

Name of Programme:	MSc in International Management (without Specialisation or with Specialisation in AI and Cybersecurity, Finance, Hospitality, Human Resource Management, or Marketing)		
Final Award:	MSc	Location:	Vienna
Awarding Institution/Body:	University of Buckingham	Teaching Institution:	International Business School
School of Study:	School of Business		
Programme Code(s):	TBC		
Professional Body Accreditation:	n. a.	Relevant Subject Benchmark Statement (SBS):	Master's Degrees in Business and Management (March 2023)
Admission Criteria:	First or a second-class honours bachelor's degree or equivalent. Mature students' applications will be considered on an individual basis. IELTS: 6.5; TOEFL score of 575 or above for the paper-based test, or 232 or above for the computer-based test; or equivalent.	Applicable Cohort(s):	From September 2025
FHEQ Level:	7	Mode:	Full-Time

Summary of Programme
The MSc in Strategic International Management is a 3-semester, generalist (Type-1) programme designed for graduates from non-business backgrounds, equipping them with the strategic knowledge and skills required to thrive in international management roles. Aligned with the <i>QAA Subject Benchmark Statement for Master's degrees in Business and Management</i> (March 2023), the programme consists of two taught semesters

followed by a dissertation. International perspectives are embedded throughout the curriculum via globally-relevant case studies, examples from multinational enterprises, and comparative analyses of management practices across cultures and regions. The international dimension is further enriched by the diverse student cohort, creating a dynamic intercultural learning environment that mirrors real-world global business settings. Semester 1 builds essential management competencies, covering strategic management, finance and risk control, marketing and consumer insights, people management, and research fundamentals in academic writing and data analysis. This phase ensures students develop a critical understanding of core business principles while bridging any knowledge gaps. In Semester 2, students refine their research capabilities and choose a specialisation in AI and Cybersecurity, Finance, Hospitality, Human Resource Management, Marketing, or general management, deepening their expertise in a chosen area. The programme concludes with a dissertation, where students apply advanced research methods to investigate a management issue within the area of their chosen specialisation, demonstrating analytical rigour and critical thinking to address complex business challenges.

Educational Aims of the Programme

The specific aims of the programme are the following:

- **Equip graduates with strategic decision-making skills** by providing a deep understanding of organisational structures, cultures, and leadership practices in diverse international business contexts.
- **Develop analytical and research competencies** through a structured research training sequence, enabling students to design and conduct rigorous business and management research, culminating in a dissertation.
- **Enhance practical business acumen** by integrating core disciplines such as strategic international management, finance, marketing, and human resource management, ensuring graduates can address real-world challenges with a critical and informed perspective.
- **Foster responsible and inclusive leadership** by embedding ethical considerations and corporate social responsibility into the curriculum, preparing graduates to lead in an environmentally and socially responsible manner.
- **Cultivate a global mindset and cross-cultural competence** by exposing students to international business environments, enabling them to navigate complex global markets and work effectively in diverse teams.
- **Enhance employability and leadership potential** by developing critical thinking, problem-solving, and communication skills as well as contemporary tools in digitalisation and AI that prepare graduates for impactful roles in business and management across various industries.
- **Provide specialisation pathways for career development** by offering electives in Cybersecurity, Finance, Hospitality, Human Resource Management, and Marketing, allowing students to tailor their learning to industry-specific challenges and career aspirations.

Programme Outcomes

Knowledge and Understanding

Upon successful completion of the programme, students will be able to:

1. Demonstrate a deep and integrated understanding of organisations, including their structures, cultures, governance, and interdependencies within local, national, and global business environments.
2. Develop a deep understanding of strategic management and competitive strategy, including the formulation and implementation of business strategies; organisational growth; and the role of leadership in achieving long-term success.
3. Attain a deep understanding of responsible leadership and management theories, including ethical frameworks, strategic decision-making models, and approaches to organisational effectiveness in diverse international contexts.
4. Demonstrate a deep understanding of core business disciplines, including strategic management, finance, marketing, and organisational behaviour, and their role in shaping corporate strategy and competitive advantage.
5. **[Cybersecurity]** Develop a critical understanding of cybersecurity risk management frameworks, governance models, and regulatory requirements, and their strategic implications for business resilience and digital security.
6. **[Finance]** Attain a critical understanding of financial markets, corporate finance principles, and risk assessment models, and

Teaching/Learning Strategy

The ILOs are achieved through a mixture of:

1. **Flipped classroom methodology** – Students engage with pre-class readings, videos, case studies, and problem-based materials to build foundational knowledge before attending interactive sessions (ILOs 1-10).
2. **Case study analysis and business simulations** – Real-world business scenarios allow students to explore organisational challenges, competitive strategies, and responsible leadership by applying theoretical models to practical situations (ILOs 1-10).
- > 3. **Collaborative learning and group projects** – Team-based assignments encourage students to integrate perspectives from multiple business functions, fostering a deeper understanding of strategic decision-making and management processes (ILOs 2, 5-10).
4. **Research-led teaching** – Exposure to academic research and industry reports ensures students engage with current debates and emerging trends in international management, allowing them to critically evaluate theories and business practices (ILOs 1-10).
5. **Independent inquiry** – Self-directed research projects and investigative tasks encourage students to explore complex business issues, apply conceptual frameworks, and synthesise diverse sources of knowledge (ILOs 1-10).

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Assessment Strategy

their role in shaping financial decision-making in international business environments. 7. [Hospitality] Demonstrate a critical understanding of global hospitality management, service excellence strategies, and consumer experience models, and their impact on business sustainability and competitive positioning. 8. [Human Resource Management] Develop a critical understanding of workforce planning, talent management, and organisational development theories, with a focus on diversity, inclusion, and the evolving nature of work in an international context. 9. [Marketing] Attain a critical understanding of consumer behaviour, brand strategy, and digital marketing, and their effectiveness in shaping competitive market positioning and customer engagement strategies. 10. [no specialisation] Develop a critical understanding of cross-functional business integration, strategic decision-making, and leadership in complex and dynamic organisational environments.		Assessment of the ILOs is through the following means where numbers in the brackets refer to the ILO items: – Tests and Examinations (ILOs 1 and 4) – Continuous Assessment (ILOs 1-10) – Individual Assignments (including project reports, research papers, presentations, etc.; ILOs 1-10) – Group Assignments (including group projects, group presentations, etc.; ILOs 2 and 5-10).
<u>Cognitive Skills</u> Upon successful completion of the programme, students will be able to: 1. Critically analyse and evaluate complex business and management problems, synthesising information from multiple sources to develop evidence-based, creative, and sustainable solutions. 2. Demonstrate conceptual, systemic, and critical thinking, challenging assumptions, assessing arguments based on	>	<u>Teaching/Learning Strategy</u> The ILOs are achieved through a mixture of: 1. Flipped classroom methodology – Pre-class readings, case studies, and research articles introduce analytical frameworks and critical thinking techniques, which are then explored in-depth during interactive sessions (ILOs 1, 2, and 4). 2. Case study analysis and business simulations – Students engage in case-based discussions and simulations that challenge them to assess complex business situations, evaluate competing

evidence, and applying logical reasoning to business and management contexts. 3. Manage complexity and ambiguity in business decision-making, integrating cross-functional knowledge to address unstructured problems in dynamic and uncertain environments. 4. Conduct rigorous research on business and management issues, selecting appropriate methodologies, analysing qualitative and quantitative data, and assessing the validity and relevance of research findings. 5. Apply ethical reasoning and responsible management principles, recognising the social, environmental, and governance implications of business decisions and evaluating their impact on stakeholders.		arguments, and develop evidence-based recommendations (ILOs 1, 2, 3, and 5). 3. Independent inquiry – Individual research projects and self-directed study enable students to explore business and management issues, enhancing their ability to analyse, synthesise, and interpret complex information (ILOs 1-5). 4. Research-led teaching – Students engage with academic and industry research to assess the validity of different theories, methodologies, and business practices, fostering the ability to evaluate evidence, detect biases, and draw sound conclusions (ILOs 2 and 4).
<u>Practical (Subject-Specific) Skills</u> At the end of the programme students should be able to: 1. Apply effective people management skills, including leadership, motivation, coaching, mentoring, and fostering an inclusive and high-performance work environment.	>	<u>Assessment Strategy</u> All the cognitive skills listed are assessed by the following means where numbers in the brackets refer to the corresponding skills: – Tests and Examinations (ILOs 1, 2, 3, and 5) – Continuous Assessment (ILOs 1-5) – Individual Assignments (including project reports, research papers, presentations, etc.; ILOs 1-5).
		<u>Teaching/Learning Strategy</u> The ILOs are achieved through a mixture of: 1. Case study analysis and business simulations – Real-world business cases and simulations allow students to apply management, financial, and strategic frameworks in controlled, risk-free environments (ILOs 1-9). 2. Collaborative learning and group projects – Team-based assignments require students to work on applied projects,

2. Apply research design, data collection, and data analysis techniques to investigate business problems and inform decision-making in both qualitative and quantitative contexts. 3. Demonstrate commercial acumen, using numerical and analytical skills to assess business performance, manage financial risk, and support strategic decision-making. 4. Develop innovative and entrepreneurial solutions, recognising market opportunities, managing intellectual property, and applying creative thinking to business challenges. 5. [Cybersecurity] Implement cybersecurity risk assessment frameworks and develop security policies to protect organisational assets and ensure regulatory compliance. 6. [Finance] Apply financial analysis and accounting techniques to assess risk and optimise financial decision-making in an international business context.		developing leadership, negotiation, and organisational skills in a professional context (ILOs 1 and 4). 3. Workshops and skills-based training – Practical sessions focus on core competencies such as financial modelling, data analysis, digital marketing, and strategic decision-making, ensuring students acquire job-ready skills (ILOs 1-9). 4. Research-led teaching – Students analyse contemporary business trends and industry reports, applying data-driven insights to develop solutions for management challenges (ILO 2). 5. Independent inquiry – Self-directed projects, including data analysis exercises and business model development, enable students to apply theoretical concepts to practical problems (ILOs 1-9).
7. [Hospitality] Design and implement customer experience management strategies that enhance service quality, brand loyalty, and operational efficiency in the hospitality industry. 8. [Human Resource Management] Develop and execute strategic workforce planning and talent management initiatives that align with organisational goals and foster inclusive workplace cultures. 9. [Marketing] Create and evaluate data-driven digital marketing campaigns that enhance brand positioning, customer engagement, and market competitiveness.	>	<u>Assessment Strategy</u> The key skills are assessed by the following means where numbers in the brackets refer to the corresponding skills: – Tests and Examinations (ILO 3, 6) – Continuous Assessment (ILOs 1-9) – Individual Assignments (including project reports, research papers, presentations, etc.; ILOs 1-9) – Group Assignments (including group projects, group presentations, etc.; ILOs 1 and 4-9).

<u>Transferable Skills (Generic)</u> Upon successful completion of the programme, students will be able to: 1. Communicate complex business ideas effectively, using verbal, non-verbal, and digital media to convey arguments, write professional reports, and engage diverse audiences. 2. Demonstrate teamwork, relationship-building, and influencing skills, collaborating inclusively with colleagues, stakeholders, and external partners across cultural and organisational boundaries. 3. Apply networking, negotiation, and conflict resolution skills, fostering productive business relationships and resolving challenges in diverse professional settings. 4. Exhibit self-management, resilience, and adaptability, showing readiness to take responsibility, navigate uncertainty, and lead with integrity in demanding business environments. 5. Engage in self-reflection and continuous learning, demonstrating awareness of personal strengths and areas for development, sensitivity to diversity and inclusion, and a commitment to lifelong professional growth. 6. Demonstrate digital literacy and professional ethos, using technology effectively for research, communication, and decision-making while maintaining ethical standards.	<table border="1"> <tr> <td data-bbox="1059 89 1137 1193">></td><td data-bbox="1137 89 2134 1193"> <u>Teaching/Learning Strategy</u> The ILOs are achieved through a mixture of: 1. Case study analysis and business simulations – Communication challenges, leadership dilemmas, and ethical decision-making scenarios provide opportunities for students to practice conflict resolution, negotiation, and stakeholder management (ILOs 1, 2 and 3). 2. Collaborative learning and group projects – Group tasks develop teamwork, relationship-building, and influencing skills, preparing students for professional collaboration across diverse business environments (ILOs 2 and 3). 3. Research-led teaching – Engagement with contemporary business issues, including ethical dilemmas and industry challenges, encourages students to critically assess global trends and communicate solutions effectively (ILOs 1 and 4). 4. Reflective learning and metacognition – Structured reflection exercises, self-assessment activities, and personal development plans help students develop self-awareness, recognise areas for improvement, and take ownership of their lifelong learning (ILO 4). 5. Workshops and skills-based training – Professional development workshops focus on business communication, digital literacy, and career readiness, ensuring students acquire essential transferable skills for leadership roles (ILOs 1-6). </td></tr> <tr> <td data-bbox="1059 1193 1137 1458">></td><td data-bbox="1137 1193 2134 1458"> <u>Assessment Strategy</u> The key skills are assessed by the following means where numbers in the brackets refer to the corresponding skills: – Tests and Examinations (ILO 6) </td></tr> </table>	>	<u>Teaching/Learning Strategy</u> The ILOs are achieved through a mixture of: 1. Case study analysis and business simulations – Communication challenges, leadership dilemmas, and ethical decision-making scenarios provide opportunities for students to practice conflict resolution, negotiation, and stakeholder management (ILOs 1, 2 and 3). 2. Collaborative learning and group projects – Group tasks develop teamwork, relationship-building, and influencing skills, preparing students for professional collaboration across diverse business environments (ILOs 2 and 3). 3. Research-led teaching – Engagement with contemporary business issues, including ethical dilemmas and industry challenges, encourages students to critically assess global trends and communicate solutions effectively (ILOs 1 and 4). 4. Reflective learning and metacognition – Structured reflection exercises, self-assessment activities, and personal development plans help students develop self-awareness, recognise areas for improvement, and take ownership of their lifelong learning (ILO 4). 5. Workshops and skills-based training – Professional development workshops focus on business communication, digital literacy, and career readiness, ensuring students acquire essential transferable skills for leadership roles (ILOs 1-6).	>	<u>Assessment Strategy</u> The key skills are assessed by the following means where numbers in the brackets refer to the corresponding skills: – Tests and Examinations (ILO 6)
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