MSc International Management and Leadership
Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution -** Queen Margaret University
2	**Teaching Institution –** Queen Margaret University
3	**Professional body accreditation –** not applicable
4	**Final Award -** MSc International Management and Leadership
	Subsidiary exit awards – PG Dip
5	**Programme Title –** MSc International Management and Leadership
6	**UCAS code** (or other coding system if relevant)
7	**SCQF Level -** 11
8	**Mode of delivery and duration –** F/T 12-18 months P/T 24-36 months
9	**Date of validation/review –** 6th June 2019

10. Educational Aims of the programme

The MSc IMaL aims to provide students with a broad range of necessary knowledge and skills to realise their potential by facilitating their development as informed learners and prepare them to ably engage in diverse managerial and leadership roles including international management and leadership. At the end of the programme, students should be able to demonstrate:

Throughout the duration of the course, students will be exposed to activities and situations that will help them develop skills including:

- Solving problems and making decisions
- Managing the change process
- Working with costs and budgets
- Managing employee performance
- Managing customer service
- Building teams and fostering more effective groups
- Leading and delegating teams
- Motivating and rewarding employees

11. Benchmark statements / professional and statutory body requirements covered by the programme

- QAA Master's Degrees in Business and Management Subject Benchmark Statement, June 2015. Available online at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

- SCQF. 2018. *Scottish Credit and Qualifications Framework*. Available online at http://scqf.org.uk/interactive-framework/

12. Learning Outcomes of the Programme

- Demonstrate knowledge of how strategies for research and enquiry are used to create and interpret knowledge in the subject area, field or profession;
- Systematically and critically evaluate the practices, research and scholarship in a particular subject area, field or profession;
- Critically evaluate, interrelate and apply knowledge and processes relevant to a subject area, field or profession, much of which may be at, or informed by, the forefront of developments;
- Exercise responsibility, initiative and self-direction to support and further independent study and professional development;
- Contribute to a development of a given subject area, field or profession;
- Critically reflect on practice to develop skills of self-appraisal and insight;
- Identify, critically analyse and respond creatively to complex problems;
- Communicate effectively to diverse audiences through media appropriate for the subject area, field or professional practice;
- Take an interdisciplinary approach to study;
- Demonstrate originality in the application of knowledge and / or practice.

13. Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the marketing sector. A student-centred strategy goes some way toward addressing these challenges, as well as providing more opportunities for peer-to-peer learning, support and cultural exchange. This approach is also facilitated by the relatively small sizes anticipated for each cohort, i.e. approximately 20 students.

To implement this strategy we intend to adopt a range of specific teaching and learning approaches. These include:

- Blended learning.

  Teaching will involves a range of forms, including lectures, seminars, workshops, group working and student-led sessions. It is delivered face-to-face and online and involves engagement with, for example, theory, case studies and contemporary industry practice.

- Combined learning

  MSc International Management and Leadership students will study alongside students taking a range of other programmes in some modules. This increases opportunities for students to mix with others with a variety of different experience levels and cultural backgrounds.

- Self-Directed learning

  Students will be encouraged to be enquiring, critical and innovative. Emphasis is placed on analytical, divergent ways of thinking. Students are supported in their self-directed learning through guided readings on the QMU virtual learning environment (HUB) and through on-line discussion forums. Students frequently lead tutorial activity. QMU is committed to providing resources for personal development planning, for example using ePortfolio (PebblePad+): http://www.qmu.ac.uk/eportfolio/pdp.htm

- Visiting Lecturers and Speakers

  Industry professionals will be used to contribute to all modules on the MSc Management and Leadership programme. Their input enriches discussion around concepts that have been introduced by the teaching team. We draw on an extensive network of industry contacts in BEaM and ASSaM to bring in a range of guest speakers.

Wherever possible, the programme team will adhere to QMU's Inclusive Learning and Teaching Policy in the delivery of programme content.

(https://www.qmu.ac.uk/media/3974/inclusive-learning-and-teaching.pdf).

The majority of teaching material is uploaded to the HUB in advance of teaching sessions and students are able to request that they record lectures and seminars.

14. Assessment strategies

Assessments will reflect the variety of teaching and learning strategies described above, and again with the Student Experience Strategy, with the emphasis on student-centred learning. There will be a mixture of formative and summative assessments. Specific assessment methods will include:

- Presentations, group-based and individual;
- Posters;
- Essays;
- Reports;
- Exams;
- Assessment of online discussions

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Full Time Route

Module Title	Credits	Co-ordinator	Semester
Accounting for Managers	20 credits	Mark Johnson	1
International Marketing	20 credits	Richard Bent	1
Critical Issues in International Management	20 credits	Peri Papadimitriou	1
Strategic Human Resource Management	20 credits	Andrew Bratton	2
Strategy and Leadership	20 credits	Anitha Abdul Majeed	2
Research Methods*	20 credits	Jane Williams	2
Elective *	20 credits	TBC	2
Capstone Module: Dissertation OR Business Consultancy in Practice OR Business Incubation Programme	60 credits	Gemma Blackledge-Foughali OR Richard Bent OR Marc Robertson	Year long / 3

Part Time Route (Typical)

Module Title	Credits	Co-ordinator	Semester
Year 1			
Accounting for Managers	20 credits	Mark Johnson	1
International Marketing	20 credits	Richard Bent	1

Critical Issues in International Management	20 credits	Peri Papadimitriou	1
Year 2			
Strategic Human Resource Management	20 credits	Andrew Bratton	2
Strategy and Leadership	20 credits	Anitha Abdul Majeed	2
Research Methods*	20 credits	Jane Williams	2
Elective	20 credits	TBC	2
Capstone Module Dissertation OR Business Consultancy in Practice OR Business Incubation Programme	60 credits	Gemma Blackledge-Foughali Richard Bent Marc Robertson	Year long/ 3

16. Criteria for admission

Standard entry requirements

- An honours degree in any subject

Non-standard entry

- An undergraduate general (unclassified) degree in any subject along with substantive work experience at supervisory level
- No formal degree level qualification but substantive professional experience that maps to Level 10 in the Scottish Credit and Qualifications Framework, along with evidence of commitment to study and continuing professional development.

Applications for standard entry will be managed by the centralised admissions team. Applications for non-standard entry will be referred to the Programme Leader for consideration. In these instances, an interview with the applicant will normally be arranged in order to gather evidence. Entry will be based on the following criteria:

- Evidence of appropriate work experience and supporting CPD activity that maps against the SCQF descriptors for level 10;
- A statement of what the applicant has learnt from the above activity, showing how the learning has been at the equivalent of SCQF level 10;
- Evidence of motivation to study at Masters' level;
- Supporting references.

It may be appropriate for applicants without academic qualifications to be admitted initially as an associate student. Should they be successful in their first module as an associate student, they may then transfer to the full programme.

Applications for entry with advanced standing (i.e. credit for previous study) are referred to the University's Recognition of Prior Learning Panel. Credit may also be given for prior experiential learning. Normally credit given will be specific rather than general, i.e. on a subject for subject basis, and must be Masters (M) level (SCQF 11). No more than half the credit for a QMU postgraduate award may be gained for study outside the institution. Credit may not be given for the Masters dissertation, which must be completed at QMU in order to gain the award of an MSc.

English language requirements:

Applicants must be able to communicate in English to a standard that is equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.0.

Applicants with disabilities:

The University welcomes a diverse learning community and aims to support all students to participate fully in their studies and in University life. Applicants are strongly advised to declare any disability on their application. All applicants who have declared a disability and/or additional support needs and have accepted an offer of admission will be contacted by a Disability Adviser to discuss their individual requirements and the support that may be available to them should they choose to study at QMU. The University will make every effort to ensure that required support arrangements are put in place, however, this is dependent on the student applying in sufficient time and identifying their disability clearly at the time of application.

17. Support for students and their learning

University support services

The University provides a range of support services to address students' academic and personal support needs. Most of these services can be accessed through the Student Services reception desk, which directs students to the best person to provide them with support about the following:

- financial advice;
- counselling and well-being support;
- disability service;
- careers and employability service.

Students with disabilities or additional learning needs are supported by the subject level Academic Disabled Students Coordinator who ensures that all reasonable adjustments are put in place to support the student in relation to teaching, learning and assessment. Individual learning plans are communicated to relevant staff. Meetings are held once per semester to discuss learning plans and adjust if necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry;
- training in academic skills from the Effective Learning Service;
- English language classes for students whose first language is not English;
- Support for international students from the International Office;
- a range of services to aid direct entrants, including a dedicated induction week and peer mentoring;
- support provided by the Library Helpdesk and liaison librarians;
- welfare and representation from the Students' Union;
- Business Gateway on-site.

Longitudinal Induction

Students take part in an induction when they join the programme. As well as providing essential information about the course and what students should expect, this includes icebreaker activities and discussions about what Masters' level learning is like in practice. There are also social opportunities to meet and get to know fellow MSc students. Further induction sessions are also offered throughout the first month, either as stand-alone activities or embedded into modules. Useful resources and guides are also made available to students via the Hub and signposted by lecturing staff when appropriate.

Extra-curricular and social activities

The team are aware of the role of extra-curricular and social activities in helping to build a supportive student cohort and develop additional graduate skills. Although this is arguably more difficult to do with a postgraduate cohort, all of whom tend to be leading very different lives, opportunities for socialising are provided. Examples include:

- the Postgraduate welcome reception during induction week, where students are able to meet peers studying on other programmes;
- an off-campus social gathering;

Students are also encouraged to sign up to the University volunteering scheme, which includes opportunities to assist with peer mentoring, act as a student guide at open days, and become involved in school visits.

Personal Academic Tutors

Each student is assigned a personal academic tutor (PAT) at the start of the programme. Students are encouraged to meet with their PAT at least once a semester. PATs discuss students' overall progress with them and suggest options that might help the student to deal with any challenges they face. PATs may refer students to relevant professional services as required.

Student representation and feedback

The programme operates in line with the University regulations on student representation. Each cohort elects two representatives, who liaise with the programme team through the following mechanisms:

- The Student Staff Consultative Committee (SSCC) meets once per semester. Meetings are led by students, who determine the agenda. If a student cannot be identified to chair the meeting, it is appropriate for a staff member to do this.
- The Postgraduate Programme Committee meets once per semester after the SSCC has met. Issues raised by students at the SSCC feed into the Programme Committee.
- On-going liaison. Student reps may raise an issue on behalf of their class at any time.

The University (in partnership with the Students' Union) provides training for class representatives to help them to fulfil their role effectively.

Students are also invited to complete module evaluations at the end of each semester. The data from module evaluations is considered by the Programme team and reported on in the annual programme monitoring report. Postgraduate students are also able to offer feedback through the annual QMU Student Survey.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/about-the-university/quality/