GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1.	**Programme Title:**	Master of Science in International Economic and Social Justice
2.	**Final Award:**	Master of Science in International Economic and Social Justice
3.	**Exit Awards:**	Post Graduate Diploma in International Economic and Social Justice
		Post Graduate Certificate in International Economic and Social Justice
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Period of Approval:**	September 2023 to September 2028
6.	**School:**	Glasgow School for Business & Society
7.	**Host Department:**	Economics and Law
8.	**UCAS Code:**	N/A
9.	**PSB Involvement:**	N/A
10.	**Place of Delivery:**	Any GCU Campus
		Online/Distance Learning subject to availability
11.	**Subject Benchmark Statement:**	QAA Subject Benchmark Statement: Master's Degrees in Business and Management
12.	**Dates of PSP Preparation/Revision:**	November 2022

2. EDUCATIONAL AIMS OF THE PROGRAMME

EDUCATIONAL AIMS OF THE PROGRAMME

The programme will provide graduates from a wide range of disciplines (primarily economics, business, law and social sciences) with a pluralistic view of economics allied to a critical understanding of public policy in relation to the objective of social justice. The concept of social justice is based upon the advancement of human rights and equality and this programme is designed to utilise economic and political analysis to evaluate and improve existing policies designed to promote social justice. The MSc International Economic & Social Justice aims to provide a comprehensive, rigorous and in-depth programme of study that develops capacity for critical analysis and outlook. This approach prepares students for employment or further research in policy development, analysis and evaluation. Potential destinations for graduates from this programme include public administration, international development and policy analysis, research organisations and think tanks, consultancy, CSR with multi-national corporations and national and international NGOs, as well as further academic research and study.

The programme will make extensive use of the personnel and research undertaken by the WiSE Research Centre based in the Department of Economics & Law. The teaching team will comprise academics from across GSBS departments and will include external guest lectures. This programme reflects and promotes GCU's commitment to the Sustainable Development Goals, our mission for the Common Good, and our international engagement focused on socially just economic development.

The primary educational aim of this programme is to provide a broad, analytical and integrated study of economics and social justice. Specifically, the educational aims are as follows:

- To develop the ability to engage critically with contemporary theoretical concepts, strategies, policies and practices of economics and social justice.

- To develop skills to apply the knowledge, approaches and methods to address policy evaluation from a social justice perspective.

- To develop a theoretical and practical understanding of real world issues, from an international perspective, identifying responsible decision making and ethically driven behaviours.

- To develop critical understanding of research techniques and methodologies and apply these to an independent research project relating to an appropriate topic.

- To develop personal and transferable skills related to independent research, problem solving, critical thinking, group working, ICT, employability skills and inter-personal communication.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and understanding;
A1 Develop knowledge and understanding that covers and integrates most, if not all, of the main areas of the subject – including its features, boundaries, terminology and conventions.
A2 Students should develop knowledge and understanding of the interrelationship between economics and social justice.
A3 Demonstrate a critical understanding of the principal theories, concepts and principles.
A4 A critical awareness of current issues, tools and techniques applicable to policy evaluation and appraisal.
A5 Critical appreciation of the nature of the skills required for the global workforce.
A6 Critically evaluate current developments in economics and social justice from a gender perspective.
A7 Demonstrate an appreciation of the salient features, trends and problems experienced in the global economy.
A8 Demonstrate knowledge and understanding of the range of research methods available.

3B Practice: Applied knowledge, skills and understanding;
B1 In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the discipline to evaluate, assimilate and interpret economic data.
B2 In using, a range of specialised skills, techniques, practices to compare and contrast different approaches to common problems.
B3 In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry in analysing and evaluating the theoretical and empirical aspects of research, whilst exhibiting a level of both professional and personal communication skills.
B4 Utilise relevant information sources in an appropriate manner to generate alternative decisions and formulate creative, innovative and responsible decisions.
B5 In planning and executing a significant project of research, investigation or development.
B6 In demonstrating originality and/or creativity, including in practices, while reflecting on personal learning and development.
B7 In utilising appropriate methodologies in the formulation of a Masters Project and control, organise, communicate and analyse research findings in an efficient and effective manner.

3C Generic cognitive skills;
C1 Effective use of communication and information technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations.
C2 Cognitive and intellectual skills including critical thinking, self-reflection, creativity and ethical problem-solving.
C3 Research skills: information retrieval and collection; data analysis and synthesis.
C4 Apply the concept of social justice to a range of policy interventions and problems.
C5 Ethical decision-making, negotiation and conflict resolution skills.

C6   Deal with complex issues and make responsible and informed judgements in situations in the absence of complete or consistent data/information.

3D   Communication, numeracy and ICT skills;
D1   Undertake critical evaluations of a wide range of numerical and graphical data.
D2   Numeracy and quantitative skills in interpreting economic data and trends.
D3   Report and project writing skills.
D4   Professionalism in the use of a range of oral communication techniques when articulating ideas and concepts.
D5   Presentation skills in written communication in a variety of formats, and visual presentation skills.
D6   Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
D7   Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

3E   Autonomy, accountability and working with others.
E1   Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in-group work situations.
E2   Planning and time-management: organising and planning work, self-management and independent working.
E3   Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset.
E4   Inter-personal skills including questioning and listening, influencing and persuading, advising others and giving feedback.
E5   Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.
E6   Exercise substantial autonomy and initiative in professional and equivalent activities.
E7   Be self-directed and able to act autonomously in planning and implementing projects at professional levels.

Programme Learning & Teaching Strategy:

The programme aims to engage students in analysis, research and discussion of contemporary, real life issues. The teaching and learning strategy will combine theoretical and illustrative content from lectures or directed learning/web-based materials. Topics are introduced in lectures. Students are encouraged to take responsibility for their own learning. Modules have regular coursework assignments and in some instances, this may require collaborative group work. The dedicated Strategy for Learning (SfL) for the programme is designed specifically to meet the overall educational aims of the programme as well as the specific learning outcomes expected of students. The teaching/learning approaches will be student-centred, practical, participative, and relevant to the needs of the student, taking into account the availability of resources and effective use of the time available. This implies a move away from the traditional teacher centred learning in which the student's role was often passive, merely receiving information provided by the lecturer, towards a more networked and adaptive learning approach. This 'shift' is a deliberate strategic aim of the programme.

A range of methods are used in the SfL; lectures; tutor-led tutorials; student and tutor led seminars; case studies; individual and group presentations; problem-based learning scenarios; role-plays; individual and group exercises and projects; self-assessment exercises and workshops; guest speakers; videos; podcasts; online discussion forums. Three of the modules on the programme (Feminist Economics, Realising Rights in Practice and Policy Analysis) adopt the 'flipped classroom' model where topics and issues are introduced initially via reading and engagement with online activities through GCU Learn which means that class time can be devoted to exploring the content in more depth and consolidating independent and peer supported student learning and social construction of knowledge and the development of communities of practice.

Students gain "*Knowledge and Understanding*" (A1 to A6) through lectures, seminars, directed reading and use of VLE. Students' "*Knowledge and Understanding*" are assessed by presentations, written assignments and through the research and writing undertaken to complete the dissertation. Students learn *"Practice: Applied Knowledge, Skills and Understanding "(B1 to B6)* by seeking solutions to real world problems and issues; by reading and interpreting published literature; by listening and discussing a variety of topics and theories; by identifying and accessing relevant literature to support their learning and the completion of the dissertation; and by applying a theory to a specific problem and produce a well-structured, argued and presented piece of work. Students' "*Applied Knowledge, Skills and Understanding*" are assessed by examination and coursework, which requires accessing data, its interpretation and the preparation of reports and critical essays.

Students' *"Generic Cognitive Skills" (C1 to C6)* are acquired through seminar presentations, discussion and practical sessions, directed reading and t h e supervised independent project/dissertation. These skills are assessed by individual assignments as well by the completion of the dissertation. Students' *"Communication, Numeracy and ICT Skills" (D1 to D4)* are developed through seminars, directed learning and supervised independent research. *"Communication, Numeracy and ICT Skills"* are assessed by essays and coursework projects, by feedback on presentations and by feedback (written and oral) on essays, coursework projects and dissertation. Students' *"Autonomy, Accountability and Working with Others*" (E1 to E6) skills will be enhanced through seminar preparation and presentations, essay and coursework projects, independent reading and supervised independent research.

Programme Assessment Strategy:

A range of assessment methods are utilised across the programme, designed to enable students to demonstrate their knowledge and understanding required of the aims of the programme as well as the array of intellectual, professional and transferable skills demanded by employers. As such, a balance of individual essays, case studies, facilitation and participation in seminars, individual and group reports (including individual reflective reports), presentations, book reviews and dissertation assessments has been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferrable skills. The nature of assessment is specific and relevant to the module content and therefore includes an amalgamation of investigative research, critical analysis, methodological approach, problem-solving and critical self-reflection.

Every effort is made to ensure that the submission dates for coursework are balanced across each trimester, to ensure students are not overloaded.

Programme Feedback Strategy:

Module teaching teams ensure that specific student feedback is available on all forms of assessed work within appropriate timescales (and GCU guidelines) – normally 3 working weeks for assessments. Formal feedback on written assessments is normally provided online via GradeMark, or Blackboard. A range of formal and informal feedback mechanisms are adopted for the programme. Feedback is given to students to help them develop skills and knowledge and hence their self-confidence. Positive, immediate and reinforcing feedback is given in lectures/seminars when a good point is made. Both summative and formative feedback is given to students to help them develop skills and knowledge and hence their self-confidence.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 11

Module Code	Module Title	Credit
MMN430220	Ethics, Sustainability & Governance	15
MMN230181	Postgraduate Research Methods	15
MMN630209	Developing Leadership for the Common Good	15
MML125524	Global Political Economy	15
MML326667	Realising Rights in Practice	15
MML125533	Economics of Inequality	15
MML125533	Feminist Economics	15
MML125538	Migration, Governance & Globalisation	15
MML325541	Public Policy Analysis	15
MMN230182	Masters Research Project	45
Exit Award – Master of Science in International Economic and Social Justice		**180**

Post Graduate Certificate in International Economic and Social Justice:
60 credit points

Post Graduate Diploma in International Economic and Social Justice:
120 credit points

Master of Science in International Economic and Social Justice:
180 credit points including Postgraduate Research Methods and Masters Research Project

Professional, Statutory and Regulatory Body requirements:
N/A

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Library with access to other local and national library resources; subject librarian
- Learning Development Centre– study skills and support groups/ tutorials (including e-support); Academic Development Tutors
- Personal Tutors
- Open access to IT facilities
- Student Support which provides assistance and guidance
- Wellbeing Team and Disability Support
- Visa Immigration Support and Advice (VISA) Service
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- GCU Student Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:
Entry to the programme will normally be based on a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

International students whose native language is not English or who have not studied in a mainly English speaking country must provide a recognised certificate to demonstrate a minimum proficiency of IELTS 6.0 with no element below 5.5 (6.5 with no element below 6.0 DBA) or an equivalent test accepted by GCU: https://www.gcu.ac.uk/internationalstudy/howtoapply/englishlanguagerequirements

Flexible Entry - Credit Transfer and RPL:
An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

Entry with Advanced Standing:
Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student leaner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full academic potential and will take into consideration the context and circumstance in which a student has achieved his/her academic grades. For details please access the policy here: https://www.gcu.ac.uk/aes/documentsandpolicies/

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Progression & Awards Board (PAB)
- Learning Enhancement Subcommittee (LESC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board

- Module Evaluation Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor
- Module Evaluation Surveys
- Week 6 Pause for Feedback

Staff development priorities include:
- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.
Exceptions case 224:
1. Non-standard module credit size (Reduction in credit size to 45 credits from 60 credits) - Masters Research Project Modules (Dissertation)
2. There will be no progression points in taught postgraduate programmes of study
3. Students are required to pass the PG Research Methods Module prior to progressing to the Dissertation.

9. INDICATORS OF QUALITY STANDARDS

- Module evaluation
- Annual Programme Analysis
- Outcomes from periodic programme review
- Enhancement led internal subject review (ELISR)
- QAA institutional reviews (ELIR)
- External Examiner Reports
- National Student Survey results
- Post Graduate Taught Student Experience Survey
- International Student Barometer

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- School Website
- GCULearn
- University Prospectus

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: November 22

Curriculum Map for Master of Science in International Economic and Social Justice:

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

PSMAP

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes that are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

	Modules		**Programme outcomes**																													
	Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	E1	E2	E3	E4	E5	E6
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCQF11	MMN430180	Ethics, Sustainability & Governance			X									X		X		X							X		X		X	
	MMN230181	Postgraduate Research Methods		X				X	X	X	X			X	X	X	X				X	X				X				X
	MMN630209	Developing Leadership for the Common Good			X		X			X		X	X			X	X		X			X	X	X	X	X	X	X	X	
	MML125524	Global Political Economy	X			X	X		X	X		X			X		X			X	X	X		X		X	X	X		
	MML326667	Realising Rights in Practice	X			X	X			X		X		X	X	X		X				X	X	X		X	X			X
	MML125533	Economics of Inequality	X	X			X		X	X		X			X	X	X	X			X	X		X		X	X			
	MML125533	Feminist Economics	X	X		X	X		X	X		X			X	X		X				X		X		X	X	X		
	MML125538	Migration, Governance & Globalisation	X				X	X		X		X			X	X	X					X		X		X	X			
	MML325541	Public Policy Analysis	X	X		X				X		X	X		X	X		X				X		X		X	X			
	MMN230182	Masters Research Project						X			X			X				X				X								

ASSESSMENT LOADING MATRIX

SCQF Level 11							
Module Code	**Module Title**	**Trimester**	**Credit**	**Assessment Weighting**			
				CW1	**CW2**	**EX1 (Exams Office)**	**EX2 (Exams Office)**
MMN430180	Ethics, Sustainability & Governance	A	15	70% (Wk 14)	30% (ongoing facilitation)		
MM L125524	Global Political Economy	A	15	50% (Wks. 5-12)	50% (Wk. 13)		
MML326667	Realising Rights in Practice	A	15	50% (Wk. 10)	50% (Wk. 12)		
MM L125533	Economics of Inequality	A	15	50% (Wks. 5-12)	50% (Wk15)		
MMN230181	Postgraduate Research Methods	B	15	40% (Wk 9)	60% (Wk 13)		
MM L125533	Feminist Economics	B	15	50% (Wk. 9)	50% (Wk13)		
MM L125538	Migration, Governance & Globalisation	B	15	30% (Wk. 8)	70% (Wk14)		
MM L325541	Public Policy Analysis	B	15	50% (Wk. 9)	50% (Wk. 15)		
MMN630209	Developing Leadership for the Common Good	C	15	100% (Wks. 14)			
MMN230182	Masters Research Project	C	45	100% (Wk 13)			
EXIT AWARD: Master of Science in International Economic and Social Justice							