

INTERNATIONAL BUSINESS ACADEMY KOLDING

Programme Specification for MSc International Business (Validation 2017)

Academic Year 2017/2018

Part 1: Programme Specification

Programme Specification for: Master of Science International Business

1 Available Award(s) and Modes of Study			
Title of Award	Mode of attendance	UCAS Code	FHEQ Level
MSc International Business Fallback Awards: Pg Diploma in International Business Pg Certificate in International Business	Full-time 1 Year Part-time 2 Years	N/A	Level 7
2 Awarding Institution/Body	Coventry University		
3 Teaching Institution and Location of delivery	International Business Academy, Kolding		
4 Internal Approval/Review Dates	Date of approval: December 2017 Date for next review (interim): 2020/21		
5 Programme Accredited by	Not Applicable		
6 Accreditation Date and Duration	Not applicable		
7 QAA Subject Benchmark Statement(s) and/or other external factors	This programme of study meets the subject benchmark statements for Masters awards in Business and Management June 2015. http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf This programme is subject to approval by the Danish Evaluation and Accreditation Institute (EVA) April 2018 https://www.eva.dk/videregaaende-uddannelse		
8 Date of Programme Specification	December 2017		
9 Programme Manager	IBA FT Associate Dean: Peter W. Lei		

10. Educational Aims of the Programme

The IBA MSc International Business is a Masters programme aimed at graduate students who have studied business and management subjects before as a major part of their first degree. The programme provides students with the opportunity to develop a strategic outlook in a global context and to advance business skills developed in their earlier academic studies. This has the major objective of preparing students for a successful international career in business management, in either the public, private or non-profit sector.

Successful business managers have the ability to think strategically, to communicate effectively and to implement complex business projects, from new product development, to mergers and acquisitions. The emphasis on building management skills is illustrated in several of the core modules. The MSc International Business will help students to develop an analytic and conceptual perspective in key functional areas and the ability to apply critical skills to the functions and processes that drive business and organisations today.

The programme introduces students to globalisation through a focus on the growth of international business and inter-cultural perspectives. The programme emphasises the development and implementation of appropriate strategies within a changing environment, management of strategic issues and their compliance.

In addition to subject knowledge, emphasis is also placed on communication skills in a variety of forms including written form and presentations (individual and group). Communication is vital in any business context but the international dimension makes communication even more important and complex. When taking into account organisational and national culture, together with different time zones and the geographical spread of teams, communication can be difficult. These issues are addressed throughout the course with students working in multi-cultural groups to simulate working in international business teams. In addition, business software and simulations (for example in Global Markets and Entry Strategies) give students the opportunity to study and appreciate how different organisational elements relate to each other. The dissertation module provides the opportunity for learning advanced quantitative and qualitative research methods, collating credible sources of information, and writing a substantial individual piece of work, which demonstrates the student's ability to apply academic knowledge to organisational practice.

The programme develops students' strategic thinking, effective communication and research skills, all directly relevant to employers, such skills are of great value when seeking future employment.

General MSc Objectives are to:

- Provide the framework within which students can develop an analytical understanding of both the functional nature of business and the holistic nature of management and leadership exchange insights across organisations.
- Provide students with the opportunities to develop and enhance their skills and the ability to apply a variety of management and leadership tools and techniques to their own organisations.
- Stimulate a proactive approach to organisational issues which illustrate an understanding of the impact of the changing environment and the context within which managers and organisations operate.
- Support students as they prepare for and carry out a sustained piece of research, namely the MSc dissertation.
- Provide enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.
- Develop understanding, responding to and shaping the dynamic and changing nature of business, including consideration of the future of organisations within the global business environment.

- Develop a range of skills and attributes particularly relevant to business and management such as commercial acumen, managing cultural diversity and cross-cultural aspects within a global business context.

11. Intended Learning Outcomes of the Programme

The overall intended learning outcomes (ILOs) for the programme are that by the end of the programme, students should be able to:

1. Strategically analyse a range of business situations and make appropriate recommendations and interventions based on these analyses.
2. Implement complex business projects based on a critical understanding of business functions and how they inter-relate.
3. Communicate effectively with key stakeholders in organisations, colleagues and clients to include writing reports and giving coherent, strategic, professional presentations.
4. Understand and critically evaluate the complexities of working internationally across geographical boundaries and cultures.
5. Critically analyse a range of possible business choices and potential interventions, using relevant data, to propose strategically viable solutions.
6. Systematically analyse and critically evaluate sources of data and information to synthesise business research based on evidence.

These overarching learning outcomes will be achieved through the students studying modules which give knowledge, skills and abilities in key business areas. Students will be encouraged to synthesise and apply knowledge and their critical understanding of international business topics in group work, reports and presentations. Detailed ILOs, which enable achievement of the overarching ILOs, are given below.

11.1 Knowledge and Understanding

On successful completion of the programme students should be able to demonstrate knowledge and understanding of:

KU1. The impact of contextual forces on organisations operating in the international business environment, including legal systems; ethical, economic, environmental, social and technological change issues; international developments and corporate governance.

KU2. Market development and stakeholder satisfaction; the development and operation of markets for resources, goods and services; expectations of customers and equivalent stakeholders, service and orientation.

KU3. The concepts, processes and institutions in the production and marketing of goods and/or services, both nationally and internationally; the management of resources and operations.

KU4. The financing of the business enterprise or other forms of organisations: sources, uses and management of finance; use of accounting for managerial and financial reporting applications.

KU5. The management and development of people within international organisations: organisational theory, behaviour, human resource management, change management.

KU6. The uses and limitations of a range of research methods/techniques, both qualitative and quantitative and an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain organisational environment.

KU7. The use of relevant communication and information technologies for application in business and management within a global knowledge based economy.

KU8. The development of appropriate business policies and strategies within a changing context to meet stakeholder interests.

The principal teaching, learning and assessment methods used on the programme to achieve these learning outcomes are identified below.

	Teaching and Learning	Assessment
KU1	Lectures, seminars, tutorials, computer workshops, textbooks, VLE, journals, online resources such as global trade websites.	Examinations, individual and group written coursework, individual and group presentations and dissertation.
KU2	Lectures, seminars, textbooks, VLE, journals articles.	Examinations, individual and group written coursework, individual and group presentations and dissertation.
KU3	Lectures, seminars, tutorials, textbooks, VLE, journals, online resources such as global trade websites.	Group work, examinations, coursework.
KU4	Lectures, seminars, textbooks, VLE resources and exercises, journals, in-class exercises, group discussions.	Examinations, individual and group written coursework, individual and group presentations and dissertation.
KU5	Lectures, seminars, textbooks, VLE resources and exercises, journals, in-class exercises, group discussions.	Group work, examinations, coursework, assessed poster and related question and answer session.
KU6	Lectures, seminars, textbooks, journal articles, in-class discussions, formative feedback.	Dissertation.
KU7	Lectures, seminars, tutorials, textbooks, VLE, journals, online resources such as global trade websites.	Group work, examinations, coursework.
KU8	Lectures, seminars, textbooks, VLE, journals articles.	Dissertation, examinations, coursework.

11.2 Cognitive (Thinking) Skills

On successful completion of the programme students should be able to:

CS1. Think critically and creatively: manage creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.

CS2. Demonstrate problem solving and decision-making skills: establish criteria, use appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.

CS3. Assimilate information and knowledge: scan and organising data, abstracting meaning from information and sharing knowledge.

The principal teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
CS1	Lectures, seminars, dissertation supervision, group discussions, formative feedback and summative feedback.	Presentations, written coursework, examinations, Dissertation.
CS2	Seminar discussions, lectures, group tasks, case studies, lectures.	Dissertation, examinations, coursework.

CS3	Use of online resources (e.g. international databases), journal articles, textbooks, lectures, seminars.	Group and individual coursework, Dissertation.
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11.3 Practical Skills

On successful completion of the programme students should be able to:

PS1. Apply business and management models and theories in an organizational context.

PS2. Continuously develop skills and knowledge in business and management to be able to apply appropriate and timely solutions to business problems.

PS3. Conduct research into business and management issues.

The principal teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
PS1	Lectures, seminars, tutorials, problem-solving workshops and exercises, textbooks, VLE, journals (hard copies and electronic).	Examinations, Individual written coursework. Problem-solving exercises, and especially the Dissertation.
PS2	Lectures, seminars, tutorials, problem-solving workshops and exercises, textbooks, VLE, journals (hard copies and electronic).	Examinations, Individual written coursework. Problem-solving exercises, and especially the Dissertation.
PS3	Lectures, seminars, tutorials, problem-solving workshops and exercises, textbooks, VLE, journals (hard copies and electronic).	Examinations, Individual written coursework. Problem-solving exercises, and especially the Dissertation.

11.4 Transferable Skills

On successful completion of the programme a student should be able to:

TS1. Critically apply numeracy and quantitative skills, including the use of models, to business situations; demonstrate qualitative research skills.

TS2. Make effective use of Communication and Information Technology (CIT).

TS3. Use two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports.

TS4. Demonstrate personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning and developing critical business skills and adapt to the changing business environment.

TS5. Demonstrate effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development, leadership and management.

TS6. Demonstrate leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement.

TS7. Demonstrate an understanding of good ethical practice and the application of corporate social responsibility in the modern, ever changing business environment.

TS8. Demonstrate learning through critical reflection on practice and experience.

Transferable/key skills are generally incorporated within modules (see Annex 1) and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules.

The range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.

12. Programme Structure and Requirements, Levels, Modules, Credits and Awards

The programme has been devised primarily as a one-year full-time programme but it may also be taken part-time over two years. It is constructed on the basis of Coventry University's taught postgraduate modular framework (180 credits). The programme is comprised of mandatory modules.

Students must undertake and pass the final semester project (i.e. the dissertation) if they are to be awarded a 'masters' title. All modules are assigned 15 credits, apart from the dissertation module which has 60 credits.

Module No.	Module Title	CATS Points
Semester One		
KOLM06BSS	Global Supply Chain and Logistics	15
KOLM67MKT	Marketing in an International Perspective	15
KOLM14EFA	Accounting for Business	15
KOLM05BSS	Global Business in Emerging Regions	15
Semester Two		
KOLM10BSS	International Leadership and Management	15
KOLM12BSS	Global Markets and Entry Strategies	15
KOLM13BSS	International Trade Management	15
KOLM12HRM	International Human Resource Management	15
Dissertation Stage		
KOLM43BSS	The Postgraduate Research Project	60
Total Degree Credits		180

All modules are mandatory.

Note: All students are enrolled on the MSc programme. Students exiting prior to completing the full MSc may be eligible for a fall-back award as follows:

- Postgraduate Certificate in International Business: 60 credits from taught modules.
- Postgraduate Diploma in International Business: 120 credits from taught.

Awards are made in accordance with Coventry University Regulations.

13. Support for Students and their Learning

Student support mechanisms are as detailed in the IBA Student Handbook. In addition, students will be supported by the following means:

- The course induction will include details of course administration and management, course ethos, learning styles, how to use the VLE, reflective learning, assignment preparation, rules and regulations and social time to aid cohort bonding.
- Students experiencing social, health or other personal issues are referred to an IBA Student Counsellor.
- Provision of a student handbook and module guides.
- Online support via the course, subject and module VLE pages.
- Peer support.
- Allocation of a project supervisor.
- The MSc IB Programme Manager and Programme Assistant.
- Support from IBA Erhverv (employability, CV writing, job database etc.)
- A team of Faculty Registry Administrators to support the students' academic journey advising on all Regulatory matters
- Study facilities including access to well-equipped teaching rooms, study compartments, quiet Wi-Fi work areas, computer suites, student bar and social areas.

All support mechanisms are consistent with IBA Principles and Values. Reasonable adjustments can be made to the teaching, learning assessment and support of course to maximise accessibility to students with disabilities. Students may discuss their needs with the Programme Manager and any other member of staff with whom they feel comfortable.

The main services located in the Centre are listed below. Full information on these services can be found on the IBA web site at <http://www.iba.dk/international> and in the IBA Study Handbook.

- IBA Erhverv/Careers and Employability
- Counselling
- International Office

Students will be expected to have access to the internet, a printer, a PC and a browser capable of utilising the course, subject and module web materials.

14. Criteria for Admission

The programme is subject to the general Coventry University admission procedures and access policies. To be accepted for the programme students must possess as a minimum either:

- (a) A second class honours undergraduate degree from an appropriate business or economics background

OR

- (b) A second class honours degree in addition to appropriate work experience in business or the public sector, or equivalent professional qualifications.

Careful monitoring of applications to ensure that applicants are suited to the programme takes place. Where necessary, applicants are interviewed, especially those who do not appear to meet standard admissions criteria. Where deemed appropriate, a written exercise is administered to establish suitability.

- Non-standard applications must be approved by the Link Tutor.
- In the case of overseas applicants, an adequate proficiency in English must be demonstrated with a minimum IELTS score of 6.5 or its equivalent.
- Accreditation for prior learning is in accordance with the Danish International Study Handbook (updated regularly by the Danish Immigration Office).

15. Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The Programme is overseen by FBL (Faculty of Business and Law) Faculty Collaborative Programmes Committee (FCPC), or equivalent, of Coventry University, which is responsible for managing overall quality standards for the Faculty's collaborative programmes.

IBA Kolding is regularly evaluated/reviewed on an institutional basis as well educational basis by the Danish Ministry of Education (EVA). The EVA approval is for the period 18th March 2016 to 18th March 2019.

The Programme is managed by IBA Board with the purpose of securing and assessing the quality/procedures in the Programme as well as in the coordination of lecturers, IBA program management and FBL. This board will meet 3 times a year (August, January, April) and consist of at least:

- Dean and Head of Education at IBA.
- Associate Deans FT MSc.
- Assistant Professor of Management Studies.

The Board will focus on subject quality and assessment as well as lecturing performance and thereby the overall quality of the program.

IBA are introducing a number of procedures to secure the correct flow and documentation under a validated cooperation. The main focus is on establishing the right procedures for:

- Producing coursework exam/papers.
- Marking coursework/exam papers.
- Internal IBA registration/documentation.
- IBA and CBS examination boards.
- Academic level quality in each module.

An Examination Board held at IBA Kolding, comprising relevant academic staff that contribute to the programme, Coventry University representative(s) and an External Examiner, will be responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of Coventry University, with moderation of assessments and student work by Faculty of Business and Law (FBL) internal moderator and external examiners.

In addition, the IBA is subject to Institutional approval on a 6 year cycle with an interim review typically after 2 years. As part of the Institutional approval process the MSc International Business programme is subject to a major review by Coventry University and involving subject experts external to IBA Kolding. At these reviews, the views of current and former students and other stakeholders may be sought where appropriate.

The Link Tutor at Coventry is the main conduit for the successful collaboration between CU and IBA Kolding in relation to management of the programme. The Link Tutor presents a Collaborative Course Quality Enhancement and Monitoring (CCQEM) report to the Faculty Collaborative Provision Committee (FCPC), or equivalent, as part of the quality assurance process.

External Examiners appointed and approved by CU report annually on the programme and their views are considered as part of the CU Learning and Quality Committee monitoring process.

At Kolding IBA student views are also sought through module and course evaluation questionnaires. Each module will be assessed by the students (anonymously) by the end of each module and any students can ask for a personal discussion with an Associate Dean of the Programme.

Lectures, guest speakers, case studies and online web materials are used when appropriate to bring contemporary issues into the curriculum. Members of the Programme team will use their research

interests and relevant scholarly and consultancy activities as key inputs to the MSc International Business programme.

Quality Assurance of on-line teaching material used in any blended learning delivery is the responsibility of the Programme team at IBA Kolding

The programme is developed by IBA in association with Coventry University, School of Strategy and Leadership (SSL) in the Faculty of Business and Law.

The programme is managed and delivered by IBA Kolding.

The Postgraduate Programme Assessment Board (PAB) for MSc International Business is responsible for considering the progress of all students and making awards in accordance with the Coventry University regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study, which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the annual Collaborative Course Quality Enhancement and Monitoring (CCQEM).

Student views are also sought through module and course evaluation questionnaires. Students are involved in the CQEM process.

IBA Pedagogical Centre operates the following methods for evaluating and enhancing the quality and standards of teaching and learning:

- The provision of in-house seminars and workshops on teaching and learning which all staff are encouraged to attend.
- Managing mandatory education of teaching staff ("Adjunct test").

16. Regulation of Assessment

IBA Kolding adheres to Coventry University's policy for assessments. Coventry University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named Coventry University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and view representative samples of work for the modules for which they have responsibility. At programme level, External examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

Marking procedures;

Each coursework and/or exam that decides the module mark will be marked as follows:

- Internal 1. Marker – Module Leader.
- Internal 2. Marker – Assistant Professor/Lecturer

Upon completion of the IBA internal moderation, all examinations/coursework will be moderated by Coventry Business School in respect of the level of the marks. In turn, a Coventry University appointed, External Examiner, will also moderate marked all examinations and coursework. These two Coventry University led steps, will take place at IBA exam boards.

Dissertation will be marked as follows:

- Internal 1. Marker – Supervisor (Assistant Professor/Lecturer)
- External 2. Marker – Assistant Professor/Lecturer at a higher Danish educational institution.

Upon completion of the IBA internal moderation, all dissertations will be overviewed and moderated by Coventry University Business School and a Coventry University appointed External Examiner, by way of the process outlined above.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards may be made with Distinction or Merit in line with the Regulations.

Assessment on the programme will be carried out in accordance with Coventry University's Academic Regulations for taught postgraduate courses.

All coursework will be screened for plagiarism before marking.

IBA Kolding follows the below assessment strategy:

Module assessments may include both formative and summative elements. Formative assessments are those for which the tutor gives feedback but which are not graded for inclusion in the final mark for the module. Formative assessment is designed to:

- help students in their learning
- develop students' knowledge, understanding and skills
- allow students to judge their own progress
- provide an opportunity for feedback on progress

Formative assessment may take the form of:

- case studies
- seminar papers
- tests
- exercises

- reports and/or presentations in groups or as individuals.

Feedback from lecturers or peers is a key element of the formative assessment process.

Summative assessments will be used to establish marks for awards. Possible methods of summative assessment include:

- essays and literature reviews
- reports and plans
- case studies
- unseen tests (closed or open book)
- examinations

Coursework will consist of a variety of methods ranging from individual assignments to group work.

17. Indicators of Quality and Standards

The following are key indicators of quality and standards:

- Review and approval by the Danish Evaluation and Accreditation Institute every 3 years.
- Relevance by emphasis on Innovation and Entrepreneurship across all educational offerings
- Retention of students through focus on engagement and involvement of students in pedagogical planning and building strong relationships between teaching staff and students
- Efficient organization by exploiting resources effectively using synergy and best practice within teaching, administration and service.
- IBA has excellent links with local employers.
- External Examiner reports point to the quality of the course and identify no problem areas.
- IBA's focus on developing employability skills across all taught programmes
- IBA's systematic evaluation and improvement of teaching via student feedback and follow-up.
- IBA's internal teaching staff development programme and adjunct approval process.
- Digitalisation and building digital skills are integrated part of learning, teaching and administration at IBA

The report of QAA's Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:

- setting and maintenance of the academic standards of awards;
- quality of student learning opportunities;
- quality of the information about learning opportunities; enhancement of student learning opportunities.

18. Additional Information

Key sources of information about the course and student support can be found on the IBA Kolding system:

Key sources of information about the course and student support are available online as follows:

- Course material which will include:
 - MSc International Business – Course Handbook.
 - Syllabus for various modules.
 - Teaching plan.

- Module material which will include:
 - Detailed module contents and other details of the modules.
 - Detailed teaching and learning information on the assessment.

- Study Support material which will include modules and descriptions on IBA Kolding system as well as lectures on oral presentations in connection with coursework and examinations.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

The accuracy of the information contained in this document is reviewed by IBA Kolding and Coventry University and may be verified by the Quality Assurance Agency for Higher Education (UK).

Annex 1: Curriculum Map for the MSc International Business modules

		KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	CS1	CS2	CS3	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	PS1	PS2	PS3
KOLM14EFA	Accounting for Business	X			X					X	X	X	X	X	X				X				
KOLM12HRM	International Human Resource Management	X	X			X			X	X	X	X		X	X			X	X		X	X	
KOLM10BSS	International Leadership & Management	X				X	X			X	X	X		X	X	X	X	X	X	X	X	X	
KOLM67MKT	Marketing in an International Perspective		X	X	X					X	X	X		X	X	X	X		X		X	X	
KOLM12BSS	Global Markets and Entry Strategies	X	X	X	X			X	X	X	X	X		X	X	X	X		X		X	X	
KOLM13BSS	International Trade Management	X	X	X				X	X	X	X	X		X	X				X				
KOLM06BSS	Global Supply Chain and Logistics	X	X	X		X	X	X	X	X	X	X		X	X				X			X	
KOLM43BSS	The Postgraduate Research Project	X					X			X	X	X		X	X			X	X	X			X
KOLM05BSS	Global Business in Emerging Regions	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		X	X	

The table above illustrates the principal modules where the relevant learning outcomes are developed.

Annex 2: Capabilities (Skills) Map for the MSc International Business modules

Module codes		Learning to Learn	Working with others	Problem Solving and Innovation	Numeracy	IT and Online Learning	Communication	Career Management	Information Management	Personal Development Planning
KOLM14EFA	Accounting for Business	P	P		T, P, A		P, A		T, P, A	
KOLM12HRM	International Human Resource Management	P	P				P, A	T	P, A	
KOLM10BSS	International Leadership & Management	P	T, P				T, P, A	T	P, A	T
KOLM67MKT	Marketing in an International Perspective	P	P, A				T, P, A		P, A	
KOLM12BSS	Global Markets and Entry Strategies	P	P, A	T, A	P, A	T, P	P, A		T, P, A	
KOLM06BSS	Global Supply Chain and Logistics	P	P			T	P, A		P, A	
KOLM13BSS	International Trade Management	P	P, A		P, A	T, P	P, A		T, P, A	
KOLM05BSS	Global Business in Emerging Regions	P	P, A			T, P	P, A		P, A	
KOLM43BSS	The Postgraduate Research Project	P		T, A	T, A	T	T, P, A		T, P, A	

Key: T=Taught, P=Practiced, A=Assessed

The Code of Practice for Academic and Professional Skills Development requires that each of the capabilities be demonstrated at least once during the programme.

Capability Outlines (from the Code of Practice for Academic and Skills Development)

Learning to Learn – Students should be ready to accept responsibility for their own independent learning. They should also be able to reflect on their learning and appraise their capabilities and achievements. Students should also be able to identify their individual needs for effective learning.

Working with Others – Students should be able to work effectively as part of a group, and respect the dignity, rights and needs of others.

Problem Solving and Innovation – Students should be able to use problem-solving skills in a variety of practical situations. They should be able to demonstrate creativity, flexibility, perception, decisiveness, confidence and an awareness of values.

Numeracy – Students should be able to interpret, analyse and present numerical data.

IT and Online Learning – Students should be able to use computer-based systems for learning, communicating, collaborating with peers and tutors, and working with data.

Communication – Students should be able to communicate effectively in appropriate forms in a wide variety of situations.

Career Management – Students should appreciate the values, culture, structure and process of work organisations relevant to their area of study. Students should also appropriately match their experience and academic achievements to employer expectations.

Information Management – Students should be able to carry out research relevant to their field of study by retrieving and using information drawn from a variety of resources.

Personal Development Planning – Students should be able to demonstrate self-awareness, set personal goals and record achievement.