

Appendix A

Programme Specification Pro-forma (PSP)

GLASGOW CALEDONIAN UNIVERSITY

1. GENERAL INFORMATION

1.	Programme Title:	MSc International Economic and Social Justice
2.	Final Award:	MSc International Economic and Social Justice
3.	Exit Awards:	Postgraduate Certificate International Economic and Social Justice Postgraduate Diploma International Economic and Social Justice
4.	Awarding Body:	Glasgow Caledonian University
5.	Approval Date:	November 2018
6.	School:	Glasgow School for Business and Society
7.	Host Department:	Economics & Law
8.	UCAS Code:	N/A
9.	PSB Involvement:	N/A
10.	Place of Delivery:	Any GCU Campus, Distance Learning (online delivery)
11.	Subject Benchmark Statement:	QAA Benchmarks for Business and Management
12.	Dates of PSP Preparation/Revision:	October 2018

2. EDUCATIONAL AIMS OF THE PROGRAMME

The programme will provide graduates from a wide range of disciplines (primarily economics, business 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 as well as drawing on contributions from the wider research themes of Social Innovation and Public Policy and Social Justice, Equalities and Communities. The teaching team will comprise academics from all GSBS departments and will include external guest lectures. This proposed 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 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 the students understanding of the interrelationship between economics and social justice.
- A2 Demonstrate knowledge and understanding of current issues, tools and techniques applicable to policy evaluation and appraisal.
- A3 Critical appreciation of the nature of the skills required for the global workplace.
- A4 Critically evaluate current developments in economics and social justice from a gender perspective.
- A5 Demonstrate an appreciation of the salient features, trends and problems experienced in the global economy.
- A6 Demonstrate knowledge and understanding of the range of research methods available.

3B Practice: Applied Knowledge, Skills and Understanding:

- B1 Ability to evaluate, assimilate and interpret economic data.
- B2 Ability to compare and contrast different approaches to common problems.
- B3 **Capable of 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 Reflect on personal learning and development.
- B6 Utilise appropriate methodologies in the formulation of an individual research case study or a Master 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 Numeracy and quantitative skills in interpreting economic 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.

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.

The programme as a whole 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. Blogs and wikis are also used for seminar exercises, for online discussion or to work as a group on a particular problem or issue.

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 Masters Research Project; 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 the 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.

Across the programme a range of assessment methods are deployed which are designed to enable students to demonstrate their knowledge and understanding required by the programme as well as the array of intellectual, professional and transferable skills demanded by employers. 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, are designed to meet all learning outcomes as depicted in the Curriculum Map on page 9.

Common Good

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 required by the programme. These attributes are underpinned by GCU’s core “Values and Behaviours” of Integrity, Creativity, Responsibility and Confidence. The aim is to develop graduates who are responsible contributors to society in all that they do.

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, Appendix D.

The dedicated Strategy for Learning for the Programme is inspired by the University’s mission and vision. The aim is to offer an outstanding student experience, underpinned by learning and teaching excellence, through the offering of a curriculum which is flexible, inclusive, accessible, engaging and internationalised. Also, it aims to create a curriculum which is inspirational in its approach to learning, teaching and assessment, and which embraces an innovative and imaginative use of learning technologies.

The Strategy for learning is supported by the extensive use of digital education and learning technologies to enhance student engagement, accessibility, flexibility and personalisation of the curriculum. The digital education is a key enabler in delivering the University’s Strategy 2020 goals and vision to be recognised as a ‘digital university’. The Programme Team will carefully put in place and manage a learning environment that will facilitate shared knowledge and understanding across a cohort of diverse international students to enhance the student learning experience. While most

current teaching and learning practice is focused around the lecture and seminar structure, a range of blended learning tools will be utilised throughout the Programme, such as GCU Learn, blogs, Wikis, Padlet, Grademark, Camtasia, and the use of social media such as Facebook and LinkedIn. Modules will also provide online access to relevant academic support materials such as GCU's Harvard reference guide and Academic Journal Guide, whilst embedding GCU's SMILE and SMIRK facility to enhance online learning in all areas of academic work.

Across the Programme a range of assessment methods are deployed which are designed to enable students to demonstrate their knowledge and understanding required by 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, blogs 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. The use of individual and group-based projects, leading to individual and group reports, presentations, and self-reflection are designed to meet all learning outcomes as depicted in the Assessment Loading Matrix Appendix B.

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

SCQF LEVEL 11

Module Code	Module Title	Credit
MMN424936	Ethics, Governance and Responsible Leadership	15
MML125524	Global Political Economy	15
MML425531	Human Rights, Gender & Development	15
MML125533	Economics of Inequality	15

Exit Award – Post Graduate Certificate **60**

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MML125538	Migration, Governance & Globalisation	15
MML325541	Public Policy Analysis	15
MML125527	Feminist Economics	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)
- Personal Tutors (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 economics, social science or business, 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 Evaluation Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Personal Tutor, 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 ELISR organised by the School and /or University
- The outcome of any University internal programme review
- 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: November 2018

CURRICULUM MAP for MSc International Economic and Social Justice

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		Programme Outcomes																	
Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership			x								x		x			x	
	MML125524	Global Political Economy	x			x	x		x	x		x			x		x		X
	MML425531	Human Rights Gender & Development	x			x	x			x		x		x	x			x	
	MML125527	Feminist Economics	x	x		x	x		x	x		x			x	x		x	
	MMN224933	Applied Professional Practice			x								x			x			X
	MML125538	Migration, Governance & Globalisation	x				x	x			x				x	x	x		
	MML325541	Public Policy Analysis	x	x		x					x		x	x		x	x		x
	MML125533	Economics of Inequality	x	x			x		x	x		x				x	x	x	x
	MMN224938	Masters Research Project						x				x		x				x	

Modules		Programme Outcomes									
Code	Title	D1	D2	D3	D4	E1	E2	E3	E4	E5	E6
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership					x		x		x
	MML125524	Global Political Economy	x	x		x		x	X		
	MML425531	Human Rights Gender & Development		x	x	x		X	x		x
	MML125527	Feminist Economics		x		x		X	x	x	
	MMN224933	Applied Professional Practice					x	X			x
	MML125538	Migration, Governance & Globalisation		x		x		X	x		
	MML325541	Public Policy Analysis		x		x		X	x		
	MML125533	Economics of Inequality		x	x	x		X	x		
	MMN224938	Masters Research Project		x							

Appendix B

ASSESSMENT LOADING MATRIX for MSc International Economic and Social Justice

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Exam (Exams Office)
MMN424936	Ethics, Governance and Responsible Leadership	A	15	70%	30%	
MML125524	Global Political Economy	A	15	50%		50%
MML425531	Human Rights Gender & Development	A	15	60%	40%	
MML125533	Economics of Inequality	A	15	50%		50%

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Exam (Exams Office)
MMN224933	Applied Professional Practice	B	15	60%	40%	
MML125538	Migration, Governance & Globalisation	B	15	70%	30%	
MML325541	Public Policy Analysis	B	15	50%		50%
MML125527	Feminist Economics	B	15	50%		50%

Module Code	Module Title	Trimester	Credits	Cw1	Cw2	Exam (Exams Office)
MMN224938	Masters Research Project	B & C	60	20%	80%	