Programme Specification Pro-forma (PSP)

GLASGOW CALEDONIAN UNIVERSITY

1. GENERAL INFORMATION

1.	**Programme Title:**	MSc International Operations and Supply Chain Management
2.	**Final Award:**	MSc International Operations and Supply Chain Management
3.	**Exit Awards:**	Postgraduate Certificate International Operations and Supply Chain Management
		Postgraduate Diploma International Operations and Supply Chain Management
		MSc International Operations and Supply Chain Management
4.	**Awarding Body:**	Glasgow Caledonian University
5.	**Approval Date:**	November 2017
6.	**School:**	Glasgow School *for* Business and Society
7.	**Host Department:**	Business Management
8.	**UCAS Code:**	
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:**	January 2018

2. EDUCATIONAL AIMS OF THE PROGRAMME

The MSc International Operations and Supply Chain Management programme aims to equip students with comprehensive understanding, knowledge and practice of principles, processes and leading-edge approaches to managing operations and supply chain challenges in a responsible manner across a wide range of sectors and international environments.

The programme has been designed to ensure the professional development of essential and desirable graduate skills and competencies within operations and supply chain management to enable students to make a valuable contribution in the workplace in keeping with the requirements of two Professional Accreditation bodies: the Chartered Institute of Procurement and Supply (CIPS) and the Chartered Institute of Logistics and Transport (CILT).

The programme team's close working relationship with professional bodies has resulted in an Academic Partnership with CILT that brings additional benefits for both staff and students involved in the programme (further details of this are provided in Section 5).

The syllabus encompasses the study of supply chain networks in a global environment, sustainable

business operations, quality and procurement management including lean and performance improvement, logistical and transport challenges, financial management, project management, and ethical and responsible management. All the students will have the opportunity to undertake a work placement as part of the programme.

The programme therefore provides students with a comprehensive, intellectually challenging, and vocationally significant education giving them a competitive edge in the market.

This Masters degree will enhance student employability through participation in a wide-range of teaching and learning experiences including integrative case studies, individual and group projects, presentations, a placement, company visits and engaging with industry speakers.

The programme aims to meet the needs of students who wish to pursue a career in operations and supply chain management across a wide range of international organisations and industry sectors both public and private. Applicants may have a background in operations and/or supply chain background however the programme will also be attractive to those who have studied non-business related subjects (e.g., engineering, social sciences, psychology, etc) as well as business related subjects, at undergraduate level. The programme is offered on a full time basis in Glasgow and part-time in Oman. The programme team believes the programme and modules within it will also present a valuable learning opportunity for industry practitioners. The programme welcomes applications through the Flexible Entry route involving Credit Transfer and Recognition of Prior Learning (RPL).

The primary aim of this programme is to provide a broad, analytical and integrated study of international operations and supply chain management. Specifically, the educational aims are stated as follows:

- To develop critical appreciation of the theoretical concepts, principle strategies, policies and practices relevant to international operations and supply chain environments;
- To develop skills to apply the knowledge, approaches and methods to address the strategic and operational management challenges in an international context;
- To develop both a theoretical and a practical understanding of real world issues identifying responsible decision making and ethically driven behaviours;
- To develop a 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: [The numbers in the brackets refer to the appropriate benchmark statement]

3A Knowledge and Understanding (5.1 i, iii, iv):

A1 Critical appreciation of the principal theories, concepts and principles relating to operations, logistics and supply chain management.
A2 Awareness of the current issues, tools and technologies relating to international operations, logistics and supply chain management.
A3 Critical understanding of the concept of creating value and quality and how this is achieved through

operations, project and supply chain management.

A4   Critical understanding of how to manage projects within the context of operations and supply chains

A5   Critical appreciation of how to analyse an organisation's financial performance.

A6   Critical appreciation of the nature of the skills required for the global workplace.

A7   Critically evaluate current developments in operations and supply chain management from an ethical and governance perspective.

3B   Practice: Applied Knowledge, Skills and Understanding (5.1 ii, v):

B1   Critically review, synthesise and develop knowledge relevant to operations and supply chain management.

B2   Critically analyse, evaluate and synthesise qualitative and quantitative information.

B3   Critically analyse current thinking, research and business practice in operations and supply chain management.

B4   Utilise relevant information sources in an appropriate manner to generate alternative decisions and formulate creative and responsible solutions.

B5   Demonstrate originality, insight and innovativeness in tackling and solving problems.

B6   Reflect on personal learning and development.

3C   Generic Cognitive Skills (5.1 vi, vii, viii):

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   Project management skills and the use of associated software technologies.

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 (5.1 ix):

D1   Numeracy and quantitative skills in interpreting statistical and financial data.

D2   Report and project writing skills.

D3   Professionalism in the use of a range of oral communication techniques when articulating ideas and concepts.

D4   Presentation skills in written communication in a variety of formats, and visual presentation skills.

D5   Identify and utilise the most appropriate method of communication for a range of audiences with different levels of knowledge or expertise.

3E   Autonomy, Accountability and Working with Others (5.1 x, xi):

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.

The Common Good Curriculum aims to ensure that all GCU students have the opportunity to develop the attributes needed to make a positive difference in the communities they serve alongside the specialist knowledge and skills in international operations and supply chain management. These attributes are underpinned by GCU's core values of Integrity, Creativity, Responsibility and Confidence. The attributes are:

- Active and Global Citizenship – e.g. recognising and actively seeking to address global social challenges; participating in the community at a local, national or global level.
- Entrepreneurial mind-set – e.g. identifying opportunities for change; creating solutions, and putting these into practice in response to identified real world problems.
- Responsible Leadership – e.g. developing solutions that are ethical, visionary, realistic and sustainable; exercising empathy, resilience and professionalism.
- Confidence – e.g. challenging yourself and continually learning from experience; believing you can make a positive difference by what you do.

Whilst these attributes are embedded throughout the programme and all the modules, examples of where and how they are developed are shown in the Common Good Mapping Tool (at the end of this document).

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, 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 face-to-face contact in the form of lectures, seminars and workshops 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. A carefully managed learning environment will facilitate shared knowledge and understanding across a cohort of diverse international students to enhance the student learning experience.

The range of modules from theoretical to practical and business-orientated is designed to generate the wide array of knowledge and skills necessary for graduates entering a broad range of operations and supply chain management-related positions across a variety of sectoral contexts. Field trips and guest industry speakers will be ultilised to contextualise theories and challenges discussed in class and, where possible, 'live' case study challenges and business simulation exercises will be set for student assessments. The Accreditation body (CILT) has certified one module assessment that culminates in 'Yellow Belt Recognition' in compliance with Professional Accreditation Body requirements. Yellow Belt Recognition certifies students as being qualified to participate and contribute as full members of a Lean Kaizen improvement team, and contribute in a lean work environment, having satisfactorily completed and passed the assessment on the required training in Lean principles, techniques and tools.

The teaching/learning strategy incorporates the use of computer-based applications and resources and, specifically, VLEs such as GCULearn.

Across the programme a range of assessment methods are deployed which are 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 exams and coursework 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. The use of individual and group-based projects, leading to individual and group reports, presentations, various forms of examination and self-reflection are designed to meet all learning outcomes as depicted in the Assessment Loading Matrix below Appendix.

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
MMN224930	Global Supply Chain Management	15
MMN224937	Sustainable Operations Management	15

Exit Award – Post Graduate Certificate **60**

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MMN224932	International Logistics and Transport	15
MMN224934	Procurement and Quality Management	15
MMN224935	Project Management	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
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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 (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 Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader (Academic Advisor)

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

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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

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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

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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: January 2018

CURRICULUM MAP for MSc International Operations and Supply Chain Management

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

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 which 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 Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership							x						x	x	x	x		x	x
	MMN324931	Financial Management for Global Decision Makers					x				x		x								
	MMN224930	Global Supply Chain Management	x	x	x					x	x	x	x	x	x	x	x	x		x	x
	MMN224937	Sustainable Operations Management	x	x	x					x	x	x	x	x				x			
	MMN224933	Applied Professional Practice	x	x	x					x	x	x	x	x				x			
	MMN224932	International Logistics and Transport	x	x	x					x	x	x	x	x	x		x	x	x		x	x
	MMN224934	Procurement and Quality Management	x	x	x					x	x	x	x	x	x		x	x	x		x	x
	MMN224935	Project Management			x	x					x		x	x					x		
	MMN224938	Masters Research Project								x	x	x	x	x			x		x		x

	Modules Code	Title	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership		x	x	x	x	x	x	x	x	x	x	
	MMN324931	Financial Management for Global Decision Makers	x	x	x	x		x	x		x			
	MMN224930	Global Supply Chain Management	x	x	x	x	x	x	x	x	x	x	x	
	MMN224937	Sustainable Operations Management	x	x						x			x	
	MMN224933	Applied Professional Practice		x		x		x	x	x	x		x	
	MMN224932	International Logistics and Transport	x	x	x	x	x	x	x	x	x	x	x	
	MMN224934	Procurement and Quality Management		x					x	x	x			
	MMN224935	Project Management	x	x					x				x	
	MMN224938	Masters Research Project	x	x		x			x					

ASSESSMENT LOADING MATRIX

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
SHE Level M									
				Assessment Weighting					
MMN424936	Ethics, Governance and Responsible Leadership	A	15	70	30				
MMN324931	Financial Management for Global Decision Makers	A	15	60	40				
MMN224930	Global Supply Chain Management	A	15	30	70				
MMN224937	Sustainable Operations Management	A	15	40			60		
EXIT AWARD: Post Graduate Certificate									

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
SHE Level M									
				Assessment Weighting					
MMN224933	Applied Professional Practice	B	15	60	40				
MMN224932	International Logistics and Transport	B	15	20	80				
MMN224934	Procurement and Quality Management	B	15	50			50		
MMN224935	Project Management	B	15	50	50				
EXIT AWARD: Post Graduate Diploma									

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
SHE Level M									
				Assessment Weighting					
MMN224938	Masters Research Project	C	60	80	20				
EXIT AWARD: Masters									

Appendix B: Strategy for Learning Curriculum Development Template

Curriculum Design Principle	Specific examples of where this principle is embedded currently	Specific areas for enhancement and timeline for achieving them	Specific examples of current and future application of digital learning/ technology
Engaged learning	**Support and Feedback** From the outset in Induction, students are introduced to the Programme Leader (who is also their academic advisor) and a representative from the Academic Development Unit. They are asked to identify the types of organisations that they would like to visit so that this can be arranged throughout the taught period of their degree. The programme takes on students in September and January, so there are always some students available to help guide and support. Around week 6, the students are all invited to attend the Student Staff Consultative Group meeting which allows students to comment on any aspects of the programme. Their feedback and comments can be used to develop the programme for the future. All the module leaders ask students to complete an anonymous, online feedback form at the end of the module. **Opportunities for learning** Group based work features across the modules, both as part of the assessment (e.g. group presentation on a case study in *International Logistics and Transport*, group based simulation in *Global Supply Chain Management)* and during seminars (*Sustainable Operations Management and Ethics, Governance and Responsible Leadership)*. This enables students to learn from each other and share their knowledge and experience. As an alternative to a theoretical coursework, in the *Project Management* module students use project management software to solve a business problem. In the *Applied Professional Practice* module, students will be supported to find a placement that meets their needs and interests. Similarly, for the *Masters Research Project* students carry out an investigation of a business issue or problem relating to professional practice in an area that best reflects their interests and career aspirations.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs
Divergent thinking	Case studies and work based problems are used across all the modules to encourage students to develop their own solutions. These can involve either group or individual discussions. In *International Logistics and*		GCULearn, Simulation software, Specialist software packages,

	Transport, case studies are used as the basis for the assessment and in *Project Management* students are asked to generate innovative solutions as part of the practical assessment. As part of the *Global Supply Chain Management module*, simulation software is used to allow students to see the results of actions they have taken. In the *Applied Professional Practice* module, placements will be available in public and third sector organisations as well as the private sector. GCU has a very active Enactus society which students are able to join.		Padlets Wikis, Blogs
Flexible, inclusive, accessible learning	RPL allows students with non-standard applications to access the programme and in many cases, the experience of these students enhances discussions within the classrooms. At the moment, the programme is offered only full time in Glasgow and part-time in Oman. Students in Glasgow can study a language alongside their Masters degree through the link with the City of Glasgow College. The *Applied Professional Practice* module allows students to enhance their employability skills and experience the working environment. Students negotiate their own learning experience as part of this module. Similarly the *Masters Research Project* requirements are designed to be flexible to meet the needs of all students. Across the programme, the assessments are all double marked, and the exams anonymously marked before a sample is also moderated by the External Examiner. Responsible leadership, including an understanding of equality and diversity, is embedded in all modules, but particularly the *Ethics, Governance and Responsible Leadership* module.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs
Broader and deeper learning	There are numerous ways across the programmes that are designed to broaden and deepen the learning experience. The student cohort itself is an internationally diverse mix with students from Asia, Africa and the Americas joining home and EU students. The cohort consists of students who join in either January or September, and some modules are shared with other programmes in the school, providing a wide range of collaborative opportunities. The *Academic and Employability Skills* sessions that run throughout the taught element of the programme are designed to provide support at appropriate times e.g. team building, database searching and using the library within the first few weeks of arriving followed by careers advise at the beginning of the second trimester. Assessments are spread out temporally and the type of assessment is varied to ensure they meet all the students' needs and learning styles.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs

	Reflection is encouraged to ensure that students become life-long learners e,g, *Global Supply Chain Management*, *Applied Professional Practice* and *Financial Management for Global Decision Makers* have a reflective element as part of the assessment. A wide range of learning and teaching resources are used across all the modules. Guest speakers and company visits, specialist software, computer simulation, videos, case studies, computer based models and other multimedia forms are all used to broaden the curriculum.		
Global learning	The mix of students from across the continents allows students to become global citizens, aware of the different cultures and mores around the world. All the modules use examples and cases from around the world but *International Logistics and Transport*, *Global Supply Chain Management* and *Sustainable Operations Management* particularly focus on the global nature of business today. The programme is accredited by CILT and CIPS and both bodies are internationally recognised and have branches throughout the world.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs
Real world problem solving	Real world learning is embedded in the programme with the use of guest speakers (all modules), case studies (all modules), problem based learning scenarios (*International Logistics Management*, *Procurement and Quality Management, Sustainable Operations Management, Project Management*), computer simulation (*Global Supply Chain Management*) and modelling (*Financial Management for Global Decision Makers*), placements (*Applied Professional Practice*) and company visits.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs
Entrepreneurship	Throughout the programme, students are encouraged to generate innovative solutions to case studies (all modules), solving project management problems (*Project Management)* or using computer simulation in *Global Supply Chain Management*. *Ethics, Governance and Responsible Leadership* ensures that students remain ethical whilst being innovative. UHatch and Enactus GCU provide opportunities for venture creation and social innovation.		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs
Responsible leadership and professionalism	*Ethics, Governance and Responsible Leadership* explicitly addresses the principles of responsible leadership and sustainability, but it is also embedded across all the modules. For example, in *Sustainable Operations* Management students are introduced to Lean thinking as a way to reduce waste. In *Procurement and Quality Management* students learn about different negotiation styles that focus on more than just reducing costs. Students are encourages to reflect upon their performance and it forms part of the assessment in *Global Supply Chain Management*, *Financial*		GCULearn, Simulation software, Specialist software packages, Padlets Wikis, Blogs

| | *Management for Global Decision Makers* and *Applied Professional Practice* for example.
Employability skills are developed both implicitly across the modules and explicitly in the *Employability and Academic skills* programme.
The programme is accredited by CILT and CIPS which encourages students to engage with the professional bodies from an early stage in their careers. | | |

Professional development needs:
None at the moment

How does research underpin learning and teaching on your programme? Please give examples.

Aitken, A. and Paton, R.A., (2016), The 'Transaction X-ray': understanding construction procurement. Proceedings of the Institution of Civil Engineers - Management, Procurement and Law, 169(3), .115-123.

Aitken, A. and Paton, R.A., (2016), Professional buyers and the value proposition. European Management Journal, 34(3), pp.223-231.

Barlow, A (2011), Web Technologies and Supply Chains; Chapter 22, In Supply Chain Management: New Perspectives; Renko, S (ed), Intech, Croatia, pp461-480.

Fryer, K., and Ogden, S. M (2014), 'Modelling Continuous Improvement Maturity in the Public Sector: Key Stages and Indicators', Total Quality Management and Business Excellence Journal, 25 (9-10), 1039-105.

Xiao Z, Williamson E & Duncan P (2015) Development of TOE model for E-Procurement in Chinese Industry. Supply Chain Management: An International Journal,1359-8546 (submitted May 2015).

McGowan, K, Barlow A Williamson E, and McColl, J (2016); Agility in Fast Fashion Supply Chains; IPSERA Conference; Dortmund, Germany, 20th-23rd March.

Pallit, N. (2016) 'Fairness and Project Supply Chain Coordination', 58th Annual conference of the Operational Research Society, September, Portsmouth, UK.

Appendix C: Common Good Attributes Curriculum Mapping Tool

Common Good Attributes	Curriculum content and design (*what we teach*)	Learning and teaching activities (*how* we teach)	Authentic assessment practices (how we measure)
Active and Global Citizenship: Acting honestly, fairly and ethically in: • Recognising and actively seeking to address global social trends and challenges • Viewing the world from the perspective of different cultures • Participating in the community at a local, national and global level • Taking account of and valuing diversity • Exploring social problems and taking action to build a more just and sustainable society • Addressing inequality and disadvantage	The theme of acting honestly and fairly is embedded across all the modules in the MSc International Operations and Supply Chain Management with the aim of engendering responsible leadership and global citizenship in keeping with the Principles *for* Responsible Management Education (Prime). Specifically, in their first trimester all students undertake a module, *Ethics, Governance and Responsible Leadership* which provides a solid grounding in good business practice in a global context. Students develop practical skills and techniques that combine to deliver a significant contribution to the sustainability of civil society principles that are so vital to the economic and social development of countries around the world. Responsible leadership is linked to ethical behaviour and sustainability in all the modules*.*	The student cohort on the programme is very diverse and group work is used in a number of modules to help students to be aware of the perspectives of a range of cultures. Examples are used from countries from all over the world. Diverse teaching methods are used across the programme including traditional lectures, seminars, practical labs, student led seminars (flipped classrooms), work placements, case studies, business simulations, guest lecturers and visits to organisations. The curriculum delivery emphasises active learning including content, form and function whereby students analyse an artefact of learning (eg journal article) and identify the 'what', 'how' and 'why' factors; decision-making activities (eg role playing); case-based learning; discussion techniques; and reflective practice. Active learning supports gaining knowledge, sharing ideas and concepts; develops a critical mind set; and encourages engagement and inclusiveness in learning.	As part of the assessment for *Applied Professional Practice*, students have to keep a journal (e Diary) and produce a video about their experiences. Practising in an honest, fair and ethical manner is the cornerstone of good financial management and features as part of the *Financial Management for Global Decision Makers* module assessment where the integrity of decision making is rigorously tested through individual and group reports. In *International Logistics and Transport,* a case study analysis will be used to test students' ability to explore problems and propose ethical and sustainable solutions.
Entrepreneurial mind-set • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions , and putting	In *International Logistics and Transport*, case studies are used to encourage students to analyse the information presented and produce innovative solutions whilst in *Global Supply Chain Management*, a management simulation exercise is used	Students are encouraged from the very beginning of the programme to value creative thinking. The Academic and Employability Skills sessions include team building and set a range of challenges that require a creative	Case studies based on real world problems are used as the basis for courseworks and for seminar work, where students are encouraged to propose innovative solutions to real world problems eg in *International Logistics and Transport, Project Management*

• these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of experiences and concepts from different cultural contexts	to help students assess the impact of their decision making and create solutions. The module *Financial Management for Global Decision Makers* supports the entrepreneurial mindset by demonstrating techniques for analysing long term decisions based on sound financial practices. This informs decisions regarding capital investment in pursuance of opportunities in the global marketplace. Financial analysis techniques also equip students to critically evaluate the performance of entrepreneurial activity in organisations.	approach. They also have to find out about each other and present back to the class. This is carried out in conjunction the MSc International Business Management students and helps them get to know each other. In *Project Management*, students use software to plan out a project and identify issues. They are then tasked with coming up with innovative solutions. Case Studies are used across all the modules to encourage the students to propose solutions and evaluate them, rather than just identify the "right solution". Industry practitioners are included as guest speakers on areas of specialism. Most of the modules comprise of a mix of lectures, tutorial, workshops and guest speakers. There is use of GCU Learn for supplementary information and access to case studies that form the basis of analysis and discussion in seminars. Discussion boards are used to encourage student and tutor engagement as well as peer-to peer dialogue in key aspects of finance such as risk assessment, good governance and informing effective strategic decision making as part of an entrepreneurial organisation.	and *Global Supply Chain Management.* The *Applied Professional Practice* module allows students to experience different work place environments and deal with the complexity and uncertainty common to all work places. The assessment for this module asks students to reflect on this experience and encourages them to explore a range of solutions. Carrying out the *Masters Research Project* encourages students to think critically and creatively whilst drawing on a range of sources and ideas.

Responsible leadership:
• Exercising:
    • Empathy
    • Resilience
    • Professionalism
• Inspiring and influencing the thinking, attitudes and
	In the module *Financial Management for Global Decision Makers* the importance of integrity, honesty and fairness is emphasised in the range of accounting techniques and tools applied for financial management in different global contexts. A high level of professionalism is expected of	As previously stated, group work is used to develop team working skills. Students are then asked to reflect on the experience in order to develop the necessary skillset required by employers.
		
		Teaching and learning methods include
			Self-reflections are used to ensure that students learn from group work experiences (*e.g. Global Supply Chain Managemen*t and *Applied Professional Practice)*. Case studies based on real world problems are used as the basis for courseworks (*International Logistics and Transport)* and

• Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, realistic and sustainable • Actively demonstrating a personal commitment to equality and diversity	students to reflect the responsible leadership culture in financial management and is reflected in the module through auditing, accounting practices, reporting and decision making. *Procurement and Quality Management* ensures that students consider the procurement process across a range of sectors (public, private and third sector) and looks at ethical sourcing as well as different approaches to improvement and quality assurance. *Sustainable Operations Management* ensures students know about process improvement and ensuring that the improvement works across the organisation.	lectures, seminars, practitioner-led sessions, case studies, industry visits, simulations, presentations, workshops and independent study. Responsible leadership, as a Common Good theme, is evident in each of the methods. Each of these teaching methods is informed by the need for industry professionals to adopt the highest standards of integrity and honesty. GCU Learn is used to provide supplementary information and access to case studies that form the basis of analysis and discussion in seminars. The use of case studies allows students to discuss a range of solutions and explore the implications of their suggestions. The *Global Supply Chain Management* module takes this further by the use of computer simulation software that allows students to see the impact of their decisions on a business.	for seminar work, allowing students to get feedback from peers and tutors to help them develop. *Financial Management for Global Decision Makers* has a group report and individual essay as the assessment instruments. These combine to assess teamwork and the students' ability to offer an in-depth analysis of a key chosen aspect of the learning. Both require an understanding of responsible leadership in handling finance in global organisations where honesty, integrity and trust are key attributes.
Confidence : • Acting assertively and reasonably • Challenging yourself and continually learning from experience • Respecting your own and others' rights and needs • Becoming a 'changemaker', making a positive difference • Being able to understand, respect and engage with a diverse range of audiences and stakeholders	The *Applied Professional Practice* module allows students to spend time working within an organisation. This helps them to develop their communication skills with a diverse range of audiences and presents them with new experiences. *Financial Management for Global Decision Makers* encourages the communication of decision making around financial reporting, audits and other accounting techniques. Students have the opportunity to articulate their decision- making processes to peers.	Both summative and formative feedback is given to students to help them develop skills and knowledge and hence their self-confidence. Group work allows students the space and opportunity to discuss ideas in a safe environment. As their confidence increases, these discussions are extended to seminar and lecture groupings. The programme transitions from theory to practice by using a range of different tools, for example making use of simulation software in *Global Supply Chain Management* or using MS Project software in	A range of mediums are used for assessments including both written and verbal assessments. Assessments making use of technology are also used to help develop confidence in self and technology. For example, the *Applied Professional Practice* module uses an e-diary to assess students learning and growth whilst *Project Management* makes use of industry standard project management software for one of the assessments.

| | | the *Project Management* module thereby challenging students and extending their skill sets.

There is scope for students to become aware of the importance of integrity, honesty and fairness in the *Financial Management for Global Decision Makers* module and to become actively engaged in supporting a culture whereby these attributes underpin behaviours. The workshops provide an opportunity for students to demonstrate an understanding of that culture. *Procurement and Quality Management* also covers the importance of culture in developing a learning organisation. *Ethics, Governance and Responsible Leadership* develops students' skills and encourages them to make a positive difference in their future workplaces. | |