

**BUSINESS Pre-Masters in Management SCQF 10**

Version	Current Version	3.12	2021
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**PATHWAY'S**

<b>Pathway Type</b>	<b>Postgraduate</b>		
<b>Pathway Areas</b>	<b>Management</b>		
Pathways/s	Management	-	-
University SITS		-	-
College MAZE	PGMA	-	-
Pathway Provision	College: SCQF Level/s	10	
	University: SCQF Level/s	11	
Awarding	Robert Gordon University		
Awards by Pathway	Degree awards – all below at SCQF 11		
	MSc Accounting and Finance	MSc Procurement and Supply Chain Management	
	MSc Financial Management	MSc Oil and Gas Accounting and Finance	
	MSc International Business Management	MSc Business Innovation and Entrepreneurship	
	MSc Business with Strategic Risk Management	MSc Business with Financial Management	
	MSc Business with Strategic Risk Management	MSc Energy management	
	MSc Business with HR Management	MSc Fashion Management	
	MSc Business Leadership and Management	MSc International Marketing Management	
	MSc Project Management	MSc Corporate Communications and Public Affairs	
	MSc Digital Marketing	MSc Cyber Security	
	MSc Tourism and Hospitality Management	MSc Data Science	
	MSc Information Technology	MSc Information Technology with Business Intelligence	
	MSc IT for the Oil and Gas Industry	MSc Information Technology with Cyber Security	
	LLM Law	MSc information Technology with Network Management	
	LLM Law and Dispute Resolution	LLM Law and International Commercial Law	
	LLM Law and International Law	LLM/MSc Oil, Gas and Renewable Energy Law	
	LLM Law and Energy Law	MSc Construction Project Management	
	MSc Public Health and Health Promotion		
Subject Benchmark Statements	QAA: Business and Management 2015; Computing 2019.		
College Status	Affiliate College		
College Location	Garthdee Campus		
University Location	Garthdee Campus		
University School/s	Aberdeen Business School; School of Creative and Cultural Business; School of Computing Science and Digital Media Digital Media; The Law School; School of Engineering; School of Architecture and Built Environment; School of Health Sciences.		

Rationale	<p>The partnership between the College and Robert Gordon University facilitates the acquisition of an Postgraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues:</p> <ol style="list-style-type: none"> <li>1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.</li> <li>2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.</li> <li>3. Facilitate access to a pathway leading to a University degree award.</li> <li>4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population.</li> <li>5. Widen access and participation in higher education in line with the University's Internationalisation agenda.</li> <li>6. Commit to the provision of best practice customer service and student experience for international students.</li> <li>7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.</li> <li>8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic mission and vision.</li> <li>9. Enhance the global reach of the University into previously untapped markets and market segments.</li> </ol>
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	<ol style="list-style-type: none"> <li>10. Add resource, human and financial, to the University's marketing process.</li> <li>11. Facilitate access to a global recruitment process.</li> <li>12. Assist in the diversification of the student body.</li> <li>13. Make available the benefits derived from access to Navitas' global reach and corporate marketing arm.</li> </ol>
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Educational Aims	<p>The programme, Pre-Masters in Management, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR 5, and the nominated outcomes desired by Robert Gordon University, Aberdeen Business School, to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the Aberdeen Business School at SCQF Level 11 of the prescribed postgraduate degree schemes.</li> <li>2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the commercial sector at both a national and international level.</li> <li>3. Develop in students a fundamental knowledge that can demonstrate an understanding of the skills and appropriate techniques that can be applied to a variety of management problems, so as to support their transfer into SCQF Level 11 of the prescribed degree schemes.</li> <li>4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.</li> <li>5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.</li> <li>6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.</li> </ol>
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<b>PROGRAMME</b>	
Title	Pre-Masters in Management
SCQF	10
Credit Points	60
Duration of Study	One (1) semester
Weeks of Study	Ten (10) weeks

Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	600	
Contact Hours	180	
Directed Study Hours	120	
Self-directed Study Hours	300	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Intended Learning Outcomes	<p><b>Generic:</b> All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:</p>	
	Key knowledge will be demonstrated by::	Key skills will be demonstrated by the ability to:
	Personal organisation and time-management skills to achieve research goals and maintain solid performance	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual

	levels.	sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.	
	Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.	
	Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.	
	Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.	
	Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.	
	Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.	
	<p><b>Specific:</b> Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG). Specific LOs for the majority of modules are blended from the relevant and current University Module Outlines at SCQF Level 10 to ensure parity, see Appendix 4 in this document.</p> <p><b>Intended:</b> Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:</p>		
A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	Identify and discuss the concept of business and management along with its internal and external operating processes, inclusive of planning and strategy, growth, innovation, entrepreneurship, marketing, products/services, finance and accounting systems, information systems and human resource.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). In addition, learning outcomes, A.6 and A.8	A.1 to A.14 – via a combination of summative (closed-book) examinations and summative coursework in the form of a mini-dissertation, research proposal, written assignments, in- course tests, project reports and presentations. In particular, A.7 and A.8 are tested via a research protocol/proposal and A.9 and A.10 are further assessed in the mini-dissertation.

	2	Define and discuss the organisational function in the external commercial and global economic environment.	will be developed through group debates.	Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.  All students are expected to maintain an 85% attendance record.
	3	Define and discuss the Global economic environment.	Additional support is provided through the provision of small peer- led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	
	4	Define and recognise the importance of international competitiveness.		
	5	Identify and Explain classic and contemporary concepts and theories of economic thinking.		
	6	Define and discuss principles, procedures and practices of effective management and leadership within organisations with the global economic context.	Students are encouraged to interact with teaching staff and academic services to ensure that they understand assessment requirements and that their work is aligned with marking criteria.	
	7	Identify and discuss emerging and advanced economies.	Ensuring all candidates acquire grounding in Robert Gordon University and associated end-user IT platforms for academic study.	
	8	Apply the history and epistemology of scholarship and research to postgraduate level studies.		
	9	Apply a full range of research methodologies and research methods for postgraduate level study.	The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e- learning for research.	
	10	Apply the ethics of research and the process of undertaking research.		
	11	Recognise techniques and formats of research communication.		
	12	Apply selected quantitative and qualitative data analysis methods.		

	13	Identify a full range of academic and personal skills required to study successfully at postgraduate level.	The Programme Specification, DMDs, Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.  <i>Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i>  <i>Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein candidates options.</i>		
	14	Demonstrate techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.			
	B	Cognitive/Intellectual Skills	Teaching/learning methods and strategies		Assessment methods and strategies via...
	1	Apply the subject-specific theories, concepts and principles found within the disciplines of business and management with the economic environment.	Achievement of Intended LOs via a combination of lectures, seminars and tutorials.  Additional support is provided in the form of guest presenters from professional practice and research active academics. One-to-one tutorials and peer review will be used to develop B.3–B.5 in more depth.		B.1 to B.5 - via a combination of summative (closed-book) examination and summative coursework in the form of a mini-dissertation, research proposal, presentation, written assignments, and informally via spot in- course tests. In particular, B.3 is further assessed in the mini- dissertation.
	2	Demonstrate a critical approach to knowledge commensurate with postgraduate level study.			
	3	Formulate and test subject-specific statements, hypotheses and arguments.	Ensuring all candidates acquire grounding in Robert Gordon University	Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates	

	4	Present reasoned arguments to back up academic position(s).	and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e- learning for research. Additional support is provided through the provision of small peer- led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.
	5	Describe, analyse and interpret a range of data sets.		
	C	Practical Skills		
		To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.	Communication skills are central to all teaching, class/lab-based learning and self-directed study; these are tested out throughout all assessment practices.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
2	Competently plan and execute oral and written works appropriate to the discipline and level under study.	Students are encouraged to explore and develop variety of communication skills,	C.1 to C.4 – via a combination of	

	3	<p>Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.</p>	<p>under pinned by the ILSC module.</p> <p>Achievement of Intended LOs via a combination of lectures, seminars and tutorials.</p> <p>Peer review sessions will support the development and assessment of research protocols (C.2 and C.3).</p> <p>Additional sessions are provided in the form of guest presenters from professional practice, research active academics and library staff, together with monitoring/appraisal by ICRGU academic management team.</p> <p>Practical sessions will build confidence in the use of ICRGU and University IT platforms to develop an understanding of the implications and possibilities of different computer and IT systems for research.</p>	<p>summative (closed-book) examination and summative coursework in the form of a mini-dissertation, research proposal. In particular C.2 is tested in the research proposal and mini-dissertation and C.3 in the mini-dissertation.</p> <p>Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and the creation of a classroom environment which challenges conventional wisdom and encourages critical engagement.</p> <p>All students are expected to maintain an 85% attendance record.</p>
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	D Transferable Skills To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
Assessment Regulations	1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities.
	2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non- technical language and language style, structure and form.	Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, mini dissertation (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.
	3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.	D.1 to D.4 – via a combination of summative (closed-book) examinations and summative coursework in the form of a mini-dissertation, research proposal. In particular D.3 is tested in the research proposal and mini- dissertation and D.4 in the mini- dissertation. The ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
	4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time- management and self-discipline within the academic and professional environments.	Formative assessment is a constant feature of the programme and is deployed in the form of peer discussions, debates and is situated within a classroom environment which challenges conventional wisdom and encourages critical engagement.
		<p><b>Summary:</b>  The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.  Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events. Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.  In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.  All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.  Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational.  Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9.</p>	

This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9

. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9 . Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any given module:

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a 65% in the Interactive Learning Skills and Communication (see DMI ILS003). The assessment mode for a given module is based on the desired Specific LOs, expressions can be found in the relevant DMD. Students must be briefed at the beginning of module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

70 – 100 % (High Distinction) – Distinctive level of knowledge, skill and understanding demonstrates an authoritative grasp of the concepts and principles and ability to communicate in relation to the assessment event without plagiarism or collusion. Indications of original application of ideas, graphical representations, personal insights reflecting depth and confidence in understanding of issues raised in the assessment event.

60 – 69% (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of student's application and result can be commended.

50 – 59% (Credit) – Level of competence shows an acceptable knowledge, skill and understanding to indicate that the student is able to make further progress. The outcome shows satisfactory understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

40 – 49% (Pass) – Evidence of basic competence to meet requirements of the assessment tasks without plagiarism or collusion. Evidence of basic acquaintance with relevant source materials. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

Less than 40% (Fail) – The student's application and result shows that the level of competence



	<p>not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.</p> <p><u>Generic marking criteria:</u></p> <p>Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.</p> <p>Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.</p> <p>Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.</p> <p>Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.</p> <p>Illegible material will not be given due credit, specified as a percentage of the marking criteria.</p> <p>Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.</p> <p>Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9</p>
Moderation	<p>See CPR QS9 – summary: for modules PG1002 and PG1003 moderation is normally applied to each main assessment of a module; the main assessment is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample taken from the highest, lowest and borderline percentiles.</p> <p>For module PG1000, assessment D is subject to moderation by the relevant RGU subject specialist; the remaining assessments of PG1000 are moderated by a subject specialist from Navitas UK (see DMD/PG1000); moderation is carried out as prescribed at each assessment event; in all instances, moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample taken from the highest, lowest and borderline percentiles.</p>
Progression Criteria	<p>See CPR QS9 – summary: for modules PG1002 and PG1003 and assessment D of PG1000, the minimum overall pass mark of 50% to be achieved in each assessment, with a minimum pass mark of 40% in assessments weighted over 30% of a module assessment regime; for PG1000 all assessments (with the exception of assessment D) require a pass mark of 65%.</p>
Failure to Progress	<p>See CPR CS9 – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.</p>
Associated Documentation	<p>Definitive Module Documents (DMDs) as follows: DMD/PG1000; DMD/PG1001; DMD/PG1002</p> <p>Module Guides (MGs) as follows: MG/PG1000; MG/PG1001; MG/PG1002</p> <p>Associated teaching aids for a module as required</p> <p>Associated Student Handbook</p> <p>College Policies and Regulations (CPRs)</p>
Human Resource	<p>Sessional academics (tutors) – with appropriate qualifications, experience and abilities.</p> <p>Guest speakers – relevant industries as requested by the College.</p>
Built Environment	<p>All lectures/classes/labs and small group tutorials are held in the designated ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use Robert Gordon University's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.</p>
E-learning	<p>College Portal; University Moodle; Library</p>

Programme Framework	Pre-Masters in Management				
	Core Modules		Credit Points	% Examination	% Coursework
	Module Code	Module Name			
	One (1) Semester:				
	PG1000	Interactive Learning Skills and Communication 4	30	-	100
	PG1001	Management	15	60	40
	PG1005	Critical Thinking for postgraduate study	15	50	50
	Postgraduate Stage 1: Management		60 Credit Points		
Management	<p>The Pre-Masters in Management programme is delivered by ICRGU on the Garthdee Campus of Robert Gordon University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.</p> <p>The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.</p> <p>The general operational management of the programme lies with ICRGU's academic services which assumes overall responsibility for the administrative and implementation functions.</p> <p>The ICRGU College Principal and Director or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p> <p>The various sessional academic lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU College Principal and Director or nominee in consultation with the Academic Registrar Navitas UK, the Head of the Aberdeen Business School and associated appropriate Programme Directors/Leaders and/or Link Tutor.</p> <p>The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the ICRGU Pre-Masters in Management.</p>				
Monitoring and Review	<p>Formal review of the Pre-Masters in Management programme takes place on an annual basis and as an integrated part of the Robert Gordon University Annual Course Appraisal cycle. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Robert Gordon University. Progression is determined via the ICRGU Examination and Progression Board. For details of this review and quality management of this and all ICRGU programmes, see, CPR QS9.</p> <p>Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys and teaching observation</p>				

Entry Requirements	<p>Standard and approved requirements for academic international benchmark qualifications, see CPR 3. English language entry is at CEFR level B2 in line with UKBA requirements for NQF6+/SCQF10+.</p> <p>*MSc Financial Management applicants are expected to have successfully completed a bachelor's degree or equivalent in Finance, Accounting, Economics, Business Studies, Mathematics or another quantitative subject, for example Engineering and Computing.</p> <p>** MSc Accounting and Finance or MSc Oil and Gas Accounting applicants are expected to have successfully completed a bachelor's degree or equivalent in Accounting and/or Professional Accounting Examinations</p>
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	N/A
Appendix 4	N/A
Appendix 5	College DMDs.



## Appendix 1

### Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

SCQF 10		Intended Los													
		Knowledge and Understanding													
ICRGU Core Modules	Module Code	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12	A.13	A.14
Interactive Learning Skills and Communication	PG1000	✓	✓	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Management	PG1001	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓✓
Critical Thinking	PG1004	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓✓

SCQF 10		Intended Los											
		Intellectual Skills					Practical Skills			Transferable Skills			
ICRGU Core Modules	Module Code	B.1	B.2	B.3	B.4	B.5	C.1	C.2	C.3	D.1	D.2	D.3	D.4
Interactive Learning Skills and Communication	PG1000	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓
Management	PG1001	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓
Critical Thinking	PG1004	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓

### Knowledge and Understanding

A.1	Identify and discuss the concept of business and management along with its internal and external operating processes, inclusive of planning and strategy, growth, innovation, entrepreneurship, marketing, products/services, finance and accounting systems, information systems and human resource.
A.2	Define and discuss the organisational function in the external commercial and global economic environment.
A.3	Define and discuss the Global economic environment.
A.4	Define and recognise the importance of international competitiveness.
A.5	Identify and explain classic and contemporary concepts and theories of economic thinking.
A.6	Define and discuss principles, procedures and practices of effective management and leadership within organisations with the global economic context.
A.7	Identify and discuss emerging and advanced economies.
A.8	Apply the history and epistemology of scholarship and research to postgraduate level studies.
A.9	Apply a full range of research methodologies and research methods for postgraduate level study.
A.10	Apply the ethics of research and the process of undertaking research.
A.11	Recognise techniques and formats of research communication
A.12	Apply selected quantitative and qualitative data analysis methods.
A.13	Identify a full range of academic and personal skills required to study successfully at postgraduate level.
A.14	Demonstrate the techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.

### Intellectual/Cognitive Skills

B.1	Apply the subject-specific theories, concepts and principles found within the disciplines of business and management with the economic environment.
B.2	Demonstrate a critical approach to knowledge commensurate with postgraduate level study.

B.3	Formulate and test subject-specific statements, hypotheses and arguments.
B.4	Present reasoned arguments to back up academic position(s).
B.5	Describe, analyse and interpret a range of data sets.

#### Practical skills

C.1	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.
C.2	Competently plan and execute oral and written works appropriate to the discipline and level under study.
C.3	Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.

#### Transferable skills

D.1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.
D.2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
D.3	Application of basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D.4	Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.

## Appendix 2

### Teaching Rotations:

#### Semester 1 – DELIVERY IN OCTOBER AND JUNE

Week	Total Hours							Contact hours/week	Self-directed study hours/week
	PG1000		PG1001		PG1004				
	Interactive Learning Skills and Communication	Self-dir study	Management	Self-dir study	Critical Thinking	Self-dir study			
	Contact hours (Directed study)		Contact hours		Contact hours				
1	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
2	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
3	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
4	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
5	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
6	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
7	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
8	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
9	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
10	10 (4)	11	4 (4)	4.5	4 (4)	4.5	18 (12)	20	
<b>Total hours / module</b>	100 (40)	110	40 (40)	45	40 (40)	45	180 (120)	200	
<b>Notional hours / module</b>	250		125		125		500		
<b>Credit Points</b>	30		15		15		60		

**Appendix 3**

NOT APPLICABLE FOR THIS PROGRAMME

**Appendix 4**

NOT APPLICABLE FOR THIS PROGRAMME