**Programme Specification Postgraduate**

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:** MSc Digital Business Enterprise Management
2. **Programme Code:** BLBE
3. **Entry Award(s):**
   - [ ] MA
   - [x] MSc 180 Credit, Level 7
   - [x] PGDip 120 Credit, Level 7
   - [ ] PGCert
   - [ ] PGCert
   - [ ] PGCert
   - [ ] PGCert
   - [ ] Other (please specify below): 

4. **Exit Awards:**
   - [x] PGDip 120 Credit, Level 7
   - [x] PGCert 60 Credit, Level 7
   - [x] PG Award 30 Credit, Level 7
   - [ ] CPS

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

PG Award: unnamed.
5. Date of first intake: September 2002

6. Frequency of intake: Annually

7. Duration and mode of study: FT (12 months), PT (24 months)

8. Applicable framework: University Framework for Postgraduate Modular Provision

   Framework exemption required: X  No (please go to section 9)
   ☐  Yes (please provide a brief summary below)

9. Applicable Ordinance: Ordinance 52(A) General ordinance for modular Master’s degrees, postgraduate diplomas and postgraduate certificates

   New/revised Ordinance required: X  No (please go to section 10)
   ☐  Yes (please provide a brief summary below)

10. Faculty: Humanities and Social Science

11. Level 2 School/Institute: Management School

12. Level 1 unit: Marketing and Operations

13. Campus: Main Liverpool Campus

14. Other contributors from UoL: N/A

15. Teaching other than at UoL: N/A

16. Director of Studies: Dr Zenon Michaelides

17. Board of Studies: ULMS Board of Postgraduate Studies

18. Board of Examiners: ULMS Board of Postgraduate Examiners

19. External Examiner(s): Name
   Professor Ed Sweeney
   Professor of Logistics
20. **Professional, Statutory or Regulatory body:**

The University of Liverpool Management School is accredited by AACSB.

The programme is accredited by the Chartered Institute of Purchasing and Supply (CIPS) and the Chartered Institute of Logistics and Transport (CILT).

21. **QAA Subject benchmark Statements(s):**

Business and Management

22. **Other reference points:**

EQUIS

EQUAL

23. **Fees:**

Standard

24. **Additional costs to the student:**

N/A

25. **AQSC approval:**

2002

### Part B: Programme Aims & Objectives

26. **Aims of the Programme**

The aim of the programme is to provide education at postgraduate level in the theories, development and application of e-business and e-commerce systems and strategies, integrated within an understanding of enterprise strategic and operational requirements. The programme aims to satisfy the growing demand by industry and business communities for highly skilled managers with a sound strategic and applied understanding of the opportunities and challenges that the new and emerging information and communication technologies offer.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promoting a systematic understanding of knowledge, and a critical awareness of current problems and new insights which are at the forefront of the e-business strategy and systems discipline.</td>
</tr>
<tr>
<td>2.</td>
<td>Supporting the development of subject specific and key transferable skills necessary for employment in an e-business strategy and systems function.</td>
</tr>
<tr>
<td>3.</td>
<td>Providing opportunities for students to acquire a range of analytical techniques required for the effective tactical and strategic management of the e-business strategy and systems function within organisations.</td>
</tr>
<tr>
<td>4.</td>
<td>Enabling students to develop their IT skills and familiarity with a range of relevant financial and statistical software.</td>
</tr>
<tr>
<td>5.</td>
<td>Supporting the enhancement of skills of written communication.</td>
</tr>
</tbody>
</table>

27. **Learning Outcomes**

No. **Learning outcomes – Master’s degree**
1. Understand the impact of the Internet and e-Business on various industry sectors.

2. Formulate and develop an integrated corporate e-Business strategy.

3. Understand e-market places, exchanges and develop e-procurement strategies. Develop Internet, Intranet and Extranet policies.


5. Analyse business needs and develop e-business and e-commerce system specifications.

6. Understand and assess Internet security policies. Understand the opportunities and impact of Big Data on Business areas, such as marketing, product development, M2M, etc. and issues associated with Ethics, Privacy and Security of data.

7. Understand the role of marketing on the Internet.

8. Develop strategic management and business economics policies.

9. Understand the application of advanced tools and techniques associated with managing quality in the manufacturing and service industries.

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**Learning Outcomes**

**No.**

**Learning outcomes – Postgraduate Diploma**

10. Understand the impact of the Internet and e-Business on various industry sectors.

11. Acquire skills to formulate and develop an integrated corporate e-Business strategy.

12. Develop an understanding of e-market places, exchanges and develop e-procurement strategies. Develop Internet, Intranet and Extranet policies.


15. Understand and assess Internet security policies. Understand the opportunities and impact of Big Data on Business areas, such as marketing, product development, M2M, etc. and issues associated with Ethics, Privacy and Security of data.

16. Gain an understanding of the role of marketing on the Internet.

17. Develop strategic management and business economics policies.

18. Understand the application of advanced tools and techniques associated with managing quality in the manufacturing and service industries.

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**Learning Outcomes**

**No.**

**Learning outcomes – Postgraduate Certificate**

19. Understand the impact of the Internet and e-Business on various industry sectors.

20. Develop an appreciation of the skills required to formulate an integrated corporate e-Business strategy.

21. Develop an understanding of e-market places, exchanges and develop e-procurement strategies. Develop Internet, Intranet and Extranet policies.
22. Develop skills in web based programming, web based information management and retrieval. Practical applications of HTML and web authoring tools, Active Server Pages, Visual Basic, XML, database integration.

23. Develop an appreciation of the skills required to analyse business needs and develop e-business and e-commerce system specifications.

24. Understand and assess Internet security policies. Understand the opportunities and impact of Big Data on Business areas, such as marketing, product development, M2M, etc. and issues associated with Ethics, Privacy and Security of data.

25. Gain an understanding of the role of marketing on the Internet.

26. Develop strategic management and business economics policies.

27. Understand the application of advanced tools and techniques associated with managing quality in the manufacturing and service industries.

**Learning Outcomes**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This programme does not have a Postgraduate Award entry award. The Postgraduate Award is an exit award only.</td>
</tr>
</tbody>
</table>

28. Understand the impact of the Internet and e-Business on various industry sectors.

**27a. Mapping of subject-based learning outcomes:**

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EBUS605 e-Business Strategy, EBUS601 Business Analysis &amp; Assessment</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management Section 3 (pages 4-6)</td>
</tr>
<tr>
<td>2.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management Section 3 (pages 4-6)</td>
</tr>
<tr>
<td>3.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management Section 3 (pages 4-6)</td>
</tr>
<tr>
<td>4.</td>
<td>EBUS603 e-Business Tools &amp; Technologies, EBUS612 e-Business Enterprise Systems with SAP</td>
<td>Assignments</td>
<td>Business &amp; Management Section 3 (pages 4-6)</td>
</tr>
<tr>
<td>5.</td>
<td>EBUS604 e-Business Systems</td>
<td>Assignments</td>
<td>Business &amp; Management Section 3 (pages 4-6)</td>
</tr>
<tr>
<td>6.</td>
<td>EBUS604 e-Business Systems</td>
<td>Assignments</td>
<td>Business &amp;</td>
</tr>
<tr>
<td></td>
<td>Course Code</td>
<td>Course Title</td>
<td>Assessment</td>
</tr>
<tr>
<td>---</td>
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<td>------------</td>
</tr>
<tr>
<td>7.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>8.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>9.</td>
<td>EBUS603 e-Business Tools &amp; Technologies</td>
<td>Assignments</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>10.</td>
<td>EBUS605 e-Business Strategy EBUS601 Business Analysis &amp; Assessment</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>11.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>12.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>13.</td>
<td>EBUS603 e-Business Tools &amp; Technologies EBUS612 e-Business Enterprise Systems with SAP</td>
<td>Assignments</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>14.</td>
<td>EBUS604 e-Business Systems</td>
<td>Assignments</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>15.</td>
<td>EBUS604 e-Business Systems</td>
<td>Assignments</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>16.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>17.</td>
<td>EBUS605 e-Business Strategy</td>
<td>Assignments and Examination</td>
<td>Business &amp; Management</td>
</tr>
<tr>
<td>18.</td>
<td>EBUS603 e-Business Tools &amp; Technologies</td>
<td>Assignments</td>
<td>Business &amp; Management</td>
</tr>
</tbody>
</table>
| 19. | EBUS605 e-Business Strategy  
EBUS601 Business Analysis & Assessment | Assignments and Examination | Business & Management Section 3 (pages 4-6) |
| 20. | EBUS605 e-Business Strategy | Assignments and Examination | Business & Management Section 3 (pages 4-6) |
| 21. | EBUS605 e-Business Strategy | Assignments and Examination | Business & Management Section 3 (pages 4-6) |
| 22. | EBUS603 e-Business Tools & Technologies  
EBUS612 e-Business Enterprise Systems with SAP | Assignments | Business & Management Section 3 (pages 4-6) |
| 23. | EBUS604 e-Business Systems | Assignments | Business & Management Section 3 (pages 4-6) |
| 24. | EBUS604 e-Business Systems | Assignments | Business & Management Section 3 (pages 4-6) |
| 25. | EBUS605 e-Business Strategy | Assignments and Examination | Business & Management Section 3 (pages 4-6) |
| 26. | EBUS605 e-Business Strategy | Assignments and Examination | Business & Management Section 3 (pages 4-6) |
| 27. | EBUS603 e-Business Tools & Technologies | Assignments | Business & Management Section 3 (pages 4-6) |
| 28. | Any two modules from the programme, for example:  
EBUS605 e-Business Strategy  
EBUS601 Business Analysis & Assessment | Assignments and Examination | Business & Management Section 3 (pages 4-6) |

**28. Skills and Other Attributes**

**No.** | **Skills and attributes:**
---|---
1. | *Communication Skills:* Students will have opportunities to develop written
communication skills through group discussions and coursework. This will be assessed by written assignments, individual work and the dissertation.

2. **Problem Solving and 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 programme assessment.

3. **Numeracy Skills:** Students will learn financial and statistical techniques. These are developed as part of the modules covering finance and research methods. Students will have the opportunity to analyse and use financial and statistical data to support business decisions through their course work and on appropriate assignments.

4. **Information and Communication Technology Skills:** 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.

5. **Group Working Skills:** Some assessed work will require students 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.

6. **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 the management of people and organisations. In doing so they will be able to recognise and consider issues such as ethical dilemmas, corporate social responsibility, organisational values, leadership approaches and styles. This will be assessed through attaining the appropriate level of critical engagement with theory and practice in programme assignments.

7. **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.

### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All modules in the programme</td>
<td>Report writing, essay and coursework writing</td>
<td>Assessment of submitted works</td>
</tr>
<tr>
<td>2.</td>
<td>EBUS605 e-Business Strategy EBUS601 Business Analysis &amp; Assessment EBUS621 Project</td>
<td>Case Study analyses; performance review and analysis of businesses; practical work in the field (working with businesses and/or projects); group business game</td>
<td>Assessment of presentation, group results from the business game, assessment of written reports or dissertation, testimonial from businesses</td>
</tr>
<tr>
<td>3.</td>
<td>EBUS601 Business Analysis and Assessment</td>
<td>Financial analysis; benchmarking; business modelling.</td>
<td>Assessment of accuracy and correctness of</td>
</tr>
<tr>
<td></td>
<td>Programme</td>
<td>Solutions to course works</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>EBUS621 Project</td>
<td>Practical hands-on exposure to real-time enterprise ICT systems and applications; use of relational database systems, spreadsheets and word processing packages, use of statistical data reduction and analysis software, on-line data survey and analysis software, presentation software and collaboration tools</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>EBUS621 Project</td>
<td>Working with others in coherent groups; integrating team output, learning how to manage co-developed projects.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>All modules in the programme</td>
<td>Acquiring critical and analytical thinking regarding theory and applied practice; recognising and considering issues such as ethical dilemmas, organisational values etc.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>All modules in the programme</td>
<td>Professional approach to planning and scheduling throughout, including all work and meetings; timely submission of due coursework and reports; timely management of company based project where applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Learning Goals Process**

In line with AACSB’s Assurance of Learning Standards ULMS has developed and is currently implementing an Assessment of Learning Goals (AoLG) process. The AoLG process supports existing quality assurance and enhancement mechanisms. The AoLG builds upon the information set out within the QAA Subject Benchmark Statements and seeks to provide assurance of the achievement of learning outcomes and key skills for each of our degree programmes.

The specific aims of the assessment of learning process will be as follows:
To gather, analyse and disseminate data for the purpose of improving student learning and programme delivery
- To assess programmes not individual faculty members’ performance
- To assess student performance and outputs
- To consider an appropriate and representative sample of at least 20% or greater to be sufficient in determining the level of student performance on given tasks
- To integrate the assessment of learning goals process into existing assessment mechanisms such as Annual Programme Monitoring and Evaluation
- To implement a cycle of assessment to ensure that all goals, objectives and traits are assessed within a specified period of time

ULMS has developed learning goals related to subject-specific knowledge, understanding and skills development. There are nine learning goals – three learning goals are subject specific and six learning goals are generic for all degree programmes. ULMS learning goals have been developed alongside national QAA Subject Benchmark Statements. Traits have been identified for each of the specified learning goals and specific examples of evidence have been mapped to individual modules.

Learning goals will be assessed at regular intervals and findings will be reported through existing quality assurance mechanisms such as Annual Programme Monitoring and Programme Evaluation.

29. **Career opportunities:**

E-Business Strategy and Systems underpin competitive performance in e-commerce, both business-to-business and business-to-consumer related areas, such as marketing, retailing, production, product and service delivery. Opportunities are provided for participants of this programme to strategically analyse and examine the most up-to-date, cross-sectoral developments in e-Business Strategy and Systems implementations through a series of industrial lectures and best-practice industry visits. It is expected that programme graduates will be equipped with the knowledge and skills to reach senior managerial positions and become the operations, logistics and supply chain management strategists of the future.

The program jointly prepares tomorrow’s industrialists and business executives with unique exposure to current business technologies, challenges and developments in enterprise-based systems management. This will be further demonstrated through case-based workshops and real-time application developments using SAP software.

Graduates of the MSc e-Business Strategy and Systems at the University of Liverpool are particularly successful at setting-up their own innovative companies, such as Digimite. Others are working for many small to medium enterprises, as well as large international companies including: SAP, Oracle, Accenture, Airbus, and Deloitte. Several graduates are also employed by the University of Liverpool and other universities, such as Cranfield University.

<table>
<thead>
<tr>
<th>Part C: Entrance Requirements</th>
</tr>
</thead>
</table>

30. **Academic Requirements:**
The equivalent of a 2.i UK honours degree in any discipline from a UK university, or an equivalent academic qualification from a similar international institution is required.

Alternative qualifications and all non-UK qualifications, which are considered equivalent to a UK honours degree, would be subject to approval by programme director in consultation with the appropriate Admissions Officer and following guidelines provided by SRAO.

Applications from students with a professional background rather than an UG degree will be assessed in accordance with the principles of the University’s AP(E)L policy, and the practice and precedents of the Faulty of Humanities and Social Sciences.

31. Work experience:

This programme does not require work experience.

32. Other requirements:

Applicants are required to provide:
- A complete Application Form giving basic personal data and educational background.
- Photocopies of academic qualifications and other supporting documents
- Applicants graduating in the current academic year will be accepted subject to obtaining the required academic standards.
- The names of two academic or employer referees.

Applicants whose first language is not English must provide evidence of their competence in the language (e.g. IELTS or TOEFL examinations: minimum 6.5 IELTS with minimum 6.0 in all components or 580 TOEFL, 237-250 computer based TOEFL respectively).

Part D: Programme Structure

33. Programme Structure:

MSc programme:

Required modules
EBUS601 Business Analysis and Assessment (15 credits)
EBUS603 e-Business Tools and Technologies (15 credits)
EBUS604 e-Business Systems (15 credits)
EBUS605 e-Business Strategy (15 credits)
EBUS612 e-Business Enterprise Systems with SAP (15 credits)
EBUS621 Main Project (60 credits)

Optional modules (all 15 credits)
EBUS504 Operations Modelling and Simulation
EBUS506 Supply Chain Operations Management
EBUS507 Lean Thinking
EBUS535 Strategic Purchasing Management
EBUS537 Data Mining and Machine Learning
EBUS602 Strategic Operations Management
EBUS609 Logistics and Physical Distribution
EBUS614 Introduction to Project and Product Management
EBUS622 Big Data Management
EBUS632 Maritime Logistics
EBUS633 Big Data Analytics for Business

PGDip programme:

Required modules
EBUS601 Business Analysis and Assessment (15 credits)
EBUS603 e-Business Tools and Technologies (15 credits)
EBUS604 e-Business Systems (15 credits)
EBUS605 e-Business Strategy (15 credits)
EBUS612 e-Business Enterprise Systems with SAP (15 credits)
EBUS631 Mini Project (30 credits)
+ 1 Optional module (15 credit), from above

34. Industrial placement/work placement/year abroad:

N/A

35. Liaison between the Level 2 Schools/Institutes involved:

N/A

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

The Learning, Teaching and Assessment strategy for the programme ensures that the subject-based learning outcomes (section 27, above) are delivered and that students have the opportunity to develop the key skills (section 28, above) during their year of study.

The strategy draws upon the requirements and recommendations of professional accrediting bodies such as AACSB (The Association to Advance Collegiate Schools of Business). A number of learning goals have been defined for AACSB accreditation purposes and modules are reviewed annually to ensure that there is evidence of learning in relation to each of these goals. The AACSB goals are embedded in the outcomes and skills sections, above. The AACSB requirement that all learning goals must be assessed is now a formal part of School strategy and any proposed changes to the assessment methods used on a module are scrutinised by the Board of Studies in relation to both the programme’s requirements and the AACSB requirements.

The School’s strategy requires that a diverse range of assessment methods should be used throughout a programme. This ensures that students have a range of assessment opportunities in which to provide evidence of their learning. The benefits of this are twofold. Firstly, there are wider opportunities for students to develop essential learning and employability skills, including teamwork, presentation skills, independent learning and written communication. Secondly, the School recognises the diversity of its student body and that some students may perform better in some types of assessment than others. By offering a range of assessment methods, the School ensures that all students have opportunities to excel as well as opportunities to develop their skills in
assessment areas where they feel less confident.

The School ensures that students are equipped to meet the learning outcomes of the programme by providing opportunities to develop learning skills throughout the programme. Outside the programme, there are a number of School-wide strategies that ensure that students have opportunities to develop their skills.

The School has a dedicated Student Learning and Teaching Support Officer (SLTSO) who provides additional support outside the curriculum. The role was introduced at the start of the 2011-12 academic year and currently the SLTSO provides drop-in sessions for students requiring academic support (such as help with referencing skills, research etc.) and also provides sign-up academic skills sessions. The SLTSO has also produced a study skills handbook provided to all students during, which is also available for download on the School’s website. The SLTSO is acts as the School’s Disability Officer and works with the University’s Disability Support Team to ensure that appropriate academic support is provided to those students who need it.

The School recognises the importance of e-Learning to the curriculum and encourages staff to use this in the individual module learning, teaching and assessment strategies. Support for further development in this area will be provided by a member of the Professional Services Team in the School following the recent appointment of a Timetabling and Learning Support Officer. The TLSO will work with staff to help them to utilise software such as VITAL to its fullest extent for teaching and assessment, as well as identifying other e-Learning opportunities that may be suitable for development within the curriculum.

36a. Learning, Teaching and Assessment methods:

Digital Business Enterprise Management is a modular taught programme providing both full and part-time modes of study.

The full-time MSc programme is delivered over one calendar year, comprising two semesters of taught subjects and a dissertation to run over the summer period. The part-time MSc programme is delivered over two years. In the first year, students take 45 credits of taught modules and an optional 30-credit Mini-project. In the second year, students that have chosen the Mini-project take the remaining 45 credits of taught modules followed by the main Project (60 credits). Students not choosing the Mini-project study 60 credits worth of taught modules in each year followed by the main Project. The structure is intentionally flexible and offers part-time students an upgrade route from PGCert to PGDip to MSc and also provides them with the option of withdrawing at different stages of the programme while still attaining a recognised qualification.

Delivery of the programme syllabus is via lectures, practical work and case studies, tutorials and project work. Lectures provide the principal approach to imparting subject knowledge and constitute most of the formal contact time with students. In addition, a concerted effort has been made to include a significant amount of case study material and practical work in order to demonstrate the application of principles and theories delivered within the main lecture programme. The practical elements of the programme take the form of both team-based and individual or self-directed exercises.

The programme has been designed for both practising professionals studying part-time alongside full-time students. Industrial and business experience and prior learning will be quite diverse. The Introduction to Management module has
been specifically designed to introduce students to the study of Management in at a postgraduate level taking account of the probable lack of management and business experience of full-time students and recent study experience of part-time. In addition to subject-specific content relating to both contemporary and future management challenges and the alternative e-Business approaches and strategies for addressing these issues, the module will provide the means for students to appreciate the interdisciplinary nature of Management. It will also provide the opportunity to work in teams, undertake literature searches and improve study and communication skills.

Modules have been timetabled in such a manner as to evenly spread the students’ workload yet choice and availability of elective modules could compromise this plan. Students will be counselled if elective choice results in an uneven distribution of work.

Examinations are of two-hours duration. Certain modules are assessed by examination and coursework, others entirely by coursework. Those modules with a significant coursework component are either focused on the application of ICT or are case-driven.

The emphasis in both delivery and assessment is, necessarily at this level, on the demonstration of competence and application rather than appreciation and knowledge.

Module and programme feedback is gained through the regular use of feedback questionnaires, via the Staff-Student Liaison Committee and through an annual external examiner's report. The Director of Studies is responsible for acting on the feedback and recommendations received.

37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.
Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

### Marking Criteria:

The marking descriptors for the Management School will be used in marking all work on this programme. These are:

#### Postgraduate Assignments: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%–100%</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>80-89%</td>
<td>Thorough execution of the brief, well structured, 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.</td>
</tr>
<tr>
<td>70-79%</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.</td>
</tr>
<tr>
<td>60%-69%</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>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>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.</td>
</tr>
<tr>
<td>30%-39%</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.</td>
</tr>
<tr>
<td>0% - 29%</td>
<td>Seriously inadequate execution of the brief. Failure to focus upon the question, seriously short or even devoid of theoretical under-pinning, large sections irrelevant.</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,</td>
</tr>
<tr>
<td>Percentage Range</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</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.</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.</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, question not attempted.</td>
</tr>
</tbody>
</table>

Postgraduate Dissertations: Criteria for Assessment

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</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>80%-89%</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. Presentation excellent. Useful contribution to knowledge. Potentially publishable with some refocusing.</td>
</tr>
<tr>
<td>70%-79%</td>
<td>Very carefully designed and executed study. Sound theoretical framework based upon good literature review. Carefully formulated approach and evidence of independent critical ability. Clear conclusions, detailed recommendations for practice. Presentation excellent.</td>
</tr>
<tr>
<td>60%-69%</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>
</tbody>
</table>
| 50%-59%          | Generally adequate design and execution. Generally adequate
<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%-49%</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.</td>
</tr>
<tr>
<td>30%-39%</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.</td>
</tr>
<tr>
<td>0%-29%</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.</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. Good focus upon the brief; 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 and general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon basic texts and lecture materials.</td>
</tr>
</tbody>
</table>
### Programme Specification PG

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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 and 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 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 and general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon lecture materials. May be partial and 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 and general organisation of presentation including observance of time limits and dealing with questions. Presentation based mainly upon lecture materials. May be partial and contain errors.</td>
</tr>
</tbody>
</table>

#### 38. Student representation and feedback:

A Staff-Student Consultation Committee will be established in accordance with the University Code of Practice on Student Representation.

The Staff-Student Committee will normally meet twice per semester. The membership of the Staff-Student Committee, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the Staff-Student Committee will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them through the Liverpool University Student Training Initiative.

The Director of Studies will forward the student views and feedback to the Board of Studies and if appropriate to the module coordinator concerned. Actions and recommendations for actions by the board of studies resulting from the student feedback will be communicated back to the students through the Staff-Student Committee and informal channels (email, notice board etc.)

One student will be elected by his/her fellow students on the course to act as the spokesperson to liaise with the Director of Studies on any general course issues which may arise during the course. In addition, this student will be co-opted onto the Staff-Student Committee and will liaise back to the student cohort.

At the completion of the programme each student is requested to fill in an evaluation form covering the overall structure, delivery and perceived benefit to the student. Results of the evaluation are fed back to the programme team and the Board of Studies.

### Part F: Status of Professional, Statutory or Regulatory Body Accreditation
39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

The University of Liverpool Management School is accredited by AACSB.

The programme is accredited by the Chartered Institute of Purchasing and Supply (CIPS) and the Chartered Institute of Logistics and Transport (CILT).

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**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

---

**ANNEX 1**

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of name from MSc e-Business Strategy and Systems to MSc Digital Business Enterprise Management</td>
<td>Minor</td>
<td>July 2014</td>
<td>July 2014</td>
<td>2015/16</td>
</tr>
</tbody>
</table>