



Queen Margaret University

EDINBURGH

# Programme Specification

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

|          |   |  |
|----------|---|--|
| <b>1</b> | <b>Awarding Institution</b>                           | Queen Margaret University                        |
| <b>2</b> | <b>Teaching Institution</b>                           | East Asia Institute of Management                |
| <b>3</b> | <b>Professional body accreditation</b>                | n/a  |
| <b>4</b> | <b>Final Award</b>                                    | MBA/MBA Hospitality                              |
|          | <b>Subsidiary exit awards</b>                         | Postgraduate Certificate<br>Postgraduate Diploma |
| <b>5</b> | <b>Programme Title</b>                                | MBA  |
| <b>6</b> | <b>UCAS code</b> (or other coding system if relevant) | n/a  |
| <b>7</b> | <b>SCQF Level</b>                                     | 11   |
| <b>8</b> | <b>Mode of delivery and duration</b>                  | FT/12 months                                     |
| <b>9</b> | <b>Date of validation/review</b>                      | December 2016                                    |

## 10. Educational Aims of the programme

The MBA / MBA Hospitality Management is a rigorous one (1) year FT/PT programme covers all aspects of general management / hospitality management. The curriculum is carefully balanced between theory and practice – and with many opportunities for case studies and group projects, students are cultivating not just the necessary knowledge, but the leadership skills and professionalism that will enable them to assume cutting-edge roles in management roles

The specific focus and rational of the programme emerges from a commitment to make a distinctive contribution in the field of business and management education and to wider society, by offering an distinctive, accessible, contemporary and practical student-centred programme. The programme seeks to develop graduates: who can identify the need for, and then lead change; who understand the importance and strategic value of sustainable, long term solutions; who are creative, entrepreneurial and flexible practitioners, with a truly international perspective; and who are sensitive to wider societal impacts and responsibilities.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

- QAA Subject Benchmarks (2015) for Master's degrees in business and management
- SCQF Frameworks for Level 11 Master Degrees
- Chartered Management Institute
- Enhancement Themes Scotland
- Market Research with Partner / Competitor Universities (UK and International)
- Higher Education Academy for Hospitality, Leisure, Sport and Tourism
- Institute of Hospitality
- Singapore Tourism Board
- Council of Private Education (EduTrust)

## **12. Learning Outcomes of the Programme**

- Demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed
- Lead, shape and influence the purpose and performance of groups, of different type and purpose, from different assumed positions and roles.
- Systematically apply relevant knowledge and concepts to a range of complex situations, taking into account relationship and interactions with other interrelated aspects within and beyond the organisation.
- Determine the critical importance of new and emerging issues in business, management, leadership and technology; from both practice and scholarship
- Develop capability to interpret meaningful insights from organisational and macro financial data and information
- Demonstrate systemic understanding of how strategies for research and enquiry can create knowledge and value for practitioners
- 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-direction to support and further develop independent study and professional development
- Research, acquire and analyse, data and information, to evaluate their relevance and validity and synthesise insights into organisational strategic context.
- Critically reflect on personal knowledge, practice and skills; and continually develop self-appraisal and insight into development plans and outcomes
- Identify, critically analyse and respond creatively to complex problems and design and lead structured change programmes
- Communicate effectively to diverse audiences through media appropriate for management and leadership practice
- Critically reflect on the implications of management and leadership practices and decisions on the wider community
- Demonstrate a systematic understanding of relevant knowledge about hospitality organisations, their external context and how they are managed
- Determine the critical importance of new and emerging issues in the Hospitality sector, business, management, leadership and technology; from both practice and scholarship
- Demonstrate a critical understanding of the strategic value of effectively managing Hospitality sector projects and be able to focus and deliver projects to both key objectives and towards broader organisational priorities
- Identify key contemporary issues and challenges within the management and leadership in hospitality contexts; apply critical analysis and evaluation of theory and understanding to provide solutions to these complex issues

## **13. Teaching and learning methods and strategies**

EASB teaching methods have been designed to incorporate good practice in the areas of learning, teaching and assessment. Modules will involve elements of problem based learning, while the assessment strategy both covers the breadth of types indicated in QAA and QMU postgraduate benchmarks statements; whilst also focusing on integrating aspects of modular learning and assessment experiences. The programme will embed research led learning, by requiring students to examine contemporary management practices and specialist management practices when required to be contextualised to higher management setting.

#### **14. Assessment strategies**

Each of the modules on the programme will draw upon a wide selection of research, professional and industry examples, and contemporary textbooks, and students will be required to relate theory to practice through case studies, experiential activities, inquiry based approaches, web based reflective logs and seminars. Case studies used on the programme will address important topical issues and will draw upon an international context.

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

#### **Modules Available for MBA or MBA Hospitality Award**

| Module Title  | Programme | Credits |                 |
|---|-----------|---------|-----------------|
| Financial Management                                  | MBA       | 15      | Core            |
| Business Economics                                    | MBA       | 15      | Core            |
| Human Resource Management                             | MBA       | 15      | Core            |
| Directing Strategy for Value Creation                 | MBA       | 15      | Core            |
| International Marketing                               | MBA / MSc | 15      | Core            |
| Introduction to Behavioural Finance                   | MBA/MSc   | 15      | Core            |
| Business Impact and Practice (Project)                | MBA       | 60      | Core            |
| International Leadership, Power and Policy            | MBA       | 15      | MBA General     |
| Operations & Supply Chain Management                  | MBA       | 15      | MBA General     |
| Critical Issues in Hospitality & Tourism Leadership   | MBA / MSc | 15      | MBA Hospitality |
| Global Issues and Challenges for Hospitality Managers | MBA / MSc | 15      | MBA Hospitality |

### **PgCert & PgDip Example Profiles**

| PGCert                               | Credit | PgDip   | Credit |
|--------------------------------------|--------|---|--------|
| Human Resource Management            | 15     | Human Resource Management                             | 15     |
| Financial Management                 | 15     | Financial Management                                  | 15     |
| International Marketing              | 15     | International Marketing                               | 15     |
| Operations & Supply Chain Management | 15     | Operations & Supply Chain Management                  | 15     |
|                                      |        | Introduction to Behavioural Finance                   | 15     |
|                                      |        | Critical Issues in Hospitality and Tourism Leadership | 15     |
|                                      |        | Directing Strategy for Value Creation                 | 15     |

|                     |           |                     |            |
|---------------------|-----------|---------------------|------------|
|                     |           | Business Economics  | 15         |
| <i>Total Credit</i> | <i>60</i> | <i>Total Credit</i> | <i>120</i> |

## 16. Criteria for admission

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#>

To enter the QMU/EASB MBA or variants, applicants should normally hold an honours degree or equivalent plus typically two years relevant work experience.

Market research has highlighted the widening range and evolution of entry criteria that has occurred in both the UK and overseas markets (Identified and discussed in the market research sub section). For example, Cardiff University is now to consider applications "from recent graduates with an Honours degree from an approved university or those with a similar level of qualification gained by other methods." Additionally, the acceptance of candidates with professional qualifications and substantive business experience is increasing as an entry route in Singapore especially evident in specialist, industry specific, awards such as MBA Hospitality.

The team and school have spent an extensive amount of time researching, analysing and debating the entry criteria and changes to the market place. One of the primary influencers has been the changing 'student' within the higher education sector. This has been balanced with the clear differentiator of an MBA type qualification. This being the need to bring 'relevant work experience on which the learning process should build.' (QAA Guidelines 2015). It is clear that many current/recent graduates are leaving University with substantive work experience and in many cases substantive management experience. It is also important to note that within the Universities admissions criteria section 5.0 the guidelines note:

<http://www.qmu.ac.uk/quality/qm/AZindex.htm#e>

"The entrance requirements for each particular programme are *designed to meet* the nationally accepted entrance requirements for admission to programmes of that level, the aims, the curriculum content at that level, the *learning, teaching and assessment* methods and the duration, as well as the expected level of demand from applicants...."

Based on the market research and analysis of the market place and in line with the Universities guidelines;

- The team will consider recent graduates who have honours level qualifications are able to bring and demonstrate substantive work experience/responsibility that will enhance the learning experience across the cohort.

In line with the university policy of seeking to offer opportunities to candidates regardless of their personal background and level of educational attainment, the programme team will promote entry to the programme for all students. Practically this means that the programme team will consider:

Non-graduates with approved professional qualifications or work experience may also be considered under certain circumstances

- Applicants who have obtained an undergraduate general degree level qualification but can demonstrate a period of postgraduate work experience and/or CPD
- Candidates who have no formal degree level qualification but can demonstrate substantive professional experience and suitable CPD outcomes.

Consideration of non standard entry will be based on the following criteria but should be read in relation to regulation for admission within QMU's Taught Postgraduate Framework (noted above and in the admissions process sub section below)

- Appropriate work experience and supporting CPD type activity;
- Evidence of motivation to study at Masters level;
- Supporting references.

Applicant profiles that fit with any of the described categories will therefore be seen under the universities normal working practices to have demonstrated equal competency and capability to enter the MBA programme.

In some cases it may be necessary to require applicants, who do not clearly meet one of these entry requirements to attend for interview and/or prepare a piece of written work.

Applicants whose first language is not English must provide evidence of proficiency in English language. The minimum English language qualifications that can be accepted for postgraduate studies are ([http://www.gmu.ac.uk/international/english\\_language.htm](http://www.gmu.ac.uk/international/english_language.htm)):

-IELTS.6 with a minimum of 5.5 in each language skill. Please note that these tests are only valid for two years.

-Pearsons. A link to their website can be found here: [Pearson Test of English](#)

Whilst other English language tests can be considered, TOEFL qualifications are no longer acceptable.

Candidates that do not meet the above minimum entry standard for the MSc, may be given a conditional offer subject to successfully achieving the minimum English language proficiency (through the EASB English language department).

## **17. Support for students and their learning**

The university place a strong focus on supporting the student experience, developing an inclusive learning environment; and maximising the potential of each individual. There has been a consistent historical focus on supporting students within EASB and our continuing emphasis on guiding and supporting students remains a strong part of our identity. These principles are supported by a number of resources and initiatives, embedded within the university specialist support services and campus resources. The programme leader and wider team will make consistent efforts to ensure that all students are aware of these resources, sources of support and opportunities: For presentation and discussion these have been separate into two clusters; those operated and available through QMU and those operated by EASB.

### **15.1 Support from EASB**

- The Student Handbook
- Student Engagement in Programme Development / SSCC
- Supporting Students from Diverse Backgrounds
- Support for Student with Disabilities
- Student Services / Academic Support
- Counselling
- Careers Advice

EASB has its own library, which is constantly upgraded with the latest books through recommendation by lecturers. The library is accessible to all EASB students and lecturers. On top of this, EASB provides a Learning Centre that is equipped with 70 computers for student's computer usage.

### **15.2 Support from QMU - Access to Facilities (On Line)**

The QMU Information Services (IS) department operates a remote access strategy that aims to provide access to all the information resources that are available on campus to those who do not study at the QMU Edinburgh site.. Remote Access is provided through Citrix Remote Desktop and VPN (Virtual Private Networking). In essence, this allows students to access the student desktop, Web-CT sites and Library resources including full text journals and learning support advice; from anywhere in the world.

## **18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>