Programme Specification

<table>
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<tr>
<th>Programme award and title:</th>
<th>Master of Business Administration (Retailing)</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</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 programme has been introduced by the Institute for Retail Studies in recognition that retailing is a complex industry, constantly evolving and increasingly competitive and that senior management today require a thorough knowledge of modern management practice to support the necessary entrepreneurial skills which have long been a feature of the industry.

The aim of the programme is to enable professional managers in the distributive trades to address broad issues of the industry in general and their effect on their own organisations in particular. Participants are expected and encouraged to draw upon their own management skills and experience throughout this programme.

**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**

After completing this programme students will be able to: demonstrate a thorough understanding of the industry and associated organisations; use their skills more effectively in areas such as strategy, human resource management, and marketing; apply current management techniques; develop responses to cope with market turbulence; analyse problems and develop solutions on an industry-wide basis.

- **Subject-specific skills and other attributes**

Strategic thinking, critical reasoning, problem solving, questionnaire design, data analysis, research design, retrieval and interpretation of information, use of statistical packages.

- **Generic skills and other attributes**

Teamworking, interpersonal and communication skills, presentation skills, analytical skills, self confidence, time management, evaluation and critical analysis of literature and data from secondary sources, application of concepts to the real world.

**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

Face to Face teaching.

Teaching materials Being distance learning the programme is self-contained as possible by providing specially prepared learning materials and selected textbooks.

V.4 Programme specification template (TPG) March 2005
Each specifically written module is divided into units which contains material on a particular topic. As an aid to studying, each unit is presented in the following format:

- contents page which provides an overview of the structure of the unit;
- aims and objectives of the unit;
- main text of the unit which is a structured commentary on the topic being addressed;
- self-assessment questions (SAQs) which are designed to test comprehension of the issues raised;
- answers to SAQs which enable students to assess their progress;
- recommended reading which is an integral part of the programme;
- additional reading which provides an opportunity to pursue the subject area in greater depth.

Methods of assessment

The method of assessment will be either by coursework only or a combination of coursework and examination. The design of the coursework enables students to apply the theoretical concepts in the units directly to their working environment.

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<th>Professional/statutory body accreditation or recognition:</th>
<th>N/A</th>
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Further details:

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/2004-2005/Index/SubjectListIndex.htm](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](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: 1988 / Annual