintain all necessary arrangements for the internal and external moderation of all assessments;
- To maintain all necessary arrangements for academic staff to exchange and promote good practice in assessment.

Separate documentation is available for each module giving details of teaching and assessment arrangements. Most modules are assessed by means of coursework assignments, unseen written examinations or a combination of these although some modules use other methods. Examinations are administered by the Student Administration and Support department in the Foundation Building. All other forms of assessment are administered by the School.

It is the responsibility of students to make sure they know exactly what is required for assessment purposes for all their modules. If you have any doubts please talk to your Director of Studies or the module leader.

**Module Marks**

All items of assessment, modules and the degree as a whole, are assessed using the following scale, the pass mark being 50%:

- **Distinction**: 70% and above
- **Merit**: 60%-69%
- **Pass**: 50%-59%
- **Fail**: below 50%
Assignments

Written work is a key feature of your assessment. Assignments may involve writing essays, reports and other formats, and are how you demonstrate, to module leaders, examiners and yourself, that you have understood your lectures and reading, that you can express your ideas clearly, that you can organise material derived from your reading and research in a coherent and logical way, that you can focus this material in a reasoned analytical answer to the specific question posed or research topic examined, and that you can properly reference the sources of material you cite.

Writing is a skill and you should aim to develop it as much as you can. Communicating in writing is not just something you need to do to get through your programme but will be a useful skill in your future employment. You will receive feedback on your performance through a mark and comments from your tutor. You should study these comments carefully and think about how you can improve your performance.

Since your written work is meant to demonstrate all or part of your learning in a module they are important pieces of work, and must be prepared and presented carefully. This includes allowing sufficient time for research, to read and gather the information you will need, to write and where necessary re-write what you have written, and to check spelling and compile your bibliography. It is no good beginning work on an assignment a few days before it is due to be submitted. The preparation for assignments therefore needs to be built into your timetable of work, and forms part of the total learning hours assigned to each module.

Overlapping Assignments

Occasionally you may find that the assignments you have been asked to submit for different modules overlap in terms of content or subject matter. The assignment and examination/rubric instructions should indicate clearly to students that resubmitting work that has previously been assessed for academic credit within the module or the programme is unacceptable and could result in a mark penalty (up to zero for the assignment). This would not be a breach of the University’s Academic Integrity Policy, but would be a breach of the assessment brief/instructions.

Any overlap will be picked up via the electronic submission software. Further information is available via The Code of Practice on Assessment Appendix L Annex 1: Academic Integrity Policy: Guidelines for Staff and Students, which can be accessed via the following link:

Format of Written Work
Please pay attention to the following points when preparing your assignments:

Presentation - Essays and other assignments must be word-processed. All text should be in a clear font (e.g. Arial) at 12pt size and double spaced. All essays/reports should also have adequate margins (at least 2.5cm). Handwritten work will not be marked. Word-processing is a useful skill, so if you do not have it already, you should set aside time to acquire it. Pages should be numbered.

Structure - A clearly focused presentation without ambiguity and repetition is required. There are no hard and fast rules for the appropriate structure for assignments. Normally students develop their own preferred style and structure, but if you are unsure what this should include, consult your Module Leader.

Excessive Use of Quotations - Quotations should only be used where it is necessary to provide direct evidence of a specific point, or, where the author’s mode of expression is unique or striking in some other way.

The proportion of quotations in a piece of written work including assignments and dissertations should not normally exceed 10%. More than 10% quotation counts as excessive and you may be penalised.

This is because excessive use of quotations is poor scholarship. It means that a substantial part of the work is not your own.

You should also be careful, when using quotations that they flow with and from your line of argument. In other words, they should not suddenly appear in the text with little or no explanation. When you consider using a quotation, ask yourself, ‘why’? Is it because you don’t really understand the subject matter sufficiently to explain it in your own words, and/or, you are letting the quotations do the work for you? If so, try re-drafting the work and explaining the point you wish to make in your own words.

If you are using quotations to define concepts and constructs like power and job satisfaction, you should normally only use one. Again, look critically at your work. What do the additional quotations add?

Referencing - All assessment follows the Liverpool Harvard style of referencing. Guides to this can be found in the PG Study Skills pack, via the Library Libguides and in the Study Skills section of all VITAL Programme Pages.

Submission - All assessments should be submitted electronically via VITAL. Where dual submission is required, a hard copy of the coursework should also be submitted to the
Student Support Office, with a completed cover sheet attached. For details of how to submit your coursework please refer to the relevant VITAL page for each module. Specific submission requirements (dual submission or electronic copy only) will also be included in all module handbooks.

**Word Counts**
Word counts are intended as an absolute upper limit and no ‘leeway’ is given for students who exceed these limits (e.g. it is not acceptable to deviate by 10% above the limit).

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**What is included in word counts***?

**Included...**
- Citations/quotations: this includes the material paraphrased/quoted itself as well as the name, date and page information.
- Tables and graphs: whether or not they have been produced by the student.
- Executive Summaries in Reports

**Not included...**
- Contents Pages and Front Pages of Reports
- Appendices: These should only be used only when necessary. Excessive use of appendices containing material which constitutes an integral part of the main argument may be penalised.
- Reference lists/Bibliographies and Question Titles.

*Please note that these guidelines constitute the normal practice within the School. If, for academic reasons, a module leader wishes to deviate from these guidelines, they may do so. In these cases, clear guidance should be given in the module handbook.*
Writing@Liverpool

I am grateful to the tutor for their wealth of knowledge and advice. This has given me a great boost and a lot more confidence for tackling my assignments.

Writing@Liverpool is a free service, which can help you boost your academic skills.

Would you like some additional support in:

- analysing questions
- becoming more critical
- planning and structuring writing
- developing proofreading techniques
- expressing yourself clearly

Then book a session. You will receive support from our welcoming and experienced tutors. You will get individualised advice, which will help you enhance your skills.

Just complete the form, which you can find at [https://www.liverpool.ac.uk/writing/](https://www.liverpool.ac.uk/writing/)

Once we receive your application form, you will be matched with one of our tutors who will contact to you to arrange a session that is convenient for you.

If you have any questions, please email writing@liverpool.ac.uk and follow us on Twitter @writingatliv.
Penalties

Late Submission of Assessed Work
The University has standard penalties for the late submission of assessed work. These are:

- 5% of the total marks available for the assessment shall be deducted from the assessment mark for each working day after the submission date, up to a maximum of five working days (e.g. for work marked out of 100, five marks per day will be deducted; for work marked out of 20, one mark per day will be deducted); however, the mark will not be reduced below the pass mark for the assessment. Work assessed below the pass mark will not be penalised for late submission of up to five days.

- Work received more than five working days after the submission deadline will receive a mark of zero. In such circumstances, where a student is required to re-take the assessment, the reassessment task must be different from the original assessment. Resubmission of the original piece of work is not permissible, except in the case of project work or dissertations. (A working day is defined as a day when the University is open and staff would normally be available for work and thus also be available for contact by students).

Full information about the penalties for late submission of assessed work, including information about special circumstances and School/Departmental responsibilities, are available in section 6 of the University’s Code of Practice on Assessment: www.liv.ac.uk/student-administration/exams/policies-procedures/code-of-practice-assessment

Other ULMS Coursework Penalties
The Management School has also agreed that the following penalties will be imposed on coursework where students are found not to have followed the guidelines set:

<table>
<thead>
<tr>
<th>DEVIATION FROM</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework presented in a form that is difficult to read, e.g., if not word-processed, in a font that makes it hard to read, in single spacing or with inadequate margins</td>
<td>5% of the overall mark available for the piece of work will be deducted</td>
</tr>
<tr>
<td>Coursework exceeds the maximum word length specified by the module leader</td>
<td>3 marks or pro rata per part thereof will be deducted for every 100 words by which the work exceeds the maximum length e.g., 6 marks will be lost for work that exceeds the limit by 200 words, 1 mark will be lost for work that exceeds the limit by 30 words, etc.</td>
</tr>
</tbody>
</table>
Inadequate referencing

See the University’s Academic Integrity Policy at https://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_L_cop_assess_annex1.pdf

<table>
<thead>
<tr>
<th>Failure to include a list of references or a Bibliography</th>
<th>Up to 5% of the overall mark available for the piece of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to submit identical pieces of work in hard copy and electronic format where dual submission is required (see module handbook)</td>
<td>The electronic copy MUST be submitted. The date and time of this submission will be considered as official proof of submission. 10 marks will be deducted if the electronic and hard copy submissions are not identical.</td>
</tr>
<tr>
<td>Failure to submit the hard copy of an assignment where dual submission is required (see module handbook)</td>
<td>In cases where dual submission is required it is the hard copy that is marked, so failure to submit the hard copy will mean that your work is not marked on time.</td>
</tr>
<tr>
<td>Wiki: Use of Wikipedia or other Wiki sites as a primary source of research</td>
<td>Penalty may be applied and is determined by the module leader.</td>
</tr>
</tbody>
</table>

Procedure for Requesting an Extension

The School has a policy whereby in the event of exceptional circumstances, students are eligible to request an extension to the coursework submission deadline. Information relating to this Policy and the procedures students should follow will be circulated by the Student Support Office at the start of term and throughout the academic session, and details will also be available to access via the student intranet - https://www.liverpool.ac.uk/intranet/management-school/assessment.
Procedures for handling absences and extenuating circumstances claims

Attendance and Engagement monitoring
The University is committed to supporting students’ active engagement with their programme and to identify student absence early, in order to address any issues this may highlight. ULMS has a variety of systems in place to monitor students’ engagement and progress on their academic programme of study.

Attendance at classes is crucial to the successful completion of coursework and examinations and those are in turn central to your progress from one year to the next. The great majority of our students play a full part in their degree study and gain enormously from it.

The primary reason for recording students’ attendance and monitoring their engagement is to support students in achieving their degree. It is acknowledged that attendance in class is not the sole indicator that a student is engaging with their studies, but non-attendance is often an early sign that a student may be experiencing difficulties with their studies.

International students studying on a Tier 4 visa are reminded that the University is a trusted UK Visa and Immigration (UKVI) sponsor and has statutory and legal responsibilities to monitor and report to the UKVI any international student who fails to attend regularly and within normal expected attendance levels within the University.
Missed attendance for all ULMS students is recorded by the Student Support office using VITAL for each module and formal letters will be sent to those students who have low attendance by weeks 4 and 8 of each semester across their programme of study. You may be called to the Student Support Office in ULMS to discuss if patterns of non-attendance emerge. Tier 4 (International students who require a study visa) who fail to report to the Support Office will be reported to the International Advice and Guidance Team.

Non-attendance and engagement or poor attendance and failed responses to our communications will result in your registration status being put on hold and you will be referred to either School or Faculty progress panel or recommendation of withdrawal/suspension/termination of studies depending on the circumstances of non-attendance. Student attendance records will be considered by the Board of Examiners in determining their on-going academic standing. It is acknowledged that different programmes of study across the University will require different intensity of engagement by students. It is for the Board of Examiners to decide whether or not the lack of attendance at recordable activities registered for a student falls below the acceptable threshold for the programme. The attendance data held by the School for students will support this decision-making.

If you require further information about the University and/or School policy and procedures regarding Attendance Monitoring please contact:

Undergraduate Students: ULMSUGENQ@liverpool.ac.uk
Postgraduate Taught Students: ULMSPGENQ@liverpool.ac.uk
**Extenuating Circumstances**
Extenuating circumstances (formerly known within the University of Liverpool as ‘mitigating circumstances’) are circumstances beyond a student’s control which have affected their performance in assessments (whether an examination, essay, practical or other form of assessment).

If you miss an examination or an assessment deadline for reasons beyond your control and/or believe that extenuating circumstances may have affected your performance in assessments and examinations, you will need to formally submit an Application for Consideration of Extenuating circumstances form. The form is available from the Student Support Office located on the ground floor of the Management School and online [here](#). Completed forms should be submitted to the Student Support Office in accordance with the procedures set out in the University’s Extenuating Circumstances Policy available here:

[Code of Practice Appendix M - Policy on Extenuating circumstances in Relation to Performance in Assessments and Examinations](#)

[Extenuating Circumstances Policy Guidelines for Students and Staff](#)

**Overseas Absences**
Students are not usually permitted to return to their home country during term time, whilst teaching and assessments are taking place. If you require any further information on this please visit the ULMS Student Support Office and also contact the International Advice and Guidance Team via email at [iagteam@liv.ac.uk](mailto:iagteam@liv.ac.uk). Please ensure you use your University email account and include your student id number on any email correspondence.

**Jury Service**
From time to time students are called for jury service. Jurors are selected at random by Her Majesty’s Courts Service from the electoral register and everyone on the electoral register between the ages of 18 to 70 may be selected.

Where jury service is likely to interfere with your study or assessment, you may seek deferral of the service. The Jury Central Summoning Bureau evaluates any requests for deferral, which is usually no more than for 12 months. A letter can be obtained from the Director of Student Administration and Support to assist you in any request for a deferral. To do this you should complete the jury summons including Section 3 and take the completed form to the Student Administration Centre on the ground floor in the Foundation Building. The Student Administration Centre is open Mondays- Fridays between 09:00 and 17:00.

When a jury summons is received by the Student Administration Centre, the Director of Student Administration and Support will write on your behalf to Her Majesty's Courts Service enclosing the summons and explaining that it would be detrimental to your studies to
experience disruption due to undertaking jury service. It should be noted that the University can only make a request for deferral: the decision to allow a deferral rests with Her Majesty’s Courts Service.

Her Majesty’s Courts Service will reply directly to you. Where no reply is received in a reasonable time you should contact Her Majesty’s Courts Service to enquire about the progress of your application for deferral.

The University cannot request an excusal on behalf of a student. Excusal requests should be sent directly by a student to the Summoning Bureau.
# Marking Criteria

The following are the generic marking criteria for the main kinds of Postgraduate assessment at the Management School, they are based on the University’s descriptors. There may also be specific criteria for specialist forms of assessment, so always check your module handbook.

## Postgraduate Assignments: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100%</strong></td>
<td>Extremely thorough and authoritative execution of the brief. Containing evidence of significant independent research, reflective, perceptive, well-structured showing significant originality in ideas or argument, aptly focused and very well written. Few areas for improvement. Potentially worthy of publication.</td>
</tr>
<tr>
<td><strong>80-89%</strong></td>
<td>Thorough execution of the brief, well-structured and clearly argued. Signs of originality and/or independent critical analytical ability. Supported by independent research, materials well utilised; well-focused and well written, displays mastery of the subject matter and of appropriate theories and concepts.</td>
</tr>
<tr>
<td><strong>70-79%</strong></td>
<td>Good execution of the brief; well-focused, knowledgeable, strong evidence of reading beyond the basic texts and displays a very good knowledge of the subject matter. Good critical grasp of relevant theories and concepts.</td>
</tr>
<tr>
<td><strong>60-69%</strong></td>
<td>Well-structured and well-focused answer with strong evidence of reading beyond the basic texts. Thorough and comprehensive in approach. Displays a good knowledge of the subject matter and where appropriate displays sound grasp of relevant theories and concepts. Approach generally analytical.</td>
</tr>
<tr>
<td><strong>50-59%</strong></td>
<td>Competently structured answer, reasonably well focused and comprehensive but tending to be descriptive in approach. Limited evidence of reading beyond the basic texts. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>40-49%</strong></td>
<td>Tending to rely entirely on lecture materials. Almost entirely descriptive in approach, limited knowledge and understanding of the subject matter displayed; partial and/or containing significant errors and/or irrelevancies, poorly structured. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>30-39%</strong></td>
<td>Inadequate execution of the brief. Highly partial and or containing serious errors; contents partly or substantially irrelevant, poorly structured. Displays little knowledge of the subject matter. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>0-29%</strong></td>
<td>Seriously inadequate execution of the brief. Failure to focus upon the question, seriously short or even devoid of theoretical underpinning, large sections irrelevant. May contain excessive use of quotations.</td>
</tr>
</tbody>
</table>
## Postgraduate Examinations: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Comprehensive and authoritative answer. Containing evidence of significant independent research, Reflective, perceptive, well-structured showing significant originality in ideas or argument. Aptly focused and well written. Few areas for improvement.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Well focused, carefully structured and thorough answer. Cogent and clearly argued, supported by independent research. Displays mastery of the subject matter and of appropriate theories and concepts.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Well-focused answer, cogent, comprehensive, strong evidence of reading beyond the basic texts. Displays in-depth understanding of the subject matter and ability to discuss theories and concepts in an intelligent and penetrating manner. Good critical grasp of relevant theories and concepts.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Comprehensive and coherent answer, suitably focused. Clear evidence of reading beyond the basic texts; displays a good knowledge of the subject matter. Where appropriate, displays sound grasp of relevant theories and concepts.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Competently structured answer, reasonably well focused and comprehensive but tending to be descriptive in approach. Limited evidence of reading beyond the basic texts.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Tends to rely on lecture materials. Descriptive in approach, displays limited knowledge and understanding of the subject matter; partial and/or containing significant errors and/or irrelevancies, poorly structured.</td>
</tr>
<tr>
<td>30-39%</td>
<td>Inadequate reference to relevant concepts and theories. Highly partial and/or containing serious errors; contents partly or substantially irrelevant, poorly structured, displays little knowledge or understanding of the subject matter.</td>
</tr>
<tr>
<td>0-29%</td>
<td>Seriously inadequate reference to relevant concepts and theories. Near complete or complete failure to focus upon the question, highly partial and/or containing many serious errors. Large sections irrelevant, question not answered, or question not attempted.</td>
</tr>
</tbody>
</table>
### Postgraduate Group Presentations: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised, time limits observed, responding to questions with courtesy and authority. Content well-focused upon the brief; evidence of research beyond basic texts and lecture materials and the ability to use materials in a creative and original manner. Little scope for improvement.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised, time limits observed, responding to questions with courtesy and authority. Contents well-focused upon the brief; evidence of research beyond basic texts and lecture materials and the ability to use materials in a creative and original manner. Scope for minor improvement on one or more points.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Generally engaging presentation involving good use of visual aids, clear introduction, delivery and summary. Materials well organised, time limits observed, responding to questions with courtesy and authority. Contents generally appropriate and well-focused upon the brief; evidence of research beyond basic texts and lecture materials.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Generally satisfactory presentation involving clear introduction, delivery and summary and possibly supported by visual aids. Materials well organised, time limits observed, responding to questions with courtesy. Contents generally appropriate, satisfactory focus upon the brief; evidence of research beyond basic texts and lecture materials.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Satisfactory presentation but slippage on one or more of the following points: introduction, delivery of main presentation and summary, use and appropriateness of visual aids, or general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon basic texts and lecture materials.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Barely satisfactory presentation involving weaknesses on one or more of the following points: introduction, delivery of main presentation and summary, use and appropriateness of visual aids, or general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon basic texts and lecture materials. May be partial and may contain errors.</td>
</tr>
<tr>
<td>30-39%</td>
<td>Unsatisfactory presentation involving serious weaknesses on one or more of the following points: introduction, delivery of main presentation and summary, use and appropriateness of visual aids, or general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon lecture materials. May be partial and may contain errors.</td>
</tr>
<tr>
<td>0-29%</td>
<td>Highly unsatisfactory presentation possibly involving complete failure to focus upon the brief. Alternatively may involve serious and multiple weaknesses as regards introduction, delivery of main presentation and summary, use and appropriateness of visual aids, or general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon lecture materials. May be partial and may contain errors.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Description</td>
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<td>-------------</td>
</tr>
<tr>
<td>90 – 100%</td>
<td>Comprehensive and highly detailed records. Carefully structured, extensive evidence of critical and creative reflection upon almost every aspect of course content supported by extensive reading and/or other sources of information. Hard to identify gaps or suggestions for improvement. Excellent standard of presentation and well-written.</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>Comprehensive and detailed, systematically structured, significant evidence of critical and creative reflection upon course content supported by extensive reading and/or other sources of information. Few gaps or suggestions for improvement. Excellent standard of presentation and well-written.</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>Comprehensive and detailed, systematically structured, significant evidence of creative and critical reflection upon course content supported by extensive reading and/or other sources of information. Few gaps or suggestions for improvement. Well-written and excellent standard of presentation. Possibly some weaknesses but compensated for by a high level of achievement upon other criteria.</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Comprehensive and detailed, systematically structured. Evidence of sustained reflection upon course content supported by substantial reading and/or other sources of information. Excellent standard of presentation. Reasonably well-written.</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Systematically structured and reasonably comprehensive, supported by reasonable substantial reading and/or other sources of information. Reasonably detailed though there may be evidence of work missing or otherwise not sustained. Good standard of presentation but tending to be descriptive/anecdotal rather than reflective. Reasonably well-written, but perhaps some errors in spelling, grammar, register or syntax.</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Adequately structured and reasonably comprehensive but lacking in detail. Evidence of reading and/or other sources of information tending to be superficial. Adequate standard of presentation but predominantly descriptive/anecdotal rather than reflective. Perhaps some weaknesses in English but ideas are communicated.</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Structuring barely adequate. Contents partial and level of detail and evidence of reading and/or other sources of information patchy. Presentation barely adequate, may contain irrelevant material. Little attempt made to engage in reflection. Perhaps some weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>20 – 29%</td>
<td>A very ‘thin’ presentation, that is, inclusion of materials inadequate, virtually no attempt whatsoever to reflect upon materials. Presentation inadequate, for example, lacking proper diary, little use made of sign-posting or other aids to comprehension. Little or no evidence of reading and/or investigation of other sources of information. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
<tr>
<td>0 – 19%</td>
<td>A very ‘thin’ presentation, that is, inclusion of materials seriously inadequate, virtually no attempt whatsoever to reflect upon materials and in any case, hardly any materials, reading or other sources of information to reflect upon. Presentation inadequate, for example, lacking proper diary, little use made of sign-posting or other aids to reading. May contain irrelevant material. Perhaps some serious weaknesses in English which might affect the communication of ideas.</td>
</tr>
</tbody>
</table>
## Postgraduate Dissertations: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100%</strong></td>
<td>Theoretically or practically significant topic; clearly defined research question, meticulous literature review, careful execution of research design, high quality analysis, discussion and conclusions. Signs of originality in selection of question and/or approach to research. Presentation excellent. Makes a significant contribution to knowledge. Potentially publishable.</td>
</tr>
<tr>
<td><strong>80-89%</strong></td>
<td>Very carefully designed and executed study. Sound theoretical framework based upon good literature review and carefully formulated approach. Clearly articulated research question, use of appropriate methodology, reflective and thorough discussion, defensible conclusions. Displays mastery of the subject matter and of appropriate theories and concepts. Presentation excellent. Useful contribution to knowledge. Potentially publishable with some refocusing.</td>
</tr>
<tr>
<td><strong>60-69%</strong></td>
<td>Adequately designed and executed study. Adequate literature review and framing of study and good effort to collect data. Ability to reflect upon weaknesses in approach. Clear conclusions, detailed recommendations for practice. Presentation good.</td>
</tr>
<tr>
<td><strong>50-59%</strong></td>
<td>Generally adequate design and execution. Generally adequate literature review and framing of study and attempt to collect data but may contain weaknesses in approach, for example, poor alignment of research question and methodology. Failure to obtain all of the requisite data, conclusions lame, recommendations for practice weak or omitted. Presentation satisfactory. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>40-49%</strong></td>
<td>Inadequate evidence of independent research e.g. inadequate design and execution. Literature review partial, framing of study imprecise; data collection partial, poor alignment of research question and methodology. Conclusions lame, recommendations for practice weak or omitted. Presentation barely satisfactory. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>30-39%</strong></td>
<td>Makes some attempt to conduct independent research but unsatisfactory on one or more of the following counts: adequacy of literature review; design and methodology; data collection, analysis, discussion and conclusions and general standard of presentation. May contain excessive use of quotations.</td>
</tr>
<tr>
<td><strong>0-29%</strong></td>
<td>Submission contains serious weaknesses on one or more of the following counts: adequacy of literature review; design and methodology; data collection, analysis, discussion and conclusions and general standard of presentation. May contain excessive use of quotations.</td>
</tr>
<tr>
<td>Percentage Range</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>90-100%</strong></td>
<td>Organisational a very significant topic; clearly defined, articulated and agreed question, problem or task. Excellent engagement with sponsoring client and any working groups. Excellent diagnosis of key issues and contextual factors. Significantly self-directed study, with originality, independence of thought and creativity in evidence in its execution. Clear, valid and justified conclusions address the original issue effectively. Feasible, costed recommendations. Report presented in appropriate format for sponsor. Project outputs meet in full or exceed those agreed. Report accepted in full and its recommendations implemented. Significant benefits result for the sponsoring organisation. Presentation excellent. Report to a standard that meets or exceeds those produced by professional consultant.</td>
</tr>
<tr>
<td><strong>80-89%</strong></td>
<td>Organisationally or practically significant topic. Clearly defined, articulated and agreed topic, problem or task. Very good engagement with sponsoring client and any working groups. Excellent diagnosis of key issues and contextual factors. Displays understanding of organisational context and subject matter. Study is strongly self-directed, and originality, independence of thought and creativity are in evidence in its execution. Report produces defensible and well-articulated conclusions, which address the original issue. Feasible and cost effective recommendations are evidenced. Project outputs meet in full or exceed those agreed. Report presented in appropriate format for its sponsor. Report accepted in full and its recommendations implemented. Presentation excellent. Potential to make significant contribution to organisational effectiveness.</td>
</tr>
<tr>
<td><strong>70-79%</strong></td>
<td>Organisationally or practically significant topic. Clearly defined, articulated and agreed topic, problem or task. Very good engagement with sponsoring client and any working groups. Very good diagnosis of key issues and contextual factors. Displays understanding of organisational context and subject matter. Study is mainly self-directed, with evidence of originality, independence of thought and creativity in its execution. Report produces defensible and well-articulated conclusions, which address the original issue. Feasible and detailed recommendations are evidenced. Project outputs meet in full those agreed. Report presented in appropriate format for its sponsor. Report accepted in full and some of its recommendations considered for implementation. Presentation very good. Potential to make important contribution to departmental, process or organisational effectiveness.</td>
</tr>
</tbody>
</table>
| 60%-69% | Organisatorially or practically useful topic. Clearly articulated and agreed topic, problem or task.  
Good engagement with sponsoring client and any working groups.  
Effective diagnosis of key issues and contextual factors.  
Displays reasonable understanding of organisational context and subject matter  
Study is mainly self-directed, with some evidence of originality, independence of thought and creativity in its execution.  
Report produces defensible conclusions, which address the original issue.  
Feasible recommendations are evidenced.  
Project outputs meet at least in part those agreed.  
Report presented in appropriate format for its sponsor.  
Report accepted as useful and some of its recommendations considered for implementation.  
Presentation good. Potential to make important contribution to departmental or process. |
|---|---|
| 50-59% | Organisatorially or practically useful topic. Reasonably well articulated topic, problem or task.  
Adequate engagement with sponsoring client and any working groups.  
Effective diagnosis of key issues and contextual factors.  
Displays adequate understanding of organisational context and subject matter.  
Study is somewhat self-directed, though with minimum evidence of originality, independence of thought and creativity in its execution.  
Report produces adequate conclusions, which address the original issue.  
Recommendations are linked to conclusions.  
Project outputs meet at least in part those agreed.  
Report presented in appropriate format for its sponsor.  
Report accepted as potentially useful by the sponsors.  
Presentation reasonable.  
Limited potential to make contribution to department or process. |
| 40%-49% | Significance of the topic, problem or task is poorly articulated.  
Inadequate engagement with sponsoring client and any working groups.  
Unconvincing diagnosis of key issues and contextual factors.  
Limited understanding of organisational context and subject matter.  
Study is not self-directed, and shows minimum evidence of originality, independence of thought or creativity in its execution.  
Report produces indefensible conclusions, or fails to address the original issue.  
Recommendations are not feasible, or poorly linked to conclusions.  
Project outputs do not meet those agreed.  
Report presented in inappropriate format for its sponsor.  
Report not acceptable as potentially useful by the sponsors.  
Presentation poor.  
Very limited potential to make contribution to department or process. |
| 30%-39% | Significance of the topic, problem or task is weak or poorly articulated.  
Unsatisfactory engagement with sponsoring client and any working groups.  
No diagnosis of key issues and contextual factors.  
Poor understanding of organisational context and subject matter.  
Study is not self-directed, and shows no evidence of originality, independence  
of thought or creativity in its execution.  
Report produces no defensible conclusions, or fails to address the original  
issue.  
Feasible recommendations are not produced.  
Project outputs do not meet those agreed.  
Report presented in inappropriate format for its sponsor.  
Report not acceptable as potentially useful by the sponsors.  
Presentation very poor.  
No potential to make contribution to department or process. |
|---|---|
| 0%-29% | Topic or issue is not appropriate and/or poorly articulated.  
No engagement with sponsoring client and any working groups.  
No diagnosis of key issues and contextual factors.  
No understanding of organisational context and subject matter.  
Report produces no defensible conclusions, or fails to address the original  
issue.  
Feasible recommendations are not produced.  
Project outputs do not meet those agreed.  
Report unsuitable to be delivered to sponsors.  
Presentation very poor. |
Provision of Feedback to Students

Feedback on Student Work

ULMS is committed to assisting the student learning process through providing appropriate and timely feedback. Feedback can take many forms. Informal conversations with tutors, going over solutions to homework questions and class discussions are as important as formal written comments on assignments. Feedback is an important part of the learning process that requires students to reflect on performance and understanding as well as set targets for improvement.

The ULMS policy on Feedback should be read alongside section 11 (Feedback) of the University’s Code of Practice on Assessment at:

and the University’s Feedback on Assessment Policy at:

Feedback on Coursework

Students should receive feedback within 3 WEEKS of submission. Feedback should help students to evaluate their own performance and should include advice on how they can improve their performance.

Where dual submission applies, students will be given individual written feedback on coursework, usually provided on the standard ULMS feedback form attached to the coursework. This form relates to the key aspects of the ULMS marking criteria so that students should be able to see a correlation between the marks awarded and the comments. In the case of group work, there is a group feedback form. Where submission is via electronic copy only, the module leader will provide feedback electronically and you will be able to view this via VITAL.

In the case of group work, there is a group feedback form.

Students are expected to read these comments carefully but if they have any queries (if they don’t understand the comments – or the writing!) then they are advised to see their module leader for further clarification. Module leaders have office hours which are posted on their office doors.

Please note, though, that marks are not negotiable!
Feedback on Draft Assignments
We do not usually provide feedback on draft assignments. There are good pedagogical reasons why some module leaders will provide feedback and others will not. However, each module leader is able to set their own policy on this. This policy will be stated in the module handbook and will be consistent within the whole cohort of students taking a module.

Feedback on Exams
Generic feedback will be posted on Vital and will include a general commentary on students’ performance and common strengths and weaknesses as well as ways in which performance could have been improved. Students usually find this very helpful and most queries are answered by consulting this feedback. This feedback will be provided on Vital normally within a week of the results being published to students.

If students need further feedback they should consult their module leader. Module leaders will advise students who to consult (in most cases it is the module leader themselves). Module leaders will provide one-to-one feedback in a format they find most appropriate. Some might choose a drop-in session, and will advise students of the day and time in advance, others will hold office hours. Details of how feedback will be provided will be posted on Vital.

Module leaders are happy to meet students on an individual basis during their office hours to discuss any feedback you have received and to offer guidance on how you might improve your performance in other assessments. This is an important method of developing your learning skills, and you are strongly encouraged to follow it.

Feedback is there to help you reflect on your performance and consider ways you can improve it in your next assessment. It can be:
We always strive to improve our feedback to students, and results in surveys reflect the effort staff make in this respect. If you have any examples of good practice, or indeed constructive ideas on how we can improve feedback to students, then please feel free to communicate this to us. If you wish to do so anonymously, please use the Instant Feedback Facility (iff@liv.ac.uk).
Student Representation within the School

Staff Student Liaison Committees
The School tries to be as open as possible in the way it runs, and students are encouraged to make their views heard. This is not to say every opinion will be acted upon because ultimately academic staff are responsible for using their judgement about how their subject should be taught and assessed. But student opinion will always be listened to and seriously considered.

To facilitate this, staff/student liaison committees are run across the School usually at least once per semester. All students (undergraduate and postgraduate, including joint and combined honours students, both full- and part-time taking modules in the School) are invited to stand for election on the appropriate committee and are provided with training and support from the Guild of Students.

Staff/student liaison committees are formal but friendly forums for students to raise issues of general concern about their studies; they cannot deal with matters of an individual or personal nature. They may also be used to consult with students on policy changes, curriculum development, assessment, feedback, etc.

How does my feedback help?

Course representatives ask students for feedback about the programme.

The feedback is presented at an SSLC.

Directors of Studies discuss issues with Course Representatives at SSLCS.

Directors of Studies and reps set actions to resolve the issues.

The actions are implemented to improve the programme and the student experience.
If you are interested in becoming a student representative please contact Julie Byrne ULMSMBA@liverpool.ac.uk Tel: 0151 795 3718. Elections (where required) are normally held at the start of the academic session.

**Representation on Committees**
There are committees at Faculty and School Level and both include student representation on their membership. Committee reps are usually recruited through the SSLCs and you will hear more about these opportunities at the first SSLC. You can also find out more by contacting the Faculty Student Voice Co-ordinator who is based in the Guild but works very closely with staff in the faculty.
Providing Feedback to the Management School

Your feedback is very important to us and we encourage students to provide their views on their experience here at the Management School. Your feedback helps us to improve our provision and the support we offer and we welcome any comments that you have, whether they are positive or negative. There are a number of ways in which you can provide your feedback to the School:

Contact your module leader
Often the easiest way to resolve an issue related to a module is to speak to the module leader directly. Academic staff are very willing to receive feedback and are happy to take appropriate action where it is required. All module leaders provide their contact details in module handbooks, together with details of their office hours. If you do have a concern, please contact your module leader as soon as possible. If left too late, it may not be possible to rectify any problems.

Instant Feedback Facility
You can provide feedback at any time of the year by emailing iff@liv.ac.uk. Please include ‘IFF’ in your email header so that it can be easily identified as feedback. Your comments will be considered by an appropriate member of staff who will investigate the issues you raise and provide a written response, including details of any action to be taken as a result. In some cases, the School Director may invite you to meet to discuss your comments in more detail.

Student representatives
Student representatives are elected annually at the start of the academic year, and every Postgraduate programme in the Management School will have its own rep. Student reps meet regularly with Management School staff to discuss issues raised by students and we work together at Staff-Student Liaison Committees (SSLCs) to find solutions to problems and to identify examples of good practice. If there is an issue that you would like your rep to raise at the SSLC, please email him or her.

Module evaluation
Towards the end of each module you will be asked to complete a module evaluation. Responses are collated, and the module leader uses them to write a report on the module, together with a response to the issues raised by students and, where appropriate, an action plan for development. The report is published on the VITAL page for the module, and is also considered by Programme Teams for programme evaluation purposes.

Remember - We are committed to trying to improve the experience of students, but we cannot take action on a particular module unless students make us aware of the problems they are facing. This means that if problems with the overall delivery of a module become
evident by week four or five, it is better for you to inform someone then, giving the staff time to take appropriate action, rather than waiting until late in the semester when it is often too late to take much remedial action.
School Societies and Activities

Societies and extra-curricular activities offer huge opportunities to students. Not only do they provide an excellent opportunity to make friends and socialise outside the classroom, they also offer ways for you to develop the kind of skills that employers look for when recruiting graduates. Playing an active role in a student society and understanding how your experiences relate to your personal development is something that will make your applications for work or further study stand out from the rest when the time comes to leave the University of Liverpool.

Enactus
Enactus Liverpool aims to create sustainable businesses for disadvantaged people around Liverpool and across the globe. Joining Enactus Liverpool will not only increase your employability by giving you a wealth of experience and expertise such as team work, project management and entrepreneurial skills, it will also allow you to make a real change to people’s lives. Enactus Liverpool currently runs domestic projects working with vulnerable women, people with learning difficulties and youth centres around Liverpool. Enactus also runs two exciting international projects, one implementing water filters in the poorest parts of Vietnam, and another empowering people to become internet entrepreneurs in India. Both projects run visits to the countries. Enactus has partnered with Unilever, KPMG, Accenture, Enterprise Rent a Car, Tesco, and many more. Enactus members are invited to exclusive networking events with these companies, as well as training days.

The aim of the Society is:

To bring together student, academic and business leaders to create, develop and apply innovative solutions to empower people in need worldwide.

The objectives of the Society are:

- Empowering people through entrepreneurial action
- Creating sustainable business solutions worldwide
- Finding people in need, and tailoring solutions to meet those needs
- To be a social, happy and enjoyable society for students to be in

Please contact enactusliverpool@outlook.com for more information on how to get involved.

Facebook: https://www.facebook.com/EnactusLiverpool

Twitter: https://twitter.com/EnactusLiv
Extra-Curricular Opportunities
Provision of opportunities for extra and co-curricular activities is very important to us in ULMS. We are aware that your programme of study is only part of your career development and we are proud of the opportunities we offer students to develop their skills outside the formal programme of studies. Look out for information in Welcome Week and on VITAL programme pages.

Volunteering Activities
The Management School does not have specific volunteering opportunities linked to the School at the time of writing. However, we would always encourage students to seek out volunteering opportunities as part of the many CV-building experiences they can have while at the School. A good first starting point is the Liverpool Guild of Students, who run several volunteering schemes. Further details on these can be found here: https://www.liv.ac.uk/careers/placements-internships-and-work-experience/volunteering/

More information on volunteering opportunities within and external to the University can be found on the Careers website, here:
https://www.liv.ac.uk/careers/placements-internships-and-work-experience/volunteering/
Health and Safety Information

Student health and safety is very important to us – it is one of the University’s highest priorities. We are committed to providing you with a safe learning and living environment but we can only achieve this if we have your full support. In the same way we expect all our staff to work to high safety standards, we ask that you take health and safety seriously by:

- Taking reasonable care for the health and safety of yourself and others;
- Acting in accordance with University safety rules.

As a minimum you should:

- Familiarise yourself with fire procedures in buildings, including what to do if you discover a fire, what to do if the alarm sounds and where to assemble should you have to evacuate a building.

In the Management School a fire bell test takes place every Tuesday at either 10AM in the Chatham Building or 2PM in the Brett Building. The bells will sound for a maximum of 20 seconds. However, should the alarm bells fail to stop you are required, as at all other times, to evacuate the building immediately and go to the assembly point which is in front of the Sydney Jones Library and next to Abercromby Square.

- Know that if you are involved in an accident or incident that you must report it. Use the form available at https://www.liverpool.ac.uk/intranet/safety/reportanaccident/ to do it. Accidents should be reported as soon as possible and within 5 working days.

In cases of medical emergency call the emergency number if life is under threat. Send for, or ask for help from the Reception Desk or Student Support Office.

- Know the number to use in an emergency to call for fire, ambulance or police. On the University telephone system call 2222. On a personal mobile call 0151 794 2222.

- Follow any health and safety instructions that are provided to you.

There is a lot more information available in the Student Safety Code of Practice accessible at https://www.liverpool.ac.uk/intranet/management-school/safety/

If you have any problems or questions about any aspect of health and safety please bring them to the attention of the Reception Desk, Student Support Office or Departmental Safety Coordinator (Simon Blackman ulmssafe@liverpool.ac.uk; 0151 795 3108)
School Prizes

Each year the Management School presents awards to the highest achieving student on each of its Masters level programmes. Presentations are made on the day of the graduation ceremony.

There is also a special award for ‘The Paul Roy Award for Outstanding Contribution’; this prize is sponsored by Paul Roy, Chairman of Newsmith Capital, and is awarded to the student who, not only has achieved high marks, but has also contributed most to their programme and the experience of his/her peers.

Organisations with which the Management School is affiliated also offer special prizes, for example the Chartered Management Institute awards ‘The CMI Prize for Student Engagement with the Business and Management Community’. 
Alumni

When you graduate, you will become part of a community of over 92,000 alumni, worldwide. As alumni of the University of Liverpool, you are able to access a range of free benefits and services, including alumni associations, invitations to events and receiving INSIGHT, the alumni magazine, amongst many other services.

In addition to this central service, the Management School has its very own alumni service (ULMS Alumni), which offers enhanced provision to graduates of the School. Established in 2004, ULMS Alumni has a rapidly growing membership, including graduates and staff from all ULMS courses.

The Management School values its alumni and aims to establish a community of business-oriented professionals through its services, which include:

- Access to a global network of business colleagues;
- Regular networking events;
- Local & international events;
- Reunion events;
- Access to the Online Alumni Community;
- Online profiles;
- Newsletters and e-bulletins;
- Other activities linked to Continued Professional Development;
- Continued involvement with the School and its development.

Visit [https://www.liverpool.ac.uk/management/alumni/](https://www.liverpool.ac.uk/management/alumni/)
You can also view the University Alumni pages at [www.liverpool.ac.uk/alumni](http://www.liverpool.ac.uk/alumni)

Leadership Mentoring Programme

Our extensive alumni network means you can be mentored by a graduate in a position you aspire to, or in a sector you want to join. Our alumni hold senior executive roles all over the world, so you can be paired with a graduate best suited to helping achieve your specific career goals.
Your mentor can help you develop your leadership skills and expand your professional network. Typically you’ll communicate using an online platform, Aluminiati, but you may also arrange to speak via Skype or even meet in person.

**Liverpool Connect**

Liverpool Connect is our networking platform where students can ask friendly graduates (alumni) for tips and advice on life after graduation, and the world of work. The platform is free to join, and can help you when preparing for internships, jobs, further study, or if you are unsure of your future career.

Through the Liverpool Connect platform you can:

- Search an online directory of global alumni professionals
- Make e-networking connections for informal mentoring & career insights
- Access career development resources and free online events
- Join community groups to connect around share interests.

Register at [www.liverpool.aluminate.net](http://www.liverpool.aluminate.net)

For more information about life after graduation, or connecting with graduates from your programme to get support, email Jayne Murphy, Alumni Engagement Manager on [Jayne.murphy@liverpool.ac.uk](mailto:Jayne.murphy@liverpool.ac.uk)
NOTES

The next few pages are here for you to make any important notes throughout the year. If it’s a question or if it’s a thought, write it down and then look back through the handbook to see if your query can be answered.