Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>BSc (Hons) Management</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>N200</td>
</tr>
<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
</tr>
<tr>
<td>SCQF Credit Value:</td>
<td>480</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 BSc in Management is a combination of Business Studies and Management Science. It aims to equip students with both specific skills required for undertaking a scientific approach to analysing management problems and a broad understanding of business today.

**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**
Students will gain an understanding of the internal functions and structures of organizations as well as the contexts within which business operates. The students will gain an insight into the interconnections between the various functional areas of business. They will understand how business operates in international markets, and the strategies that businesses can employ to gain an advantage over their competitors.

**Subject-specific skills and other attributes**
Management uses tools from various areas of knowledge. Some of these are quantitative, e.g. statistics, mathematical modelling, project management and cost-benefit analysis but qualitative tools, such as systems analysis, are also important. Management Students also needs to be able to communicate. Student will learn to communicate by the methods employed in business today, hence there is considerable emphasis on report writing and presentation skills.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes**
Students will develop their individual skills of critical thinking, team work and leadership. Students will learn to discuss and solve problems business problems. Students will become competent users of a range of generic software packages, and increase their familiarity with modern Information Technology.

**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 teaching methods are used on the programme, most modules use the traditional lecture and seminar structure, but many modules also include workshops where students tackle problems during the class, usually working in groups. Where IT is involved, two hour workshops will be included where the student works through pre prepared worksheet to learn the necessary skills before using the IT package for a particular opurpose, Some modules are case study based where the student study up to 3 in depth case studies.
- A variety of assessment methods are used, the usual method is 50% assignment and 50% examination though there are some slight difference. For course work essays are used for many Business Studies modules, whereas Management Science modules use reports. Some modules
use assessed presentations. Some modules take the form of a series of case studies, in this instance there would not be an examination.

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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.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements](http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [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: October 2012