

MSc International Marketing Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1 Awarding Institution - Queen Margaret University

- Contribute to a development of a given subject area, field or profession;
- Critically reflect on practice to develop skills of self-appraisal and insight;
- Identify, critically analyse and respond creatively to complex problems;
- Communicate effectively to diverse audiences through media appropriate for the subject area, field or professional practice;
- Take an interdisciplinary approach to study;
- Demonstrate originality in the application of knowledge and / or practice.

13. Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the marketing sector. A student-centred strategy goes some way toward addressing these challenges, as well as providing more opportunities for peer-to-peer learning, support and cultural exchange. This approach is0 g0 G 595.32404 [en)3(ab)313(qu)3(i)bme wcl4(ud)i5()-e(y)11()-ni-r. re pea(t)-4(r)-dt48 Tm0 g[he

14. Assessment strategies

Assessments will reflect the variety of teaching and learning strategies described above, and again with the Student Experience Strategy, with the emphasis on student-centred learning. There will be a mixture of formative and summative assessments. Specific assessment methods will include:

- Presentations, group-based and individual;
- Posters;
- Essays;
- Reports;
- Websites;
- ePortfolio submissions;
- Assessment of online discussions

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Full Time Route

| Module Title | Credits | Co-ordinator | Semester |
|--|------------|---------------|----------|
| International Marketing | 20 credits | Richard Bent | 1 |
| Markets, Innovation and the International Consumer | 20 credits | Mike Pretious | 1 |

communicated to relevant staff. Meetings are held once per semester to discuss learning plans and adjust if necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry;
- training in academic skills from the Effective Learning Service;
- English language classes for students whose first language is not English;
- Support for international students from the International Office;
- a range of services to aid direct entrants, including a dedicated induction week and peer mentoring;
- support provided by the Library Helpdesk and liaison librarians;
- welfare and representation from the Students' Union;
- Business Gateway on-site.

Longitudinal Induction

Students take part in a two-day induction when they join the programme. As well as providing essential information about the course and what students should expect, this includes icebreaker activities and discussions about what Masters' level learning is like in practice. There are also social opportunities to meet and get to know fellow MSc students. Further induction sessions are also offered throughout the first month, either as stand-alone activities or embedded into modules. Useful resources and guides are also made available to students via the Hub and signposted by lecturing staff when appropriate.

Extra-curricular and social activities

The team are aware of the role of extra-curricular and social activities in helping to build a supportive student cohort and develop additional graduate skills. Although this is arguably more difficult to do with a postgraduate cohort, all of whom tend to be leading very different lives, opportunities for socialising are provided. Examples include:

- the Postgraduate welcome reception during induction week, where students are able to meet peers studying on other programmes;
- an off-campus social gathering;
- an annual end of term festive food party, where students are invited to bring along seasonal fayre that best represents this time of year for them.

Students are also encouraged to sign up to the University volunteering scheme, which includes opportunities to assist with peer mentoring, act as a student guide at open days, and become involved in school visits.

Personal Academic Tutors

Each student is assigned a personal academic tutor (PAT) at the start of the programme. Students are encouraged to meet with their PAT at least once a semester. PATs discuss students' overall progress with them and suggest options that might help the student to deal with any challenges they face. PATs may refer students to relevant professional services as required.

Student representation and feedback

The programme operates in line with the University regulations on student representation. Each cohort elects two representatives, who liaise with the programme team through the following mechanisms:

The Student Staff Consultative Committee (SSCC) meets once per semester. Meetings are led by students, who determine the agenda.