

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	MSc International Business Management
2. Final Award:	MSc International Business Management
3. Exit Awards:	Postgraduate Certificate International Business Management Postgraduate Diploma International Business Management MSc International Business Management
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	November 2017
6. School:	Glasgow School for Business & Society
7. Host Department:	Business Management
8. UCAS Code:	PO3178
9. PSB Involvement:	
10. Place of Delivery:	Any GCU Campus
11. Subject Benchmark Statement:	QAA Master’s Degrees in Business and Management Benchmark Statement 2015
12. Dates of PSP Preparation/Revision:	November 2017

2. EDUCATIONAL AIMS OF THE PROGRAMME

An introduction should be included here which describes the overall aim of the programme together with the educational aims of the programme at the exit points

This programme prepares students to enter the dynamic, fast-paced, global business environment, with a comprehensive understanding of the challenges faced by managers as well as insight into the strategies, policies and practices key to managing these challenges. The programme modules will also take a global perspective as their primary starting point and align to QAA Benchmark Statements as a reference point. In particular, the purpose of the programme aligns to Section 2.1 QAA Benchmark Statement by advancing the study of organisations; preparing students for a career in business; enhancing the ability of students to apply knowledge and understanding of business in an international context; building transferable skills; and developing lifelong learning skills. This programme aims to equip students with the leadership and interpersonal skills required for a successful career in international business management. Central to the programme is the personal and professional development of students with an emphasis on managing self and others, responsible leadership, cross-cultural awareness and global citizenship. The study of the geopolitical, societal, economic and financial business environment contributes to understanding of contemporary and emerging issues in global business strategy, organisational resilience and ethical business practices.

The study of the geopolitical, societal, economic and financial business environment contributes to understanding of contemporary and emerging issues in global business strategy, digital marketing and branding. Also critical to the study of international business management is insight into the policies and techniques applicable to managing people and processes to deliver sustainable business performance. This Masters degree will enhance student employability through participation in a wide-range of teaching and learning experiences including integrative case studies, group projects and presentations, company visits and industry speakers.

The primary aim of this programme is to provide a broad, analytical and integrative study of international business and management. The main aim of the programme is to provide an understanding and knowledge of fundamental areas of global business and management from an international perspective by:

- enabling students to critically evaluate appropriate models and techniques for diverse competitive environments in the global economy;
- providing practical insights into applicable techniques and methods for international business management including managing diversity, strategy, risk and finance;
- enabling students to identify, analyse, and adapt to different cultural environments and to become effective global citizens;
- facilitating students to develop an entrepreneurial mindset within an ethos of ethical business practice, sustainability and management leadership responsibility.

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: [cross refer to the appropriate benchmark statement]

3A Knowledge and Understanding:

- A1 Contemporary issues, policies and practices relating to the principles of responsible management and sustainable organisational performance.
- A2 Analytical tools and frameworks for strategic and financial analysis and ethical decision making within an international context.
- A3 The nature of social science research philosophies, methodologies and techniques to advance scholarship and research in international business management.
- A4 The impact of the economic and geopolitical environment and capital markets on the leadership and management of local, national and international organisations.
- A5 The challenges relating to harnessing employee capabilities, managing cultural diversity and improving business processes to create an ethical performance improvement culture.
- A6 Role of marketing and branding in an international, digital and virtual environment.

3B Practice: Applied Knowledge, Skills and Understanding:

- B1 Critically review, synthesise and develop knowledge relevant to international business management.
- B2 Critically analyse, evaluate and synthesise qualitative and quantitative information
- B3 Critically analyse current thinking, research and business practice in international business management.
- B4 Utilise relevant information sources in an appropriate manner to generate alternative decisions and formulate creative solutions.
- B5 Demonstrate originality, insight and innovativeness in tackling and solving problems. Reflect on personal learning and development.
- B6

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 Professionalism in the use of a range of oral communications techniques when articulating ideas and concepts.
- C3 Report and project writing skills.
- C4 Numeracy and quantitative skills in interpreting financial and statistical data.
- C5 Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations.
- C6 Ethical decision-making, negotiation and conflict resolutions skills.
- C7 Career development and continuing professional development skills.
- C8 Creative digital communication skills.

3D Communication, Numeracy and ICT skills:

- D1 Cognitive and intellectual skills including critical thinking, self-reflection, creativity and ethical problem-solving.

- D2 Presentation skills: written communication in a variety of formats; visual and oral presentational skills.
- D3 Planning and time-management; organising and planning work; self-management and independent working.
- D4 Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset.
- D5 Inter-personal skills including questioning and listening, influencing and persuading, advising others and giving feedback.
- D6 Research skills: information retrieval and collection; data analysis and synthesis.

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.

*Insert the **Strategy for Learning** ([Strategy for Learning 2015-2020](#)) for the programme and provide details on how the above Learning Outcomes will be developed, demonstrated and assessed, including how transferable skills are incorporated. This section should also demonstrate how the achievement of the Common Good Attributes ([Common Good Attributes](#)) is embedded in the programme.*

The dedicated Strategy for Learning 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 and the employing industries; 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 blended approach is adopted for learning and teaching with the use of both face-to-face contact in the mix of lectures, seminars, practicals, tutorials, mentoring and workshops (as appropriate for each module) as well as directed and independent (including web-based) study. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning environment. The range of modules from theoretical to practical and business-orientated is designed to generate the wide array of knowledge and skills necessary for graduate entering marketing management positions in industry. Guest industry speakers will also be utilised and, when possible, 'live' case study challenges will be set for student assessments.

The teaching/learning strategy incorporates the use of computer-based applications and resources and, specifically, GCU Learn (Virtual Learning Environment) as well as access, teaching and support for the use of an array of creative technologies and software. As Table 1 below illustrates, a range of assessment methods are used which are designed to provide the knowledge and understanding required of the aims of the programme and to develop the array of intellectual, professional and transferable skills demanded of the programme. As such, a balance of tutor and peer-assessed coursework assessments has been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferable skills. The nature of coursework assessments range from individual and group-based projects leading to individual and group reports, the use and application of creative technologies, virtual projects, blogs, group presentations and self and peer review.

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

SHEM Level

Module Code	Module Title	Credit
MMN424936	Ethics, Governance and Responsible Leadership	15
MMN324931	Financial Management for Global Decision Makers	15
MMN224947	Global Strategy: Challenges and Choices	15
MMN623823	International Marketing Management	15

Exit Award – Post Graduate Certificate **60**

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MMN224949	International Operations Management	15
MMN124948	Managing People in Global Organisations	15
MMN324950	Risk and Organisational Resilience	15

Exit Award – Post Graduate Diploma **120**

Module Code	Module Title	Credit
MMN224938	Masters Research Project	60

Exit Award – Masters **180**

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- 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)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni 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 on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

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.

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 Examiners' 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
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- 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 Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- 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.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus