

Programme Specification for Postgraduate Programme
Leading to:
MSc Global Supply Chain Management



Applicable for all postgraduate students starting on or after 1st September 2020

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	November 2020	Programme specification for 2020-21 created. January start added from Jan 21.	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Brunel Business School
4. Contributing college/department/division/associated institution	LBIC for Alternative FHEQ Level 4 (see section 25)
5. Programme exemptions/ accredited by	Chartered Institute of Purchasing and Supply (CIPS) Chartered Institute of Logistics and Transport (CILT)
6. Final award(s) and FHEQ Level of Award	MSc Global Supply Chain Management (FHEQ Level 7)
7. Programme title	MSc Global Supply Chain Management
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (Full time September intake) 15 months (Full time January intake) Where students commence their programme at FHEQ Level 4 in LBIC, the normal length stated above will vary as follows: FHEQ Level 4 April commencement (with placement): + 6 months FHEQ Level 4 June commencement (without placement): + 4 months
10. Maximum period of registration for each mode of study	Normal length of programme (as defined in 9 above) + 2 years.
11. Variation(s) to September start	January (from 2021) See also document “Validated Programme Element Specification for LBIC Pre-Masters in Business and Management for Alternative pre-masters entry points.
12. Modes of study	FT
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Supply Chain Management (FHEQ Level 7) Postgraduate Certificate in Supply Chain Management (FHEQ Level 7)
15. UCAS Code	N/A
16. JACS Code	N290
17. Route Code	N29OPGSMSC
18. Relevant subject benchmark statements and other external and internal reference	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining

points used to inform programme design	Academic Standards. QAA most recent Subject Benchmark Statements - Business and Management Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the ' Managing Higher Education Provision with Others ' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Course specific entry criteria are given on the course pages. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	The programme will draw on generic knowledge and skills from a first degree (e.g. literacy, numeracy, teamwork, theory and critical reasoning). In terms of knowledge, graduates will have the opportunity to gain an understanding of the impact of a range of factors on organisations, on the management of supply chains at worldwide level, on the use and limitations of a range of research methods and on the development of appropriate business policies – all within the context of the organisation. In terms of skills, students will demonstrate critical thinking, problem solving, decision-making, data gathering, communication and presentation skills.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/global-supply-chain-management-msc

23. EDUCATIONAL AIMS OF THE PROGRAMME

Overall, the MSc in Global Supply Chain Management aims to provide students with a sound knowledge and understanding of supply chain management and to provide them with transferable skills designed to meet the challenges of employment within the global economy. In particular, the programme aims:

- To evaluate theories in the context of relevant contemporary practices not just within the nascent supply chain management field but also in logistics, operations and project management, procurement, business modelling and simulation, global outsourcing.
- To offer frameworks for understanding relevant supply chain management theories and how these theories are applied to professional practice worldwide.
- To provide an advanced in-depth understanding of the issues associated with supply chain management planning, development and implementation. It aims to give systematic acquisition of advanced academic knowledge within the areas of logistics and supply chain management, operations and project management, procurement, business modelling and simulation, business research methods, global outsourcing and give support to the development of high-level management and consulting skills.
- To prepare individuals for employment worldwide by developing an advanced understanding of the relevant organisations and the changing external supply chain management context in which these organisations operate. It aims to support individuals to become operationally effective in the supply chain management subject area.
- To make strategic and integrative links across various areas and processes of organisations and their external context.
- To allow students to enhance their lifelong learning skills and personal development to contribute to society at large.
- To equip participants with a strong foundation for advancing into academic research or professional practice.

The course aims to further develop students' transferable intellectual and employability skills. It offers training in understanding research reports with particular application to the empirical study of supply chain management situations, issues and processes.

The course is suited to those who wish to become managers in academic, consultancy or commercial settings. Practitioners seeking a more in-depth Master's qualification in supply chain management rather than an MBA will also find the course of interest.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5						
5	K1	Explain and critically apply theories on logistics and supply chain management, operations and project management, business modelling and simulation, procurement and global outsourcing.				MG5581 MG5580 MG5589 MG5573 MG5579
	K2	Integrate theories on managing supply chain operations and organisations (stemming from logistics and operations management frameworks) within the changing context of global business management.				MG5581 MG5580 MG5589 MG5573 MG5579 MG5596 MG5564 MG5593 MG5594 MG5561
	K3	Understand how logistics and supply chain management are interrelated to contemporary social issues.				MG5573 MG5581 MG5589 MG5593 MG5594 MG5561
	K4	Differentiate between the different approaches to organisation, management, creating business knowledge and the allocation of resources that influence supply chain management strategies for a range of companies including multinational enterprises.				MG5579 MG5581 MG5596 MG5564 MG5594 MG5601
	C1	Evaluate the business efficiency and effectiveness of supply chain issues that managers face in organisations notwithstanding the need to cope constructively with social matters and global uncertainty.				MG5510 MG5581 MG5580 MG5589 MG5573 MG5579 MG5593 MG5564 MG5596 MG5601
	C2	Exhibit the capacity to think critically, creatively and comparatively about management behaviours and organisational processes in relation to supply chain management.				ALL
	C3	Apply appropriate concepts towards the examination of empirical supply chain management issues leading to well-considered and plausible conclusions.				MG5581 MG5580 MG5589 MG5573 MG5579 MG5615
	S1	Exhibit research and enquiry skills using library-based and online data sets, corporate sources and reports and produce a substantial and complex	X			MG5510

		project within a specified timeframe.				
	S2	Exhibit concise, pertinent and well-structured written communications, using IT media and applications (as appropriate) to support the preparation and presentation of findings.				ALL

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for Masters Awards in Business and Management inform our teaching and learning strategies. We offer a structured, flexible curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills *progressively* from the core modules to elective modules and (iii) encourages personal learning and development through managed choice, via core modules in key areas combined with optional modules that allow students to personalise their studies.

Modules typically combine weekly lectures and group student-led seminars and case study groups, whilst some provide workshops and / or a tutorial component. Large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials.

The on-line learning resources give access to lecture guides, notes/slides, cases and other resources. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines.

Seminars provide group contact with the chance to review, discuss and debate topics. They could require students to make presentations to the peer group and the tutor, individually or as part of a team using PCs and digital projectors.

Visiting speakers, external company visits; video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Individual and group assignments and presentations build awareness and give opportunity to explore the practical implications of theory.

The dissertation is essentially a self-planned and self-directed activity under the supervision of an appropriate tutor. It continues the development of skills in Supply Chain Management functions as a problem-solving assignment and as the capstone of the MSc degree. It provides the opportunity to carry out a significant project that combines the specialist and core knowledge and skills developed over the MSc programme. It enables the student to demonstrate the contribution that the MSc programme has made to managerial knowledge and understanding.

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

We expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students. Such approaches build critical awareness as students explore the robustness and limitations of theory and its application.

We place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the dissertation project.

Various modules cover *inter alia* methods of data collection and research relevant to business. Some modules require teamwork including group assignments and un-assessed group presentations where teamwork skills are refined.

The dissertation project also requires a major enhancement in individuals' task-oriented, project management skills, typically involving primary or secondary research often via contacts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and content. Knowledge assessments comprise formal examinations, written coursework assignments such as individual essays, reports and case study analyses, group reports (1-4) and dissertation (1-5).

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations. Lecturers use explicit schema to facilitate consistency of marking within and between modules and to provide feedback on individual performance.

Assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework and examinations place considerable stress on the ability of an individual to think and reason critically and constructively. Moreover, coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports are used to test these skills.

The dissertation is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a major project. It also requires students to demonstrate skills designing a viable project, in gathering and collating material, assessing its relevance for the chosen project, formulating and sustaining a coherent argument.

We place high value on students being able to demonstrate effectively communication in its various forms. This priority is reflected not only in how assignments are specified but also in how they are assessed – good command of written and spoken English is vital for graduate employment. Students are set tasks to predetermined deadlines and are penalised for non-conformance to encourage time management skills.

Peer feedback plays a role in team activities and is encouraged. Many modules have a teamwork requirement including group assignments assessed via reports.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an ‘option range’. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 4

The FHEQ Level 4 structure available to international students is specified in document “Validated Programme Element Specification for LBIC Pre-Masters in Business and Management (with and without work placement)”. This document also specifies the admission and progression requirements.

FHEQ Level 5

Compulsory assessment block codes, titles and credit

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>All modules are 15 credits unless otherwise specified</p> <p>MG5510 Dissertation (60 credits) Core: Block</p> <p>MG5573 Logistics and Supply Chain Management</p> <p>MG5579 Operations & Project Management</p> <p>MG5580 Business Modelling and Simulation in Supply Chains</p> <p>MG5581 Procurement Fundamentals</p> <p>MG5589 Global Outsourcing</p> <p>MG5615 Understanding Business and Management Research</p>	<p>All modules are 15 credits</p> <p>Select two of:</p> <p>MG5561 International Marketing</p> <p>MG5564 International Business Strategy</p> <p>MG5593 International Business Ethics and Corporate Governance</p> <p>MG5594 Knowledge Management, Social Networks and Innovation</p> <p>MG5596 Strategic Management</p> <p>MG5601 Business Intelligence</p>
<p>FHEQ Level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 3</p> <p>PGDip may be awarded with the substitution of the dissertation (MG5510) for the following modular block:</p> <p>MG5615 Understanding Business and Management Research (15 credits)</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.