### Programme Specification

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<tr>
<th>Programme award and title:</th>
<th>Master of Science in Management (Innovation &amp; Entrepreneurship)</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

- This is a multidisciplinary programme designed specifically for students with a broad interest in management. The programme is designed for graduate students from an arts, social science, science, technology or business background who want gain an understanding of modern management practice, develop a range of management skills and learn about contemporary issues in modern management. The programme is also appropriate for professional managers who want to further develop their skills and knowledge in management. The variant in Innovation and Entrepreneurship provides students with a theoretical background to Innovation and Entrepreneurship and allows them to test their knowledge on a venture management module in the spring.

### 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
- the programme develops the student's knowledge of the main functions of management, including human resource management, finance, and the critical techniques, e.g. those from project and operations management; the advantage of this broad programme is that it enables a student to develop a complete understanding of organisations and the interactions of the different management roles.

#### Subject-specific skills and other attributes
- use of modern management software, e.g. MS Project, @Risk, relevant to many prospective employers
- the use and roles of models in management; all good management depends on models (in various guises) to enhance decision making

#### Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- communication skills relevant to management, e.g. report writing, presentation and group working skills
- critical analysis, emphasising the need to question claims and the scope for the transfer of experience
- problem definition; identifying the needs and the practical scope for analyses
- analytical and problem solving skills are developed through a variety of exercises, including simulations of management situations

### 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
A variety of learning, teaching and assessment strategies are used, reflecting the range of content of the programme;

- there is considerable use of case studies and students are encouraged to examine them critically, comparing experiences and identifying potential lessons while questioning the opportunities to transfer experiences between organisations;
- Many of the modules incorporate simulated management situations, presenting students with imperfect data and sometimes contradictory objectives, developing their capabilities in problem definition and coping with the challenges of applying the textbook techniques.

A part-time version of the programme is also available.

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

- Entry requirements: [http://www.stir.ac.uk/postgraduate/how-to-apply](http://www.stir.ac.uk/postgraduate/how-to-apply)
- Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)
- Introduction/revision date: