

## **MSc Business Management Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** MSc Business Management

**Programme Name:** MA International Retail Business, Sustainability and Technologies

**Total credit value for programme:** 180

**Name of Interim Exit Award(s):**

Postgraduate Certificate Business Management

Postgraduate Diploma in Business Management

**Duration of Programme:** 1 year full-time, 2 years part-time

**UCAS Code(s):**

**HECoS Code(s):** (CAH17-01-01)

**QAA Benchmark Group:** Business and Management

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** March 2026

**Home School:** Creative Management (Business, Management and Marketing)

**School(s) which will also be involved in teaching part of the programme:** N/A

### **Programme overview:**

The MSc Business Management will provide students with the skills and knowledge required to be effective managers in increasingly uncertain and technology-dominated environments. The programme will equip students with skills (both practical and conceptual) to perform different kind of management roles in diverse types of organisations: large corporations, entrepreneurial businesses, non-profits and government agencies. The programme is uniquely practice-oriented and aims to introduce students to different perspectives on real-world organizational problems, strategic approaches, decision-making conundrums, diverse contexts, organisations and environments. It aims to build future leaders with practical skills and theoretical knowledge to sustainably lead their organisations.

The practice orientation of the programme is in line with Goldsmiths values. The programme achieves that by: (1) collaborating with corporations and non-profits which are involved in programme development and delivery; (2) providing students contact with managers and other business professionals through module guest lectures and out-of-curriculum events and finally, by (3) providing students with in-depth understanding of organisations as it translates the latest research from management theory, organisation theory, strategic

management, sociology and economics to simple applicable skills students can use immediately when they assume management roles.

A distinctive feature is the flexibility for students to shape their study through project choices and selected options. Indicative areas include management and leadership, marketing and branding, innovation and technology management, creative business and entrepreneurship and venture growth—enabling students to align their learning with evolving interests and career goals.

### **Programme aims**

The programme aims to produce graduates who are conscious of the influential role that managers play in shaping society and the environment. It seeks to produce ethical graduates who are able to use their knowledge, skills, and abilities to effectively manage diverse types of organisations in different contexts. Upon completion of the programme, graduates will be able to identify significant organizational, societal and environmental challenges, important technological trends, diagnose management problems and combine all to create and manage sustainable organisations.

### **Programme entry requirements:**

Students are normally expected to have a lower second-class (2:2) undergraduate degree, or equivalent from any discipline.

Applicants with appropriate work experience may be considered on a case-by-case basis. Such applicants must have a minimum of 3 years' work experience, having performed management, marketing or entrepreneurial roles (team manager, management consultant, business founder, brand manager, product manager, account manager, marketing consultant, etc.) in a corporation, government agency, non-profit organisation or entrepreneurial company and/or in a technology-driven industry.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

### **Programme learning outcomes**

Students who exit the programme with the award of the Postgraduate Certificate in Business Management will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Differentiate among practical and theoretical perspectives in management and business and use them in diverse contexts.	Strategic Management: Building Competitive Advantage
A2	Discern how to apply project management to a range of project environments; will learn to detect appropriate methods, tools, and techniques, and how to apply them, for problem-solving and decision-making in project environments.	Project Management

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop skills in different aspects of management: planning, strategising, organising, motivating, conflict-solving and leading.	Strategic Management: Building Competitive Advantage; Project Management; Developing Management Skills
B2	Critically evaluate project management theories as they relate to practical application; to be able to understand and act upon the role of the project manager relative to project stakeholders.	Project Management, Developing Management Skills

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Able to work in diverse teams using collaborative and intercultural skills.	Strategic Management: Building Competitive Advantage; Project Management
C2	Develop a life-long appetite for learning, personal adaptation and resilience.	Strategic Management: Building Competitive Advantage; Project Management; Developing Management Skills
C3	Critically analyse specific knowledge of business skills, marketing strategy, or innovation and market creation relative to	Developing Business Skills; Marketing Strategy; Technological Innovation and Market Creation

Code	Learning outcome	Taught by the following module(s)
	academic contexts and to practical applications.	

**Transferable skills (Elements)**

Code	Learning outcome	Taught by the following module(s)
D1	Share and exchange expertise and skills with other students on the module and with other general audiences.	Project Management; Strategic Management: Building Competitive Advantage
D2	Use various online databases and other resources.	Strategic Management: Building Competitive Advantage
D3	Produce high quality written reports showing evidence of concise analysis and intellectual rigour.	Developing Management Skills; Strategic Management: Building Competitive Advantage
D4	Carry out computer research in order to access research evidence and other materials.	Strategic Management: Building Competitive Advantage

In addition to the learning outcomes above, students who exit the programme with the award of the Postgraduate Diploma in Business Management will be able to:

**Knowledge and understanding**

Code	Learning outcome	Taught by the following module(s)
A3	Identify a range of data analytics techniques for managerial decision-making.	Data Analysis for Managers
A4	Demonstrate advanced knowledge of different kinds of organisations, including corporations, entrepreneurial businesses and non-profits; how they are structured, managed and organized.	Designing High-performing Organisations;
A5	Show in-depth understanding of the factors that shape the environment in which leadership occurs, namely: performance management, power, influence and	Designing High-performing Organisations;

Code	Learning outcome	Taught by the following module(s)
	negotiation in organizations, and the psychology of teams and teamwork.	

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B3	Hone and enhance skills in different aspects of management: planning, strategising, organising, motivating, conflict-solving and leading.	Designing High-performing Organisations; Data Analysis for Managers
B4	Use creative thinking in problem-solving and decision-making in response to challenges in an uncertain environment.	Designing High-performing Organisations; Data Analysis for Managers

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C4	Develop the skills of self-management: managing time, stress, self-motivation, professional interpersonal communication.	Designing High-performing Organisations
C5	Apply module-specific principles (ethical leadership, entrepreneurial modelling, digital marketing and branding, the psychology of markets, or innovation and market creation) to option specific outcomes (e.g. to sustainably manage diverse kinds of organisations, to apply entrepreneurial modelling tools for successful enterprises, to shape markets via marketing actions, to demonstrate how digital technologies reshape society, or to analyse diverse understandings of consumer behaviour).	Social Responsibilities of Management; Digital Marketing and Branding; Entrepreneurial Modelling: From Idea to Operation; Entrepreneurial Modelling: From Idea to Articulation; Psychology of Marketing and Advertising

**Transferable skills (Elements)**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D5	Analyse complex information in a critical, rational and objective manner.	Data Analysis for Managers; Designing High-performing Organisations
D6	Work independently and evaluate evidence of complex applied problems.	Data Analysis for Managers; Designing High-performing Organisations
D7	Manage your own learning and recognise the need for life- long learning.	Designing High-performing Organisations
D8	Critically summarise and evaluate ideas in ways that may be understood by non-specialists.	Designing High-performing Organisations

In addition to the learning outcomes above, students who successfully complete the MSc Business Management will be able to:

**Knowledge and understanding**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A6	Distinguish and appraise a range of management research methodologies and their potential applicability as well as their possible limitations.	Research Project/Dissertation

**Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B5	Establish creative connections between their previous academic and work experiences with themes emerging from the programme, including their own development and implementation of a research focus, and appraise the usefulness of management models and methodologies when applied to specific issues and problems.	Research Project/Dissertation
B6	Systematically and creatively engage in debates relating to the main themes of management, organisations and economy in original and imaginative ways.	Research Project/Dissertation
B7	Critically engage management and social science theories and methodologies relevant to complex relations and conflicts in management of diverse organisations and apply these in a 10,000+ word piece of writing.	Research Project/Dissertation

**Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C6	Synthesise and analyse how management and creative methods and concepts can relate to improving management practices and the sustainability and transformation of organisations, in both conceptual and practical ways.	Research Project/Dissertation
C7	Elaborate the difficulties, possibilities, constraints and ethical concerns of managing in diverse organisations and in multiple contexts of divergent backgrounds	Research Project/Dissertation

Code	Learning outcome	Taught by the following module(s)
	and conditions, demonstrating self-direction and originality in tackling and solving problems.	

### Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D9	Design, formulate and conduct research on a topic relevant to contemporary debates in management and organisational studies.	Research Project/Dissertation
D10	Effectively communicate, explain and debate in a wide range of contexts, including designing and producing clear and well-structured reports on specific themes or topics.	All modules; Research Project/Dissertation
D11	Evaluate and assess a range of research methods and the use of computer applications for data collection and processing, bibliographic searches, and a critical appreciation of the internet as a resource.	Research Project/Dissertation

### How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, case study analyses, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students will be encouraged to obtain more detailed feedback and academic guidance for further improvement.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with motivation and tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook. Students attend lectures that provide the theoretical knowledge that is then used in practical activities to show how such knowledge is implemented in real-world situations.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

## **How you will be assessed**

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) formative or summative essays – or both - for taught modules, as well as group projects including presentations; (3) students conduct a large piece of empirical research in the form of a dissertation project.

The assessment chosen in each module reflects the skills students will need to have learnt upon completion of that module (i.e. the learning outcomes), with a specific focus on

increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations, are reflected in the essays and exams; practical and project management skills are reflected in the group project and dissertation. The dissertation project is the most explicit form of evidence for demonstrating that students are able to self-motivate, work on, and see through a long-term project by themselves.

### Marking Criteria

Mark	Description	Generic Grading Descriptors	Specific Grading/Marking Criteria
0%	Non-submission or plagiarised assessment	A categorical mark representing either the failure to submit an assessment or a mark assigned in case of academic misconduct.	0% is a non-submission or the mark that will usually be given to an assessment subject to academic misconduct.
1-9%	Very bad fail	A submission that does not attempt to address the specified learning outcomes.	Not a Valid Attempt (1-9%). This is typically awarded to an answer that does not attempt to address the topic or question.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes.	Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework.  A mark that is close to 30% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended relevant lectures, even if

			<p>there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question.</p>
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes.	<p>Overall the work may not be without merit but is not at Masters standard. Concepts are articulated inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material;</li> <li>b. lacks a clear structure or framework;</li> <li>c. has relationships between statements that are often difficult to recognise;</li> <li>d. has a poor quality line of argument;</li> <li>e. makes poor use of evidence to support most of the claims that are made.</li> </ol> <p>The mark awarded will depend on the extent to which the work is</p>

			judged to meet the above-mentioned criteria.
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a satisfactory level	<p>Adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>A mark of 50-59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. presents relevant material but fails to use it to answer the question or address the issue;</li> <li>b. has a structure, but one that is rather loose;</li> <li>c. has relationships between statements that are sometimes hard to follow;</li> <li>d. has a fair quality line of argument (information drives argument, rather than the other way around);</li> <li>e. tends to make claims without sufficient supporting evidence.</li> </ol> <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a very good level.	Overall evidence of a very good level of response; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. The work shows evidence of sustained academic

			<p>enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.</p> <p>A mark of 60-69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. attempts to address the topic or answer the question;</li> <li>b. has a detectable structure which is adhered to for the most part;</li> <li>c. has relationships between statements that are generally easy to follow;</li> <li>d. has a good quality line of argument;</li> <li>e. supports claims by reference to relevant literature.</li> </ol> <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
70-79%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised

			<p>using appropriate theoretical frameworks;</p> <p>A mark of 70-79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>a. addresses the topic in an explicit manner;</li> <li>b. announces its structure at the start and stick closely to this announced structure;</li> <li>c. has relationships between statements that are very easy to recognise;</li> <li>d. gives wide-ranging and appropriate evidential support for claims that are made.</li> </ol> <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
80-90%	Outstanding Distinction	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	In addition to the criteria for an excellent grade it will also have an excellent or original line of argument that can be followed very easily.
90-100%	Exceptional Distinction	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	It will achieve all of the expectations of a Distinction, but to an exceptionally accomplished level.

## Mode of study

## Programme structure

Programme outline is the following:

- Compulsory modules to the value of 90 credits
- Optional modules to the value of 30 credits

- Dissertation, 60 credits

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Data Analysis for Managers	IM71XXXA	15	7	Compulsory	2
Strategic Management: Building Competitive Advantage	IM71063A	15	7	Compulsory	1
Project Management	IM71002A	30	7	Compulsory	1
Designing High-Performing organisations	IM71059A	15	7	Compulsory	2
Developing Management Skills	IM71061A	15	7	Compulsory	1
Research Project/ Dissertation	IM71000A	60	7	Compulsory	1, 2, 3
Developing Business Skills	IM71060A	15	7	Optional	1
Social Responsibilities of Management	IM71062C	15	7	Optional	2
Digital Marketing & Branding	IM71047A	15	7	Optional	2
Marketing Strategy	IM71033B	15	7	Optional	1
Psychology of Marketing and Advertising	IM71008B	15	7	Optional	2
Technological Innovation and Market Creation	IM71051B	15	7	Optional	1
Entrepreneurial Modelling: From Idea to Operation	IC71139C	30	7	Optional	2
Entrepreneurial Modelling: From Idea to Articulation	IC71153C	15	7	Optional	2

### Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study.

These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Placement opportunities**

This programme aims to prepare students for a career in management. This is an interdisciplinary field that can lead to a career in a variety of careers in different types of organizations: large companies, entrepreneurial businesses, government institutions or social enterprises/charities. Employers increasingly demand that new recruits are able to add immediate value to their organisation through a mix of basic management skills enhanced with creative and technological skills.

## **Employability and potential career opportunities**

See above

## **Programme-specific requirements**

Not applicable

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable