



Queen Margaret University
EDINBURGH

Programme Specification

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

1	Awarding Institution Queen Margaret University
2	Teaching Institution Metropolitan College (AMC)
3	Work-based learning Metropolitan College (AMC)
4	Programme accredited by
5	Final Award MBA
6	Programme MBA
7	UCAS code (or other coding system if relevant)
8	Date of validation/review May 2015

9 Educational Aims of the programme

Programme Aims

The aims of the MBA programme are:

1. Develop an integrated and critically aware understanding of management and organisations, and assist them to take effective roles within them.
2. 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.
3. Develop an enhanced ability to lead, sustain, manage and deliver effective change in increasingly international and high change environments
4. Develop an on-going, lifelong approach to learning; and to take responsibility for their own learning development though personal development planning
5. Develop the ability to advance implementable responses to challenging, complex and uncertain environmental challenges
6. Develop a capacity for applying judgement and analysis within a structured decision making process
7. Develop the ability to support and harness innovation and creativity in systematic ways.

10 Learning Outcomes of the Programme

On completion of the programme, the students will have demonstrated their ability to:

- Demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed
- 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
- 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

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

1. Plan, design and executive practical activities and business solutions using appropriate techniques and procedures
2. Operate effectively as an individual and within a team context and demonstrate effective leadership skills
3. Demonstrate numerical competence in the analysis and interpretation of financial and economic information
4. Apply communications and information technology within business management context
5. Apply the practical elements of business management within different organisational contexts and cultures
6. Plan, conduct and present the results of independent investigations and develop autonomous, reflective and self-learning skills

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a 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 and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

11 Programme structures and features, curriculum units (modules), credits and award requirements

All modules in the Division are 20 credits

Programme Structure Diagram – MBA

MBA FULL-TIME DELIVERY	
Semester 1	Semester 2
Managing people	New business development

Financial management	The effective manager	
Operations & supply change management	Business economics	
International marketing	Managing strategy for value creation	
Developing skills for business leadership (0 credits module)		
Business impact and practice (project)		
MBA PART-TIME DELIVERY		
Year 1		
Semester 1	Semester 2	
Managing people	New business development	
Operations & supply change management	The effective manager	
Developing skills for business leadership (0 credits module)	Business economics	
Year 2		
Semester 1	Semester 2	
Financial management	Managing strategy for value creation	
International marketing		
Business impact and practice (project)		

12 Support for students and their learning

AMC strives for excellence in supporting students in many ways. They will always be able to find a sympathetic person who will try to help them if at all possible. The first person to contact in many cases will be the programme leader. Students are also supported by module leaders and personal tutors. The programme leader will be able to advise students on general matters about the programme they are following. Programme leaders are responsible for liaison with student representatives for the programme. They also have other duties, which vary from year-to-year and are often connected with quality improvement projects.

Module Leaders are responsible for the delivery of their module and they coordinate the team of tutors who are available to students during tutorials and practical sessions. They usually take some if not all of the lectures for their module. General academic advice can also be obtained from personal tutors.

Every student is allocated a personal tutor within the first three weeks of their arrival at the university. This is a member of academic staff who the student can go to, individually, for general guidance and advice. Personal tutors may discuss key choices (eg. option choices) and review the student progress.

Most enquiries and administrative matters concerning registration for programmes and modules, programme regulations and other issues relating to student support can be dealt

with at the Business School Registry.

Finally, AMC programme leaders after consultation with programme teams have jointly decided to create and offer a non-credit module to students of all programmes, with the aim of supporting and enhancing students' experience with regards to study skills and academic writing. It has been common knowledge that students who enter directly the UK HE system face great difficulty in managing their self study and coursework, as well as produce written work of the required academic standards. The Academic Learning Centre's experience has taught us that it was imperative that students were supported in this respect in a more coherent and consistent manner. As a result this new module has been included in the programme structure and will be offered across the suite of the business programmes.

13 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#t>

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

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 AMC 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.

Students wishing to enter taught postgraduate programmes with advanced standing may request credit for up to 50% of the programme, where applicable to the specific programme outcomes. If students change award to another subject they would need to provide additional evidence that the existing credit matches the specific learning outcomes of the relevant component(s) of the new

programme.

**14 Methods for evaluating and improving the quality and standards of teaching and learning
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

AMC follows a three –pronged strategy on observation of learning and teaching. The aim is to provide a system of checks and balances so that no single system of reporting is relied on but is compared to inputs from other sources. This ensures that the operations of the standards identified in the Quality System are constantly monitored and any areas of potential weakness identified and improvements made. The areas of the strategy are:

Independent review is undertaken by the quality department on a sampling basis and unannounced so that lecturers are unable to prepare for it. The objective is to take a non-specialist look at teaching methods on a module, identify areas of excellence that can be disseminated throughout AMC and areas for improvement. Special attention is made to whether the lecturer is communicating efficiently to all students, differentiating when different levels of ability are evident and making use of a variety of teaching methods to communicate and maintain interest and academic rigour. Attention is also paid to routine matters such as staff and student punctuality and how the lecturer deals with matters of discipline when necessary.

Peer review is undertaken by colleagues at an equivalent or higher level to the lecturer being reviewed. They consider the module being taught from a specialist academic perspective and decide whether the key points of the module lesson plan are being effectively communicated. The teaching of the module is also considered from the perspective of its place in the context of the whole programme. The degree to which the lecturer is keeping up to date with developments in their discipline rather than keeping to a pre-defined script is also assessed. Peer review creates mutuality between teaching staff – since they review each other there is a cross fertilisation of ideas to improve teaching.

Self review seeks to create a critical awareness on the part of the lecturer of the need to constantly investigate and evaluate their own teaching and identify areas for improvement. The aim is to compare self assessment with external assessment and identify any discrepancies and areas for development and improvement.

Detailed forms are used for reporting the results ensuring there three interrelated approaches work effectively in providing checks and balances upon each other. When supplemented with comment from the student feedback form and the course results they provide a thorough picture of the reality of teaching practice and the efficacy of learning taking place. These results are monitored in Management meetings and more specifically at the board meetings for the programmes.

Annual Monitoring Review and Enhancement Process

This annual monitoring review includes the evaluation of and the development of an action plan based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via programme committee and module evaluation questionnaires.

Appointment of external examiners

The academic standards of this programme are monitored by at least one external examiner external to QMU, appointed by QMU. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to all students.
- External examiners fulfil these responsibilities in a variety of ways including:
 - Approving exam papers/assignments;
 - Attending assessment boards;
 - Reviewing samples of student work and moderating standards;
 - Ensuring that regulations are followed;
 - Providing feedback to the University through an annual report that enables us to make improvements for the future.

Periodic reviews of the partnership and programme

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

Committees with responsibility for monitoring and evaluating quality and standards

- **The Programme Committee**

The Programme Committee is the major decision-making body and is the forum for policy concerning conduct, review and development of the course and students on it.

Student representatives and academic staff from the programme will meet formally at the PC to address issues of mutual interest, discuss and propose programme changes; discuss programme reports and other documentation.

The Programme Committee is chaired by the Programme Leader. Its membership includes all of the full-time academic staff who teach or assess the course, or representation from the relevant department, and students from each year of the course. The chairman may invite any non-member to attend a meeting and participate in the discussions.

Terms of Reference:

- a) To keep under review the subjects of study within modules, the integration of subjects, curricula, syllabi and assessment arrangements (consonant with any requirements of relevant external bodies) in respect of the programme.
- b) To be responsible for the maintenance of academic standards in the programme and for the

conduct of the programme including the work and progress of students

- c) To monitor the operation of the programme and to report annually on such operation and on possible improvements to the course to the School. Future proposals are included within an action plan as part of this annual report.
- d) To keep under review the regulations for the course.
- e) To establish a Student/Staff Consultative Committee for the course and to consider the minutes of meetings of the Consultative Committee.
- f) To plan for the re-approval of existing programmes and to prepare appropriate documents for consideration by the Course Approvals Committee.
- g) To receive, consider and take action as appropriate on external examiners' reports. The reports and an account of action taken shall be included in the annual report.
- h) To appoint such ad-hoc sub-committees as may be required from time to time.
- i) To make available the minutes of its meetings to the School Academic Board.

- **Boards of Examiners**

Board of Examiners is responsible for making decisions about students' performance including decisions about progression and award. Analytically, it is responsible for agreeing the level of performance for each student on each module under consideration, confirming marks for modules and deciding whether a student should be awarded a pass or fail in any module within their jurisdiction and the mechanisms for re-assessment especially in cases of extenuating circumstances. The Board reviews the students' whole performance across all the modules and makes decisions. The Board, in reaching its decisions, is guided by the University's academic regulations and, exceptionally, any programme specific regulations approved at the time of validation and as laid out in the definitive programme document.

Normally, there are at least two meetings of the Board of Examiners each year, one at the end of Semester 2 and the other after the re-examinations prior the beginning of the new academic year in order to decide on the students' performance in the re-examinations.

- **Joint Board of Examiners**

After the completion of each academic year and prior the beginning of the new academic year, a Joint Board of Examiners takes place which thoroughly analyses the Annual Monitoring Report, a document written by the Programme Leader with the participation of the programme team where needed. The AMR consists of a review of the academic year that has just been completed, a report by the Programme Leader as a reply to the External Examiner's report, which refers to the progress of the course according to the Exam Board, the minutes of the Student and Staff Consultative Committee meetings as well as a table with the issues that have to be resolved and the kind of action that will be taken. During this Board, final decisions are taken and start to get materialized after the official approval by the responsible QMU Committees. The Delegate of QMU (convener), the Programme Leader, the Programme Team and the External Examiner take part in the Joint Board of Studies.

- **Student-Staff Consultative Committees**

A Student-Staff Consultative Committee will operate for each programme in order to allow students to discuss issues affecting their studies. The Committee will consider any matters directly related to the programme and report or make recommendations, as felt necessary, to the Programme Committee.

The membership of the Committee shall be drawn from staff teaching on the programme and student representatives; there should be more students than staff. The student membership should cover the main subject areas and activities of the programme. It is appropriate for a student to convene the committee and take minutes. Where a student member is not identified to take minutes, a member of the Programme Team will take on this role.

It is essential that some record be kept of the meetings for the purpose of demonstrating what issues were discussed, what the response was and whether the issue was then satisfactorily resolved. Programme Leaders will be expected to refer to SSCC minutes when writing their annual programme monitoring report.

- **Subject Group Teams**

Each Programme belongs to a Subject division. The Programme Leader, within this group is responsible for the day-to-day running of the programme. The Subject Group is responsible for the overall management of the Programmes within its grouping. The programme BSc (Hons) BA/ BA (Hons) International Hospitality and Tourism Management [Athens] belongs to the QMU Division of Business, Enterprise and Management. The programme leader and the programme committee refer and report to the QMU Dean and Head of Division.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- **Module evaluation forms**

Module evaluation forms completed anonymously by the students, once per semester are used for monitoring and development purposes. The questionnaire seeks to elicit information with regards to learning objectives, the degree of support and guidance available to students, the quality and consistency of feedback on coursework and progress received by students, as well as the adequacy of IT and library resources.

- **Student Survey**

An interdisciplinary student survey is conducted once a year, whereby feedback is gained with regards to:

- Description of the respondents
- Communication and interaction with lecturers
- Feedback on assignments, class work and exams.
- Quality of teaching and timetabling
- Learning Resource Centre and Information Services

Open ended questions, such as 'best things about QMU and things to be changed (related to LRC

and Information Services)' are also included in the survey.

- **Student & Staff Consultative Committee**

Furthermore, at least two meetings of the Students & Staff Consultative Committees are scheduled per semester during which the educational progress and probable problems are discussed by the year tutors, the course leader and the students' representatives. In cases of urgent issues, extra meetings take place. The minutes of these meetings are attached in the Annual Monitoring Report and discussed in the Joint Board of Studies. Final decisions of the Board validate the changes following QMU regulations.

- **PAT Meetings**

Each student can refer to the Personal Academic Tutor who is responsible for discussing and appraising his/her progress. Both parties work together so as to mutually find ways to surpass any difficulties that the student may have. Students must at least once a semester meet their year tutors, according to the QMU philosophy and regulations, and discuss their progress. This meeting usually takes place in the middle of semester in order tutors to have a clear picture of the students and be able to guide them. Students can also contact their tutors through e-mail for a more direct communication. The information obtained by the PAT meetings is gathered and discussed in the Programme Committee, which is held once per semester, and is combined by the feedback obtained at the SSCC meeting, which always takes place prior to the PC Meeting.

Staff development priorities include

AMC has in place effective measures to monitor and assure the proficiency of staff and identify any training needs.

On the other hand, QMU has a responsibility to provide opportunities for staff training to partner institutions. AMC Metropolitan College can ask the Centre for Academic Practice to support the Academic Link Person in providing:

- advice on setting assessments
- advice on drawing up module descriptors and defining learning outcomes
- advice on producing programme documents for validation
- advice on provision of student feedback

More advanced training, such as use of information and communication technology, can be negotiated with the University. AMC staff consistently attends workshops run by QMU's staff, which take place at the College's premises, These are part of the normal staff development programme. The Short Course in Learning, Teaching and Assessment is particularly recommended for staff of partner organisations.

Finally, the Centre for Academic Practice offers specialised 3-day workshops in teaching and learning for new members of staff at AMC.

16 Key sources of information about the programme can be found in

- The **QMU regulations** can be found on the Quality web site:
<http://www.qmu.ac.uk/quality/gr/default.htm>
- Information on AMC can be found on:
<http://www.metropolitan.edu.gr>
- Information relevant to the programme and delivery at AMC can be found at”
<http://www.metropolitan.edu.gr/moodle>
- Thorough information considering **assessment regulation** can be found in :
<http://www.qmu.ac.uk/quality/documents/AssessmentRegulations.doc>
- Continuation of study regulations are available under “**Admissions Regulations**” at the following link <http://www.qmu.ac.uk/quality/qm/AZindex.htm>
- Regulations pertaining to Undergraduate awards of the University are available under “**Awards of the University**” at the following link
<http://www.qmu.ac.uk/quality/qm/AZindex.htm#u>
- For the full details relating to RPL please click on the following link under “**Recognition of Prior Learning - summary guide**”:
<http://www.qmu.ac.uk/quality/documents/RPL%20summary%20guide.doc>
- You can find full information relating to the **Academic Appeals Procedure** at the following link under “*Appeals procedure*” :
<http://www.qmu.ac.uk/quality/documents/Academic%20Appeals%20Procedure%20Update%20June%202010.doc>
- The **Complaints procedure** and Complaints form can be found at the following link under “Policies and Codes of Conduct”. <http://www.qmu.ac.uk/quality/gr/>

