**Programme Specification**

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Master of Science / Postgraduate Diploma / Postgraduate Certificate in Retail Management</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180 / 120 / 60 credits</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

The overall aim of the programme is to provide students with a high level of knowledge and understanding of the concepts and systems underlying the retail business, and to equip students with the necessary practical, research and analytic skills for a professional career in Retailing. More specifically the overall aims are to provide students with: knowledge and understanding of how retailing works, and its contribution to society; general social-science research skills that are not subject-specific; personal and professional skills that are transferable to other areas; skills in the application of retailing theory, principles and research findings to contemporary issues in retailing.

**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 as:

- **Knowledge and understanding of:**
  1. contemporary and leading-edge issues in marketing
  2. how retailing works, the key activities and relationships
  3. professional skill requirements
  4. the conduct of professional and academic research in the retailing area.

- **Subject-specific skills and other attributes:**
  *Intellectual skills:*
  1. critical thinking in terms of identifying assumptions and implicit values, evaluating statements or research results in terms of evidence, detecting false logic
  2. the ability to analyse, synthesise and interpret
  3. problem identification and solution
  4. the application of retail concepts, theories and models
  5. creativity in the generation of new concepts and models
  6. independence of mind and thought.

- **Generic skills and other attributes**
  *Subject practical skills:*
  1. information retrieval, generating bibliographies and reviewing the literature
  2. computing and the use of IT
  3. the construction and analysis of data, both qualitative and quantitative
  4. the design and execution of research in the retailing area
  5. the presentation of research results to clients
  6. writing management reports
  7. writing for publication.

  *Transferable skills:*
  1. time management and working to deadlines
  2. team skills, empowerment and motivation
  3. negotiation and assertiveness skills
  4. participating constructively in groups
  5. project management
  6. communication in groups, in formal presentations and in writing
  7. develop self-confidence and self-reliance.
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

Testing of the knowledge base is through a combination of unseen written examinations, assessed group project work, individual assignments, evaluation of presentation and communication skills. The variety of assessment methods used to assess intellectual skills all place emphasis on the learner’s ability to demonstrate skills 1-6.

Coursework assessment includes writing research proposals, management reports, critical evaluations and undertaking a dissertation. Assessment of transferable skills includes formal assessment in project presentations, project reports, written essays and the dissertation. Skill 4 is subject to peer assessment. Feedback is given on skills 1-3.

Professional/statutory body accreditation or recognition: ESRC

Further details:
Entry requirements: http://www.external.stir.ac.uk/postgrad/index.php
Programme structure: http://www.calendar.stir.ac.uk/2004-2005/Index/SubjectListIndex.htm
Relevant Subject Benchmark statement (if applicable): http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp
Scottish Credit and Qualifications Framework: http://www.scqf.org.uk/the_framework.asp
Introduction/revision date: 1993/Annual