



Postgraduate Programme Specification

MSc Oil and Gas Management

Version	Occasion of Change	Change Author	Last Modified
1.0	Approval event	<i>Yahaya Alhassan</i>	<i>May 2019</i>
2.0	Approval panel recommendations	<i>Yahaya Alhassan</i>	<i>August 2019</i>

SECTION A: CORE INFORMATION

1. **Name of programme:** Oil and Gas Management
2. **Award title:** MSc
3. **Programme linkage:** Is this part of group of linked programmes between which students can transfer at agreed points? (e.g. a group of programmes with a common set of taught modules)
No
4. **Is the programme a top-up only?** No
5. **Level of award:** Level 7
6. **Awarding body:** University of Sunderland
7. **Department:** London Campus
8. **Programme Studies Board:** University of Sunderland in London
9. **Programme Leader:** Yahaya Alhassan

10. How and where can I study the programme?

At Sunderland:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	
At the University of Sunderland London campus:	
Full-time on campus	✓
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

11. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	1 year	4years
Part-time		
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

SECTION B: FURTHER CORE INFORMATION

12. Learning and teaching strategy

The QAA Benchmark Statement for Masters Awards in Business and Management principally identifies four areas which must be addressed throughout the programmes. In as much as the curricula, and indeed extra-curricular, activities focus on these aspects, so to do the teaching, learning and assessment strategies. The strategy is based on the following purposes:

- The advanced study of organisations, their management and the changing external context in which they operate through the use of seminars, workshops, tutorials and case studies;
- Preparation for and/or development of a career in business and management by developing skills at a professional or equivalent level, or as preparation for research or further study in the area through formative and summative assessment linked to skills development in a range of modules;
- Development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice through case studies, organisational visits, on-line discussions and in peer learning and support group tasks;
- Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large through original and independent study and research

To continue to promote social inclusion, equality of opportunity, access and widening participation; and to design an internationalised curriculum and its delivery, such that it is informed by research, reach-out and stakeholder input, that it is not a barrier to any of the diverse range of members of the University learning community

The design of the Programme and its teaching and learning strategy is based on a continued commitment to, and is intended to support the diversity of students and the University's successful widening participation policy. It does this via:

- A detailed induction programme which introduces students to their programme and to the University. This involves sessions on study skills, support services, on the UK 'style' of education and on cross cultural team working.
- A student handbook, which provides information on the module reading lists, the VLE content, and study skills as well as providing information on the course structure and the learning outcomes.
- Developing the VLE site with information on study skills, support services, policies and procedures as well as a section on Frequently Asked Questions. This site will be operated in conjunction with the programme leader, the module leaders and the Peer Action Learning Sets.
- Guidance on careers and progression. Whilst a number of students may arrive on the programme with a clear idea of their future career path, others are not so certain. In consequence, the Programme Team will work closely with the Careers and Opportunities Centre to help students understand the options available to them

To provide a high quality, appropriately resourced, safe and healthy learning environment for all members of the academic learning community based on an understanding of how learners learn and continuously improve quality in all aspects of academic delivery:

- A number of modules within the curriculum are directly related to staff research/reach-out/professional activity (specifically, Innovation and Technology Transfer, Marketing, Project Management, Entrepreneurship and Business Finance). Additionally a number of staff research interests focus on Management Education and their research directly influences their teaching approaches or the operating practices of the Programme.

To support and enable continuous improvement of the learning experience, including the e-learning experience, through a blended approach of learning modes:

- The teaching and learning methodologies are designed to encourage, over the duration of the Programmes, a greater independence within students for taking responsibility for their own learning.
- The balance of lectures and workshops, the varying uses of the VLE (including self-assessment exercises and asynchronous debates) and the incorporation of self-directed study into the modules all contribute to the development of independent learners.
- In addition, extra-curricular activities such as organisational visits and guest speaker's programmes encourage students to engage in activities which, although not assessed, contribute directly to their learning and to their career prospects.

Responsible Leadership, Ethics, Responsibility and Sustainability

The MSc Oil and Gas Management programme is a vocational programme in the sense that it is aimed at helping graduates move into successful management careers in the oil and gas sector. The programme is linked to organisational visits and speakers programme that aims to give students access to key oil and gas organisations in London.

The MSc oil and gas management programme is consistent with the Principles for Responsible Management Education (PRME) specifically: **Principle 1 – Purpose** : developing capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable economy; **Principle 3 – Method**: create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership and **Principle 5 - Partnership** – interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities to explore jointly effective approaches to meeting these challenges.

The MSc oil and gas management programme also adhere to the values promoted by the accreditation bodies such as the European Foundation for Management Development (EFMD). The programme therefore is aligned against the guiding standard produced by the EFMD's Educational Planning and Assessment System (EPAS) to ensure that 'all students are provided with a perspective on the role of ERS in modern management and business so that, as future managers, they contribute to societal well-being'.

Underpinning Activities

- The development of post-graduate programmes have an ERS theme embedded into them. Our curriculum framework has been developed to include ERS as part of the deliberation process when developing and revising all aspects of pedagogy at the school during the product review and refresh process.
- We continue to explore the significance of ERS for each specific subject discipline and module and consider how relevant content can be best delivered to enhance the student learning experience
- Ongoing engagement and interaction with managers of business includes business breakfast seminars which cover issues of ERS, a speaker series involving managers and leaders from a range of organisational contexts and organised company visits
- ERS is integrated throughout all relevant taught modules.

13. Retention strategy

A wide range of study skills provision is available to students who enrol on the MSc oil and gas management programme. For example, international students who require or wish to undertake a pre-sessional programme, different levels of English for Academic Purposes are available. As part of the retention strategy for the programme, the Programme Manager will employ diagnostic testing and arrange for members of the Library and IT teams to deliver sessions according to the needs analysis. The Study Skills team at UoSiL will also provide Academic Writing clinics in-class tailored around module assessments. In addition to the in-class support, one-to-one and small group support is also available to students who enrol on the MSc oil and gas management programme. The campus is currently also deploying Multi-media Enhancement (ReView) which will enable students to watch and listen to class recordings, either in place of attending the classes or in addition to the classes. It is expected that the non-traditional, mature and the international students who enrol on the MSc oil and gas programme will benefit greatly from this facility. In addition to the above support provided by the academic team, there is a host of professional, administrative and technical support staff who provide advice and guidance in respect of non-academic issues affecting students.

Besides, the programme team will use student attendance and performance data to monitor the student's retention, satisfaction and achievement to continuously improve student experience and outcomes. Furthermore, the programme team will use data from the annual students survey (PTES) to help identify where students need additional support at critical times during their journey in particular when they are disengaged and possibly considering withdrawing. Moreover, the programme team will utilise the university-wide attendance monitoring system to providing accurate and timely data to allow the Programme Manager and Personal Tutors to monitor student attendance and intervene when required.

SECTION C: TEACHING AND LEARNING

14. What is the programme about?

The MSc Oil and Gas Management programme in the University of Sunderland in London is a postgraduate degree aimed at helping students to become capable and competent managers in a range of organisations operating within the oil and gas sector. The programme is modular in design and covers all of the main areas of oil and gas management within a balanced curriculum. The programme will enhance students' knowledge, develop their management skills and potential and provide an environment where students can learn from each other as well as from the teaching staff. It is particularly designed to develop a range of conceptual and analytical skills for dealing with a variety of practical management problems of an operational and strategic nature within the oil and gas sector.

Emphasis will be given throughout the programme to:

- Developing the student's awareness and understanding of contemporary business concepts and models and how those concepts and models may be applied to the solution of complex business problems across the oil and gas industry.
- Developing the skills of students so that their employment potential is enhanced across different organisations within the oil and sector.
- Enhancing awareness of how interpersonal and cross-cultural factors and perspectives affect decision making in the oil and gas industry.
- Promoting a critical and reflective approach to the solution of business problems in the context of the oil and gas sector including renewables.
- Assisting students with their current and future personal development.

15. What will I know or be able to do at the end of the programme?

Learning Outcomes Postgraduate Certificate – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S1 Critically evaluate the impact of oil & gas (including renewable energy) development on economic and social development including the notion of “curse of oil.
- S2 Evaluate the renewable energy resource potential for different resources, the current technologies used for renewable energy resources conversion to useful energy and the environmental impact of current and future renewable energy systems
- S3 Analyse the primary financing sources for oil and gas projects and carry out financial analysis of oil and gas development projects.
- S4 Critically evaluate the key business issues that must be managed by the project team during the development and execution of oil and gas projects.

Learning Outcomes Postgraduate Certificate – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K1 Critically discuss the various forms of renewable energy (solar, wind, hydro, bio, wave, hydrogen and tidal) and the factors that determine the economic, social and environmental viability of the various renewable energy systems.
- K2 Demonstrate awareness of the development processes for oil and gas projects and how project risks and returns are evaluated;
- K3 Critically discuss the financing and profitability of the global oil and gas industry and the concerns over the use of debt and new forms of equity participation;

Learning Outcomes Postgraduate Diploma – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S5 Analyse the key trends impacting the oil and gas industry and the transportation of oil and gas from wellheads to customer markets in the oil and gas sector.
- S6 Critically evaluate the various oil and gas products and the value chain of the global oil & gas industry.
- S7 Critically appraise theories of managing innovation and technology transfer in the 21st century in the oil and gas industry.
- S8 Critically evaluate viable concepts, models and techniques for the adoption and/or application of innovation and technology transfer in the oil and gas sector.

Learning Outcomes Postgraduate Diploma – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K4 Demonstrate awareness of key concepts of the oil & gas industry including the fundamentals of crude oil and how the prices of crude and related products are determined;
- K5 Critically discuss the marketing, sales and transportation of refined oil and gas products.
- K6 A critical reflection of the management of innovation and technology transfer as a core business process in the oil and gas sector
- K7 A critical assessment of the choices and challenges in building and managing an innovative organisation in the oil and gas sector

Learning Outcomes Masters – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S9 Design and undertake appropriate qualitative and quantitative research as necessary to analyse an organisation/business problem in the oil and gas sector.
- S10 Collect, record and interpret/analyse data relating to oil and gas management issue(s) in an organisation and communicate the results

Learning Outcomes Masters – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K8 Identify specific substantive problems or issues within an organisation in the oil & gas sector and formulate valid research questions via a review of related academic literature;
- K9 Critically discuss different research methodologies and their limitations and justify those selected in the context of the chosen research topic in the oil and gas sector.
- K10 Collect, use and compare appropriate qualitative/quantitative data pertinent to the research question formulated and demonstrate that your findings have been logically derived and conclusion/solutions/recommendations are fully supported
- K11 Produce a personal development plan showing how the MSc oil and gas management programme has affected the development of your skills and competences.

16. What will the programme consist of?

Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

The MSc Oil and Gas Management normally requires one year's study on a full-time basis or two years study for part time. However, as well as the final award there are two interim awards within this programme. These are: Postgraduate Certificate (PG Cert.) in Oil and Gas Management and the Postgraduate Diploma (PG Dip.) in Oil and Gas Management. The interim awards are available to those students wishing to leave the course having gained 60 M-level credits (PG Cert.) or 120 M-level credits (PG Dip.) respectively. The MSc in Oil and Gas Management is acquired by the attainment of 180 M-level credits overall which includes 60 credits from a supervised independent research project. The pattern of delivery involves full time students studying the three strands of the MSc in the same academic year. The learning materials will be the same for all students on a module.

MSc Oil and Gas Management Structure

TERM 1:	TERM 2:	TERM 3:
LONM02 Renewable Energy 30 credits	LONM05 Technology Transfer and Innovation 30 credits	LONM04 Oil & Gas Project (Dissertation) 60 credits
LONM03 Developing and Financing Oil & Gas Projects 30 Credits	LONM01 Marketing of Oil & Gas Products 30 credits	

Students studying full time would normally be expected to complete the programme in 50 weeks.

Students may take a leave of absence between completing the PG Certificate and starting the PG Diploma. However, studies for the PG Diploma should normally be completed within two years of commencing the PG Certificate studies.

Students may take a leave of absence between completing the PG Diploma and starting the MSc term. Please note that leave of absence is only agreed in particular circumstances and not guaranteed. Students can take leave of absence at any time subject to meeting the requirements. However, studies for the MSc should normally be completed within four years of commencing the PG Certificate studies.

All of the modules are core to this programme – there are however many opportunities for students to contextualise the teaching and learning activities and the assessments to the organisation and perspective preferred to enhance employability. There will also be opportunities to gain knowledge and experience from working with students from the MBA and MBM programmes, MSc Finance and Management and MSc International Business Management. This is one of the key attractions of this programme; sharing and gaining knowledge from other students and student experience. Students will be given the opportunity to engage with professional bodies (such as the Chartered Management Institute and the Chartered Institute of Public Relations), attend company visits and guest speaker events as well as have in-module activities based on industry case studies etc.

17. How will I be taught?

Scheduled teaching activities	✓
Independent study	✓
Placement	

A range of teaching and learning methods are employed across each level of the Programmes, as indicated in the table below. These methods encourage learners to develop the intellectual and cognitive skills that are required of all graduates irrespective of their final destination. Module descriptors are available separately. The diversity of teaching and learning approaches is designed to impart knowledge, to encourage understanding and to provide opportunity for the application of that knowledge to actual or hypothetical situations. It is also intended to foster enthusiasm within the student body. In addition, the employment of any particular method within modules and across levels will vary so as to cater appropriately for both the subject and the student. That notwithstanding all modules will employ to some extent the following features:

- **Didactic exposition:** although this will vary from module to module, and indeed from teacher to teacher, all modules will take advantage of the opportunity for the tutor to explain to the whole class, a concept, to take questions, to outline areas of knowledge, indicate methods of tackling a problem and demonstrate methods of analysis and synthesis of materials. Audio-visual aids will be used as appropriate, such as the use of overhead slides, 'PowerPoint' and video. Key points will normally be outlined in handouts.
- **Interactive sessions:** whether during seminars or whole group teaching sessions, students will be expected in the course of all modules to interact with each other and/or with the tutor to develop ideas, work on tasks, practice skills or explain material.
- **Research:** During induction and the programme, students will be introduced to the research techniques. The induction programme contains activities which introduce students to the library (including practical exercises) and to the available electronic sources of information e.g. Emerald. All modules, throughout the Programme, require students to engage in the research of both primary and secondary sources of management information. The level and depth of research required for the completion of modules will then increase as the student progresses throughout their Programme culminating in the final dissertation module.
- **Directed Private Study:** This will include reading, preparation for class or for assessment, group activity, revision, and carrying out assessment work. All module guides will provide students with advice in respect of this, and as a minimum will provide details of required reading (for preparation of timetabled sessions and/or for the completion of assessments). Whilst these methods will form the backbone of much of the teaching and learning strategy, the programmes utilize a much wider, more eclectic combination of approaches.

As is evident throughout this specification, the VLE has become an important element of the teaching and learning strategy with its specific usage varying from module to module. Where modules are delivered off-campus, our strategic partners may use other Virtual Learning Environment systems to support student learning. In some instances the VLE is used mainly as a repository for module documents, such as lecture materials and overhead slides, whilst others involve direct web links, discussion boards and self-assessment exercises. The VLE is part of the programme teams aim to offer a blended approach to teaching and learning by using a range of tools in the delivery of the modules.

Case studies are extremely common throughout the Programme and are intended to enable students to develop, inter alia, the ability to;

- Identify the issues in need of research;
- Apply subject specific knowledge to a realistic and/or practical context;
- Make critical judgments of the merits of a particular argument; and
- Present and make reasoned choices between alternative solutions.

The case studies may take the form of real cases or issues in debate at any given moment in time or may be hypothetical problems which are reflective of realistic problems.

Peer Action Learning Sets and Support Groups - Collaborative work is supported by an integral part of our (PALS) provision. This scheme has the following aims:

- Enable students to learn with and from each other by reflecting on real and theoretical problems and issues
- Encourage and develop skills in cross cultural team working
- Develop an active approach to learning
- Provide mutual support to group members from a range of diverse backgrounds

The Peer Action Learning Sets seek to draw on the strengths of the group members by sharing practical and academic experiences, and by encouraging critical reflection on the nature of the subjects being studied. The role of the PALS is to support the programme's intellectual aims of enhancing criticality, judgement, analysis and understanding of values as well as providing the support to underpin them. This could include strengthening the student's sense of belonging to the programme, helping develop trust and encouraging enthusiasm for the subject. These issues are even more important when dealing with international students who may be studying in the UK for the first time. Team working skills are of course seen as of vital importance for future management roles. The PALS enables students to develop experiences in collaborative decision making, interpersonal skills and negotiation. Groups are encouraged to engage in Action Learning through a continuous process of learning and reflection, supported by their peers. Through this process individuals learn with and from each other by working on real problems and reflecting on their own experiences. The key to the PALS is the relationship between reflection and action.

Self-directed study is included in all modules as a way of encouraging students to take a greater responsibility in respect of their learning experience.

Study Skills and Development Week takes place part way through the first term. No module workshops or lectures take place during this week but instead the time is used to enable students to focus on developing skills and reflecting on other aspects of their learning and career aspirations. This might include attending workshops on cross cultural group working, information skills, bibliographical referencing, job-seeking skills, writing curriculum vitae and participating in organisational visits. The Programme Leader team work closely with the PALS coaches, the Library, the Careers Centre and Languages Staff to provide opportunities for students to reflect on and develop a range of subject specific and transferable skills.

The teaching and learning methods adopted take account of the diverse educational backgrounds of students and also consider students with special needs and specific learning difficulties, the VLE being particularly helpful in this respect. It has been noted for example that some International students are happier engaging in on-line discussions than they might be in face-to-face debates in

workshops. The Business and Management team recognises the importance of appropriate support and guidance, for all students, in the overall teaching and learning strategy. The ability of students to make the most of the learning opportunities offered to them may be adversely affected by non-academic factors, and Section 7.0 outlines the provisions within the Programmes, School and the wider University which are available.

A list of the modules in the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

18. How will I be assessed and given feedback?

Written examinations	✓
Coursework	✓
Practical assessments	

The programme utilises a range of methods to assess the learning outcomes of the programme and the modules.

Formative assessment is utilised throughout the programme and will take place through the adoption of a range of approaches which are detailed in the module descriptors, indicatively these approaches may include: group work, observations, individual or group presentations, student conferences, round table debates, blog/journal activities, discussion board questions and feedback, peer review, question and answer sessions, debriefing exercises, Socratic seminars, role play, progression tests, assignment discussion, case study activity and theory/practice related discussions.

Summative assessment will be conducted for each module. The assessment criteria will be followed throughout assessments. All assignments are designed to test students' understanding of theory and applied perspectives and their ability to use this appropriately to critically analyse individual and/or organisational practices, evaluating current practice and research.

Students are required to demonstrate self-reflection and reflective practice where appropriate and to demonstrate reflexivity in relation to rigorous exploration of their beliefs and behaviours as individuals who critically analyse situations and theory. It is recognised that not all subjects lend themselves to this approach, but the programme as a whole will present many opportunities for students to demonstrate these skills.

Students will be provided with feedback on their assignments to help them prepare later assessments.

Summative Assessments may include: examinations, reports, case studies, essays, dissertations, professional projects, written reflections, presentations and portfolios. Specific details related to the assessment approach will be noted in the module descriptors.

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria		NO

The University regulations can be found [here](#).

The assessment strategy adopted on the programme is designed to;

- Ensure that all graduates have achieved the learning outcomes for the Programmes. Module Learning Outcomes are directly related to Programme Learning Outcomes and all assessments indicate which Module Learning Outcome they are assessing.
- Assess achievement, both formatively and summative over the whole of the degree programme.
- Distinguish between levels of achievement and reward attainment of objectives
- Utilise a range of assessment methods and techniques which engage student interest and foster enthusiasm for the subject.

Students are informed, via Module Guides, of the nature, timing and criteria for each assessment used. The programme leaders work with staff to ensure that the deadlines for assessed work are spread across the assessment period. All assessments are internally moderated by designated members of the team and by the relevant External Examiners before issue. Careful moderation processes and scrutiny of assessment ensure equivalence of standard and appropriateness of assessment for measuring outcomes. An internal and external moderation operates likewise with regard to completed student work.

The assessment strategy requires the use of a diverse range of methods; research assignments, case studies, essays and reports offering the opportunity for students to demonstrate knowledge, understanding and application of both theory and practice. Such methods will also allow students to indicate both the breadth and depth of their directed and independent research. Examinations are deliberately kept to a minimal level as they are not necessarily thought to be the best way of assessing knowledge and understanding. This is a view that the team has taken following a great deal of discussion with external examiners and within subject groups. Case studies, based on real or hypothetical facts of varying degrees of complexity, are a common assessment method adopted across the programme. Whilst most are fictional, all have elements of fact within them, and thus students are well schooled and tested in the ability to identify the material details, discuss the relevant theoretical frameworks citing appropriate primary and secondary sources and displaying appropriate skills in writing and evaluation. Students are encouraged to participate in group work, particularly in seminar or workshop activities, its formal inclusion in assessments however is limited, principally on the grounds that the final qualification is awarded to individual students and thus should be based on individual work. Where group work is used the module guide will indicate in clear terms how individual performance is assessed. Presentation skills are also an important element of the programme and are utilised frequently within seminars and workshops.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation process have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.

The Academic Misconduct Regulations and associated guidance can be found [here](#). It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessment and the implications of an allegation of academic misconduct.

Students should refer to the [University Regulations](#) for information on degree classifications.

19. Teaching, learning and assessment matrix

Matrix of modes of teaching, learning and assessment

NB. Not all option modules may be offered in any one academic year and will depend on the availability of staff and the priorities of the school. In addition, modules will usually need to be selected by a minimum number of students. Option modules may be available on more than one programme and the Programme Leaders will liaise with the Faculty Management Team to ensure there is a reasonable amount of choice in any given year.

Module	Code	Core / Option	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO K3	LO K4	LO K5	LO K6	LO K7	LO K8	LO K9	LO K10	LO K11	LO S1	LO S2	LO S3	LO S4	LO S5	LO S6	LO S7	LO S8	LO S9	LO S10
Marketing of Oil and Gas Products	LONM01	C	Scheduled Independent	Written; Coursework; Practical	T D A																				
Renewable Energy	LONM02	C	Scheduled Independent	Coursework; Practical	T D A																				
Technology Transfer and Innovation	LONM05	C	Scheduled Independent	Coursework; Practical	T D A																				
Developing and Financing Oil & Gas Projects	LONM03	C	Scheduled Independent	Written Coursework; Practical	T D A																				
Oil & Gas Project (Dissertation)	LONM04	C	Scheduled Independent	Coursework	T D A																				

*Indicates a compulsory module which must be successfully passed for progression to further modules or to the next academic year of study

20. How does research influence the programme?

Research informed teaching approach is employed across each level of the programme by making reference to relevant academic research in the course of subject teaching. The programme is designed to encourage academic staff teaching on the programme to share their enthusiasm for doing research through talking about their own motivations and experiences and drawing on interesting demonstrations and examples from their own research experience.

The teaching approach adopted on the programme also encourages academic staff to emphasise the process of knowledge production in their field of research, by explaining different methodological approaches within the discipline and how these have evolved. Besides, the teaching and learning approaches used in this programme are designed to encourage academic staff to include current research findings and issues in their teaching, for example, by regularly updating the teaching and learning materials to include cutting edge research and identifying the key questions being explored by current research in the field.

Furthermore, the teaching and learning approach utilised in this programme provides opportunities for students to acquire research methods and skills, for example, by building small-scale research activities into group work and analysing data from existing 'real world' projects.

As part of the delivery of the research methods component of the dissertation module, the programme is designed to involve students in research activities, for example, by encouraging students to attend research seminars by visiting scholars. The programme will also promote student research through publishing student work in UoSIL newsletters and putting student work on websites and exhibiting student work at conferences or university events.

SECTION D: EMPLOYABILITY

21. How will the programme prepare me for employment?

The MSc Oil and Gas Management programme gives students the opportunity to develop advanced skills and knowledge which they can use in the future. The objective of this programme is to provide students with opportunities to explore, discover and express their unique identity and to encourage engagement with experiences which will increase self-efficacy and provide tangible evidence of their identity and thereby their employability.

The Programme/Module learning outcomes are related to the Oil and Gas industry and thus provide students with the necessary subject knowledge and skills to progress into their careers. The programme also encourages the development of key transferable employability skills; abilities to research, to present information and communicate orally and in writing, to work independently and as a member of a team, to reflect on one's own performance and provide and respond to feedback and to make critical judgements. These skills are all addressed by specific Programme learning outcomes.

Graduate Attributes are also evidenced throughout the MSc Oil and Gas Management programme via the use of small group teaching, problem solving activities and team projects and presentations. The programme also provides opportunities for students to engage with global professional bodies such as the Energy Institute and the Northern and Shell Tower (the latter is located just minutes from the campus), in addition to the various organisations within Canary Wharf. Personal contacts known to the academic team who work in the Oil and Gas industry in the UK and overseas have expressed interest in delivering guest lectures and being involved in company visits. The use of Augmented and Virtual Reality technology will also enhance the student experience.

Furthermore, the standard teaching and learning delivery is complemented by field and study trips – non- and residential, U.K. and overseas – company visits, guest speakers and various activities such as the MBA Challenge and Student Mobility Programme. These activities which are open to students across a suite of or all programmes are envisaged to foster a sense of shared learning experience and provide opportunities for peer networking, thereby enriching the student experience.

22. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	✓
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

The programme is currently accredited until: N/A

The relevant PSRB(s) is/are: N/A

SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Name of programme: Oil and Gas Management

Award Title: Master of Science in Oil and Gas Management

Interim awards: Postgraduate Certificate of Higher Education in Oil & Gas Management
Postgraduate Diploma of Higher Education in Oil & Gas Management

Accreditation: N/A

University Regulation (please state the relevant University Regulation):

6.1.3 *Exit qualifications may be awarded for all Master's degrees as Postgraduate Certificates or Diplomas of Higher Education. The name of the exit qualification shall be the same as that for the Master's degree unless an alternative name is approved at programme validation and recorded as a programme-specific regulation.*

*MSc interim award titles: Postgraduate Certificate of Higher Education in Oil & Gas Management
Postgraduate Diploma of Higher Education in Oil & Gas Management*

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Level 7	2019/20	All

Stage 1

MSc Oil and Gas Management Structure

Core modules:

Module Code	Module Title	Credit Value
LONM01	Marketing of Oil and Gas Products	30
LONM02	Renewable Energy	30
LONM05	Technology Transfer and Innovation	30
LONM03	Developing and Financing Oil and Gas Projects	30
LONM04	Oil and Gas Project (Dissertation)	60

Option modules: N/A

Progression Regulations: *None*

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

23. What are the admissions requirements?

The admissions policy incorporates the guidance from Corporate and Recruitment Services and Sunderland Business School Recruitment Office (see the University Admissions Policy). The MSc Oil & Gas Management offers opportunities for students from both business and non-business backgrounds to shape their careers in the oil and gas industry and applicants are expected to have a degree normally at 2.2 level. It will be usual for students to possess an honours degree with a lower second class or above. Alternatively, applicants may possess a professional qualification (or combination of qualifications) recognised as being the equivalent of an honours degree. Applicants who do not meet the above requirements may exceptionally be considered (normally following an interview) at the discretion of the programme leader. The modules are set at the strategic rather than technical /operational level reflecting career development aims. The MSc Oil & Gas management programme is designed to draw upon the experience of the student and in recognition of the applied nature of the award the programme will emphasise an integrated and practical (professional) orientation over a theoretical approach. Support is available for all students to develop their English Language skills in addition to their main study programme, and students who complete one of the modules in English for Academic Purposes (EAP) or English for Business Studies (EBS) are eligible for the award of the University of Sunderland Certificate in EAP or EBS.

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Can students enter with advanced standing?	YES	
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The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

24. What kind of support and help will there be?

At London Campus:

The Induction Programme is intended to introduce students to all aspects of their time at University of Sunderland in London – to the staff associated with their programme; to the campus; to the wider University and indeed to the study of their programme. The Induction week is an important aspect of the Programme. All students will;

- Be provided with a Programme Handbook
- Be introduced to the programme curriculum and to some of the skills involved in the study of their programme
- Be provided with information on academic referencing including information on the University Regulations on Cheating, Plagiarism and Collusion
- Be provided with information in respect of University support facilities i.e. student counselling, the Chaplaincy, the Student Office, financial guidance and assistance
- Be provided with specific guidance of disability support facilities within the University, how these may be accessed and the benefits of so doing
- Be introduced to the University's VLE and the support facilities available in relation to the Programme, to modules and to careers services
- Be given an opportunity to interact with the staff of the University of Sunderland in London and each other and have some fun!

All students are allocated to a PALS group and assigned a PALS group tutor by the end of Induction Week. The Tutor is a member of academic staff from the London Campus and will work closely with the PALS group in forming effective working relationships and developing management and transferable skills over the course of the programme. This element of critical self-reflection will help

in refining the skills and experience they already possess as MSc oil and gas management students. The activities are designed to develop the students' transferable skills alongside their awareness of cross-cultural issues and the simulation of working across international boundaries.

The PALS groups provide an opportunity for students to practice self-management skills which are beneficial to them both as students and as future employees. It helps students to:

- take responsibility for their own learning
- be aware of how learning relates to the wider context
- improve general skills for study and career management
- provide evidence of achievements.

In most instances, and with regard to specific modules, the first point of contact for studies advice will be the programme managers and/module tutors, all of whom are willing to provide advice at the end of formal class contact time, in module surgery sessions (where these form a part of the teaching and learning strategy for the module) and in staff surgery time. Academic staff post times when they are available (on a weekly basis) for consultation outside of the normal class contact time. Basic study skills are included in the induction programme, in the Student Handbook and on the VLE. Students are encouraged to make use of these additional facilities in terms of the value added to the overall learning experience. Students are given detailed, hands-on training in the use of the University's VLE as part of the Induction Programme. They are offered the opportunity to post questions or initiate discussions through a number of module spaces and through the Programme space. Academic staff and other students can engage in these discussions and thereby encourage the whole academic community to act as a support mechanism for its members. Various web links are provided to ensure that students have the most up to date information available.

In the university as a whole:

The University provides a range of professional support services including [wellbeing](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

25. What resources will I have access to?

On campus

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	

Information about the University's facilities can be found [here](#).

University Library & Study Skills Services, (ULSSS), supports students with the provision of a high quality learning environment, comprehensive print and online resource collections, 1400 study places, 300+ PCs, My Module Resources and study skills support. All students have the full use of the University's Library.

The ULSSS web site www.library.sunderland.ac.uk provides a gateway to information resources and services for students both on and off campus. Tailored resources and support are available from specific subject areas of the ULSSS web site and a 'Live Chat' function enables student to access library support and help 24/7.

My Module Resources <https://moduleresources.sunderland.ac.uk/>

Module reading lists are live interactive resource lists available from within online module spaces on the VLE and the University's library website.

What do you get?

- Real time library information, both availability and location of print books, plus being able to place reservations on books that are already on loan
- Allows you to set up RSS alerts for changes and additions to your Module Resource list
- Smartphone and tablet friendly – providing QR capture, touch screen functionality and e-resource access

How does this help you?

- Getting the right resources easily from flexible access points
- Receive guidance from your tutor on what to read at a point of need by using search filters
- Access to a wider range of resources to support learning.

Study Skills Support

University Library Services includes a robust study skills support offer, available to all our students across the University both on and off campus, contributing to students' attainment and the quality of their experience.

Skills delivery options include:

- Online Skills Support including: videos, webinars and Skype sessions and online tutorials. Online assignment drop-ins using Live Chat will be held weekly to engage those students not on campus and provide additional support at the point of contact.
- On campus assignment skills drop-in events throughout key teaching weeks when students are encouraged to attend with any assignment queries.
- Embedded skills sessions - Throughout teaching periods embedded skills sessions are a key element to support academic learning. Study skills support team and Liaison Librarians continue to cultivate relationships and provide the support necessary in their subject areas.
- Dissertation supervision - Dissertation skills support will be provided to 'Kickstart your Dissertation'.
- One to One - Study Skills Advisers will be on hand to advise and support students in a range of study skills including: effective reading, reporting writing, academic writing and referencing, note taking, critical thinking, analysis and evaluation, reflective writing, group work and presentation skills. If an embedded skills session best suits student learning outcomes, academic staff will liaise with the study skills team and the Library so that a session can be arranged.

Access to other libraries

There may be occasions when students studying postgraduate programmes would find it useful to use other university libraries for their studies, in addition to the resources available at the University of Sunderland in London. Postgraduate students may be able to borrow items or to access collections on a reference basis at a number of institutions throughout the UK by joining the Sconul Access Scheme. www.access.sconul.ac.uk

26. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	✓
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	

Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	
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27. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level on Students are represented on University level Committed by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

SECTION G: QUALITY MANAGEMENT

28. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?	YES	
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The subject benchmark(s) for this programme is/are: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

29. FHEQ Mapping to Programme & Module Learning Outcomes

Framework for Higher Education Qualifications Qualification Descriptors	Programme Learning Outcomes	Modules which demonstrate the learning outcomes				
Level 7: Master's degree in the business and management field is awarded to students who have demonstrated:	Level 7: Master's degree in Oil and Gas management					
A systematic understanding of relevant knowledge about organisations, their external context and how they are managed	K1, K4,	LONM01	LONM02			

Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation	K5, K7, K3	LONM01	LONM05	LONM03			
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field	K6, K1	LONM05	LONM02				
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues	K2, K6, K9	LONM03	LONM05	LONM04			
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management	K9, S2, S7	LONM04	LONM02	LONM05			
Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations	S9, K9	LONM04					
Conceptual understanding that enables the student:							
- To evaluate the rigour and validity of published research and assess its relevance to new situations	K10, S9	LONM04					
- To use existing research and scholarship to identify new or revised approaches to practice	K8, S9, S8	LOMM04	LONM05				
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process	S9, S10, S2	LONM04	LONM02				
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	K11	LONM04					
Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)	S10	LONM04					

Ability to operate effectively in a variety of team roles and take leadership roles, where appropriate	S1, S4	LONM03						
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.	S2, S5	LONM02	LONM01					
Typically, holders of the qualification will be able to:								
Apply consistently their knowledge and subject-specific and wider intellectual skills	S8	LONM05						
Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences	S7, S8, K8	LONM05	LONM03					
Be proactive in recognising the need for change and have the ability to manage change	S6, K7	LONM03	LONM05					
Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations	K11, S8	LONM04	LONM05					
Behave ethically and with integrity and manage with a strong sense of social responsibility	S10, K1	LONM04	LONM02					
Evaluate and integrate theory and practice in a wide range of situations	S7, K6	LONM05						
And holders will have:								
The qualities and transferable skills necessary for employment requiring:								
- Self-direction and ability to act autonomously in planning and implementing projects at professional levels	S4, S3	LONM03						
- Decision making in complex and unpredictable contexts	S8, S3	LONM05	LONM03					
- Responsibility for continuing to develop their own knowledge and skills.	K11	LONM04						

30. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching,

learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).