PROGRAMME SPECIFICATION

QMU Masters

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1. Summary

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2.1.   The programme aims to enable learners to:

Develop an integrated and critically aware understanding of management and organisations, and assist them to take effective roles within them.

Develop high level skills and capabilities within a group, team and project environment and be able to take initiative in fulfilling a variety of roles in these situations; in shaping purpose and delivering objectives.

Develop an enhanced ability to lead, sustain, manage and deliver effective change in increasingly international and high change environments

Develop an on-going, lifelong approach to learning; and to take responsibility for their own learning development though personal development planning

Develop the ability to advance implementable responses to challenging, complex and uncertain environmental challenges

Develop a capacity for applying judgement and analysis within a structured decision making process

Develop the ability to support and harness innovation an12 Tf1 0T/F4 12 Tf1 0 0 1 140

Determine the critical importance of new and emerging issues in business, management, leadership and technology; from both practice and scholarship

Demonstrate systemic understanding of how strategies for research and enquiry can create knowledge and value for practicioners

Demonstrate a critical understanding of the strategic value of effectively management projects and be able to focus and deliver projects to both key objectives and towards broader organisational priorities

Exercise responsibility, initiative and self-

4.3. Generic Cognitive Skills

Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.

Identify, conceptualise and define new and abstract problems and issues.

Develop original and creative responses to problems and issues.

Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.

Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information

4.4. Communication, ICT and Numeracy

Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.

Communicate with peers, more senior colleagues and specialists.

Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

Undertake critical evaluations of a wide range of numerical and graphical data.

4.5. Autonomy, Accountability and Working with Others

Exercise substantial autonomy and initiative in professional and equivalent activities.

Take responsibility for own work and/or significant responsibility for the work of others.

Take significant responsibility for a range of resources.

Work in a peer relationship with specialist practitioners.

Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.

employment. To implement this strategy, a variety of learning, teaching and assessment methods will be employed to allow students to demonstrate their mastery of theory, practice and to celebrate achievement in as wide a variety of

number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals etc. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches. Whatever the type of assessment, it will be fair, valid, reliable, useful and transparent. In addition to its role in relation to the maintenance of academic standards, an equally important function of assessment will be to develop effective student learning. In this context assessment is both integrated into the learning experience and that it motivates the learner.

Besides assessment components as specified in the module descriptor, all other assessment components will be considered as 'Formative Assessments'. Being

SCQF level 11. All modules apart from the Masters Project and the module Managing Strategy for Value Creation are single weighted, holding a value of 15 credits. The Masters project, which is affiliated with the Business Impact and Practice module, is a triple weighted module, holding a value of 45 credits, while Managing Strategy for Value Creation holds a value of 30 credits. The Business Impact and Practice module and to a lesser extent the Managing Strategy for Value Creation module are positioned as a capstone experience within the MBA programme, as they offers the opportunity to both integrate m

Post Graduate Certificate

S.N	Module	Credits
1	Managing People	15
2	Financial Management	15
3	International Marketing	15
4	Operations and Supply Chain Management	15
Total Credits		60

Post Graduate Diploma

S.N	Module	Credits
1	Managing People	15
2	Financial Management	15
3	International Marketing	15
4	Operations and Supply Chain Management	15
5	Business Economics	15
6	The Effective Manager	15
7	Managing Strategy for Value Creation	30
Total Credits		120

7.2. The MBA Project (Business Impact & Practice Module)

The MBA project, defined loosely by the QAA as a capstone experience and substantive piece of individual work, is connected to the Business Impact and Practice (BIP) module. The module includes a business project, the focus of which is to be selected and defined by the student. The module has a clear narrative and assessment structure of three integrated assessments that combine to:

Provide a context for practicing applying management skills and knowledge

Making an impact and positive contribution to the host the organisation and related stakeholders

develop through two reflective learning and PDP activities, a plan for enhancing overall personal capabilities and profile, and finally

Provide an experience that builds (through the applied and reflective elements) confidence and employability.

7.2.1.   Timing and Structure of Assessments in BIP

BIP will run throughout the delivery of the programme and is deeply embedded with the programme experience. The taught elements of this module will over two semesters focus on; leading groups and projects, critical reflection, personal development planning, client management, research and analysis skills; and presentation and negotiation skills. The three assessments (and the project) are timed and structured as follows:

Semester Part 1 1:

Group assessment, to develop a web based toolkit and understanding of critical reflective practice and personal development planning (2,500 words)

Semester Part 2 2:

Individual Presentation and supporting project plan, detailing key project details, stakeholders, resources, methods. (3,000 words)

Semester Part 3 3[1]:

Individual reflective report, consisting of three parts: a) Impact analysis; b) Personal reflection; c) PDP (4,000 words)

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[1]

The team believes that the platform of integrated assessments and the portfolio of works that this represents will enable students to maximise their potential and demonstrate engagement on a substantive body of work to an employer. In summary, the integrative platform allows the experience and learning to be greater than the sum of the individual parts.

7.2.2. Academic Support on the BIP Project

A member of the divisions academic staff, and where possible programme team, will be assigned to each student as an 'academic partner and mentor' for the project element of the Business Impact & Practice module. The academic partner will support the student in identifying and shaping a focus for the project and will be available as a source of support throughout, to help in planning, evaluation and synthesising lessons learnt and reflections. The allocated time that academic partners will have to support students will be equivalent to the time supervisors on masters dissertations receive (ten hours).

7.3. Developing Masters Management Skills and Benchmarks:

Building a students knowledge, understanding and skills are critical aspects of the QMU MBA programmes. Throughout the duration of the programme, students will be exposed to activities and situations that will help them develop skills including:

Solving problems and making decisions

Managing the change process

Working with costs and budgets

Managing employee performance

Communicate priorities and expectations clearly

Building teams and fostering more effective groups

Leading and delegating teams

Motivating and rewarding employees

Structure and manage creative processes

Use information, knowledge and technology effectively

A range of activities are designed to help students feel more confident about their ability to make decisions and operate at a strategic level. Programme activities will help students work well with others; foster their mentoring and coaching skills and build upon the skills necessary to lead an effective team. Thus, the programme exposes students to both the theory and practice of management and leadership practice. It will help students understand their own strengths and weaknesses and consolidate upon the core skills needs to become an effective leader and manager. Management and Leadership skills will be deeply embedded into the Managing People and Managing Strategy for Value Creation modules. These modules specifically address (through significant use of case study and problem based learning approaches) the challenges managing, leading and the development and refinement of organisational strategy; and the shaping of organisational structure and systems, coordinating practices and the importance and influence of groups and teams.

Entrepreneurial knowledge and skills will specifically be covered within the International Marketing, Effective Manager and Managing Strategy for Value Creation modules. International Marketing challenges students to create a plan for the launch of a product or service into a new international market. Students must therefore complete a detailed study and analysis of the context, before creating a specific plan to launch and develop the market for the product or service. Managing Strategy for Value Creation will explore the need for and value of developing and managing powerful resources and assets for competing. It will along with the Effective Manager, also explore the need of learning, adaptability and creativity for contemporary organisations. It will further focus on the different methods that managers and leaders can employ to deliver these characteristics; as

well as the challenges and barriers that history, content and culture often present.

8. **<u>Admission Criteria</u>**

As part of the development of the recently validated MBA programme, the routes by which students might enter the QMU Passport programme have been the subject of some discussion. This discussion has since developed further with the Admissions team at QMU, within BEaM and with the team at AIBS as a result of which a number of potential routes into the MBA programme are outlinted in the table below:

<u>Route</u>

Candidate has an Honours degree	Two years post graduation work experience in any job ***OR*** One years post graduation work experience in any job with supervisory responsibilities ***OR*** Work experience gained during degree studies - a minimum of one year part-time work with supervisory responsibilities (e.g. team leader in a call centre or bar manager or restaurant manager) ***OR*** -

The regulations for Admission onto the MBA programme through various routes are located on the Quality website (http://www.qmu.ac.uk/quality). These regulations provide the framework for the management of the admission of students onto academic programmes, the progression of students through the programmes, and their various exit points.

8.1.   Entry Requirements

The following section presents the main issues to consider in determining applicant suitability for the MBA programmes. These are listed as academic and English language requirements.

8.2.   Academic Entrance Requirements

Candidates will be required to meet the regulations for admission within QMU's Taught Postgraduate Framework. These can be found on the QMU Quality website:

http://www.qmu.ac.uk/quality/qm/AZindex.htm#t

8.3.   English Language Requirements

All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.0 or above. Applicants must have evidence of attainment in listening and reading at grade 5.5 or above (or equivalent) and grade 5.0 or equivalent in written English.

8.4.   Admission Process

The development of a number of routes to entry is described in the previous section. Once applications are received, they will be assessed by the Programme Leader at AIBS and, where required, the IAL at QMU.

In addition to verifying academic and professional qualifications, it should be established through admission processes that the student:

Is capable of independent learning;

Can demonstrate evidence of recent academic study or relevant post qualification study (within five years);

Has demonstrated a sufficient level of motivation to sustain study over a period of years;

Understands the nature of a modular programme at masters level;

Has the ability to fulfill entry requirements in each of the specialist modules leading to the intended named award.

These requirements must be read in conjunction with the QMU general admissions regulations. These can be found on the QMU Quality website:

http://www.qmu.ac.uk/quality/gr/default.htm

Where a topic is not addressed in this document the relevant section of the University regulations should be referred to.

8.5.   Regulations

Unless otherwise stated, the University Regulations apply. Standard assessment regulations can be found at:

http://www.qmu.ac.uk/quality/gr/default.htm#regs

9.   **Support for Students and their Learning**

With each new intake, students with varied goal and talent become a part of AIBS. If our strive for maximum diversity in personality and thoughts of a new student cohort is one extreme then the other are the uniformities in their vigor, creativity, fortitude and self-awareness. An excellent Ace Experience we believe, will bridge the gap between these extremes. "Ace experience" is characterized by the following simple learning beliefs and values that get gradually ingrained in our students as they go through their academic programs at AIBS:

An Acer takes responsibility for his/her learning, actions, behavior, and relationships.

An Acer has respect for self and for others.

An Acer keeps his mind open for learning.

An Acer has the humility to accept ignorance and courage to admit mistakes.

An Acer adheres to honesty in work and behavior, irrespective of the consequences.

An Acer appreciates good grades but values holistic development more.

9.1.   Personal Development Planning

Both AIBS and QMU embrace the concept of Personal Development Planning (PDP). At the diploma level in AIBS, students are introduced at an early stage to the Career Management Portfolio, which is used to help guide the students through various issues in regard to their future career, recording various issues such as the construction of the Curriculum Vitae, knowledge of various aspects in regard to business administration/management provision within Nepal, etc. Within the QMU Level 3 programme, this is developed further, as QMU recognises that Personal Development Planning is a key component of today's Life Long Learner's Continuous Professional Development. It is designed to support the attainment of personal and professional objectives and to help plan short and long term career, personal and professional goals. There is an emphasis on learners making sense of what they are learning and how they are learning it and ultimately taking responsibility for what they learn.

The purpose of PDP is to:

Help all learners understand what they are learning and contextualise this to their wider learning;

Develop study skills;

Improve employability;

to guide the graduates to make an informed career decision. The Placement Cell also conducts a career planning workshop for the final term students to orient the students about expectations of the job market and to prepare them to take on these job opportunities. The cell also ensures that graduates are adequately exposed to the job market and it liaises with the alumni and executives to enhance opportunities of employment. To meet talent acquisition needs of potential employers, our placement cell partners with them to help them source talent that can fulfil their requirement and expectations. This partnership makes available the following opportunities:

Potential Employers can bring in real business/ management problem/situation cases. The cases can be discussed in classroom and/or as group assignments in the relevant subject and course, and reports with recommendations can be shared. On a mutual basis, potential employers might as well be a part of the case review class during which they can observe students' presentations and offer suggestions/ insights along with their questions to challenge students' minds. This way students get to deal with Nepal's real business cases and as potential employer, they have an opportunity to brand yourself, attract prospective graduates and get new and fresh perspectives to business problems/situations.

Potential Employers can make a corporate presentation about their organization primarily focusing on your HR strategy and careers offered by your organization so that our students get to know you and decide whether your organization can be the place to meet their career aspirations.

Potential Employers can check our event calendar which will have information about the Career Fair. During the fair, they can participate as an employer to interact with recent graduates of the institute and offer jobs to suitable ones, if any.

If Potential Employers wish to fulfill your vacancy instantly, they can post a request to us along with job specifications. We will help them by screening suitable candidates and organizing interviews for you. You can also advertise your vacancies into our network, and get students to apply for the positions.

You can offer internship and part-time job offers to our current students and recent graduates.

9.3. Personal Academic Tutor (PAT) system

Personal Academic Tutors are already in place at AIBS but are known as 'Semester Supervisors'. They function in the same manner as the PAT system at QMU and provide general first-point of contact to students who may require pastoral help or academic inputs for a range of issues or challenges that the student may be facing. Some of the activities that the PAT (or Semester Supervisor) will undertake at Level 3 would be:

Periodic review of the progress of each student;

Advice and assistance with any difficulties which may arise in connection with a student's studies;

Keeping a brief record of the meetings discussed and action agreed at each meeting;

Identification of any student who may be at risk in relation to achieving the requirements of the BBA award;

Directing students, where applicable, to other sources of help in AIBS.

9.4. Student Staff Consultative Committee

There are already mechanisms in place for AIBS students to give feedback in line with QMU procedures and policies and a Student Staff Consultative Committee will be established. This committee will meet at least once a semester, in advance of the Programme Committee.

9.5.   Resources

The resources at AIBS include classrooms, computer workshops and a library with e-library access. Students and Staff will have full access to the QMU Citrix system with its full range of learning and teaching resources and access to the e-library and electronic databases. The physical library stock at AIBS is currently being updated to reflect more closely the core texts and reading lists for the various QMU Level 3 modules. This will be completed prior to the commencement of the programme. Students in AIBS also have in-country access to the British Council library and to its range of basic and advanced English classes. From a financial perspective, AIBS has already submitted their financial details to the QMU Portfolio Development Group for scrutiny.

9.6.   Programme Management

A Senior Lecturer within QMU's Division of Business, Enterprise and Management will take on an International Academic Leadership (IAL) role in this partnership. The rationale being that since the early negotiations commenced, they have been instrumental in agreeing the effective operational delivery of this programme plus have extensive experience working with international partners. The identified IAL will facilitate continuous support both from Edinburgh and as appropriate in-country visits. They will liaise with an appointed PL in Nepal and endeavour to ensure equitable teaching and learning is carried out in AIBS. Additionally they will liaise with external examiners and QMU's Quality Enhancement Unit to ensure that regulations are being implemented appropriately and rigorous methods are used to ensure systems are utilised correctly and are appropriately monitored.

The Board of Examiners and Joint Board of Studies will convene at least once a year to examine student marks, progression and award attainment. Issues, challenges and problems will be highlighted and

recorded with a pro-active approach prescribed to attempt to resolve any outstanding considerations before the next academic year.

A Programme Committee will be set up in AIBS and will meet on a regular, basis at least twice a year, to discuss student progress, reflect upon learning and consider what may need to be changed or altered to tailor teaching to the local market. In addition, the minutes from the Student Staff Consultative Committee will be discussed. At AIBS the Programme Committee will be chaired by the Programme Leader and relevant members of the teaching team will be required to be in attendance. Minutes from these meeting will be recorded and discussed at the annual Joint Board of Studies meeting.

Module co-ordinators in both countries will be required to liaise regularly to discuss all issues relevant to the successful delivery of the teaching materials in an equitable manner. Co-or

Student Staff Consultative Committee and the role of the Programme Leader and Academic Link Person. Along with these, the following quality assurance procedures will operate at AIBS.

10.1.1.   Assessment

The University's general assessment regulations are available at the link below:

summary of issues arising from a number of reports is considered by senior University committees.