Programme Specification

Programme award and title: MSc in International Business and Socio-Economic Development

| SCQF Level: | 11 | SCQF Credit Value: | 180 |

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- This innovative programme aims to provide an opportunity not only to analyse and appreciate the management of international business, but also to explore current issues in globalisation. In particular, it has a distinctive focus on the impact that different business choices have on economies and societies, and on the context in which those choices are made.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

Knowledge and understanding

By the end of the programme, students will be in a position to:

- Understand the nature of international business, its strategies and operations;
- Identify the context in which international business operates and the implications of strategies and choices;
- Demonstrate awareness of the impact of business on societies. This entails focusing on: globalisation and its implications for the development of localities, competitiveness and competitiveness-related policies; differential development outcomes related to diverse forms of production organisation; the sustainability and responsibility of business towards people, territories and the environment; the role of creativity, knowledge and innovation for the development of localities and the people therein;
- Understand management issues in the context of international business;
- Appreciate different forms of doing business;
- Understand how the promotion of critical thinking and creativity in different economic and social contexts can lead to distinct solutions for the organisation of production;
- Understand processes of change across societies and economies as well as the policies that may foster change;
- Appreciate and understand the meaning of responsible and sustainable business as well as the ways in which business can achieve such outcomes;
- Specific knowledge related to each and every student’s field of interest in socio-economic related areas, including: social enterprises, human resource management, social marketing, finance, economics, sustainable development and environmental impact, and sports;
- Appreciate the interface between the University, businesses and communities, and the impact such interface has on the development of societies and economies.

- By the end of the programme students will have developed skills and acquired knowledge that will allow them to work in business enterprises, public enterprises, social enterprises, international organisations, government departments, NGOs, research institutes on social and economic issues, and academia.
- The programme provides a sound foundation for those wishing to undertake doctoral research.
Subject-specific skills and other attributes

- The ability to articulate knowledge of the foundations of international business, including managing international organisations, understanding international business, its environment as well as international business operations;
- In depth analytic skills in socio-economic development focusing in particular on the context and impact of business on societies;
- The ability to assess economic choices with respect to their sustainability for communities as well as for the environment;
- The ability to critically assess the private and the social benefits and the costs attached to international business and other forms of business;
- Sensitivity to the diverse social and economic outcomes attached to different forms of doing business;
- The ability to practically move from the discussion of business theory and socio-economic issues to the active observation of the context and the impact of business activities, through engaging with decision-makers in the socio-economic arena;
- The capacity to analyse issues in socio-economic development with academic rigour.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- Students will develop:
  - The ability to process information based on reason and analysis;
  - Their own critical thinking and imagination;
  - An awareness of the relevance of debate and discussion, based on respect for different views and perspectives;
  - Specific skills at a masters level in research design, data collection and analysis;
  - Intercultural competence;
  - The ability to work individually as well as in groups;
  - Their presentation and communication skills, including multimedia skills;
  - The capacity to adapt and transfer the critical methods of the discipline to a variety of working environments;
  - Confidence in their ability to interact in academic and business environments;
  - Time management and organisational skills;
  - Networking skills

Learning, teaching and assessment strategies:

Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The students have an active role in their learning experience, which challenges them to increase their knowledge, develop critical and analytic abilities, present their ideas and arguments coherently by combining theory and observations, and develop research skills. Moreover, the programme allows students to shape their learning environment through debate and discussion, an exploratory process which is aimed at uncovering the students' main business-related, social and economic concerns.
- In order to provide these opportunities the programme is informed by a learner-centered approach to teaching and learning, which gives special attention to how and why people learn, sees learning as a process involving emotional factors, such as motivation and satisfaction, and considers the learner’s needs throughout the whole process. This approach, supported by teaching techniques such as group-work, role-play, problem-solving, case studies, and individual reflection and presentations, gives students the opportunity to sharpen their presentation and communication skills, and enhances their confidence to interact in complex and demanding environments after graduation.
- In accordance with the approach presented above, the programme offers a unique space for participants to enhance their learning experience. As an aspect of this, students on the programme are involved in two projects for active engagement, reflection and analysis: the “Enterprise Project” and the “Digi-Essay”.
- The programme aims to attract students from a variety of backgrounds and cultures. Given that the pedagogical focus is very much on exchange of ideas and experiences in a process of co-operative
learning, there will be significant time dedicated to participant interaction around particular issues. The purpose of such interaction is twofold. On the one hand it aims at encouraging students to contribute their own ideas and perspectives, while learning from and integrating the points of view and experiences of others. This is expected to support each student in developing his/her own line of thought. On the other hand, interaction facilitates the nurturing of relations amongst the students, and indeed amongst the students and lecturers, in a way that fosters cultural awareness and the acquisition of intercultural skills. Moreover, students have the opportunity to be part of a wider multinational network that includes the programme team, alumni, leading academics, policy makers and business people.

- The programme integrates the international dimension into all areas of the learning experience by resorting to an approach to internationalisation in higher education which considers it as a process - not as an end in itself. Such process highlights the relevance of intercultural exchange and multinational networking, takes into account the needs and interests of the different people involved, is based on certain values - such as respect for different ideas and opinions, social responsibility, inclusiveness, integrity - and acknowledges the links between the international and the local environment.
- The course modules will be assessed by various methods which include essays, individual and group projects (including the production of digi-essay - a digital essay combining academic reasoning with narrative, images and music - and a reflective journal) and final examinations.
- The period of assessed study (lectures, tutorials, seminars) is followed by a period of supervised research resulting in a dissertation in the field of socio-economic development. As part of the supervision, students will be provided with two sessions to support their choice of topic. The topic may come from any of the modules taken during the programme, students being required to position that topic in a socio-economic context. The theoretical framework for this contextualisation is informed by the core module in Globalisation, Creativity and Competitiveness.

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Introduction/revision date: