



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	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	MBA, MBA with routes in Hospitality, Tourism and Family and Smaller Enterprises
	Subsidiary exit awards	PG Diploma, PG Diploma with Hospitality, Tourism, Family and Smaller Enterprises, PG Cert.
5	Programme Title	MBA
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	FT / PT 12/18 Months FT and 2 years to 7 years P/T
9	Date of validation/review	16 th March 2016

10. Educational Aims of the programme

The general purpose of the QMU MBA programmes is to provide a relevant, practical and high quality post graduate management educational experience that will appeal to a wide range of students and stakeholders. Furthermore, practitioners from the Hospitality, Tourism and Family & Smaller Enterprises sectors will be attracted to our programmes due to both the quality educational experience but additionally the opportunity to focus part of the programmes toward the defined sectors.

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

Subject Benchmark Statement: Master's Degrees in Business and Management (2015)
<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2958#.VuafrVtFBoA>

SCQF level descriptors – SCQF level 11 characteristics and guidance
[http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010\(2\).pdf](http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf)

QAA Scotland. 2013. *What is Mastersness?* [online]. Available at:
<http://www.enhancementthemes.ac.uk/docs/report/what-is-mastersness.pdf>

QMU. 2012. *Quality, Learning, Teaching and Assessment Strategy* [online]. Available at: <http://www.qmu.ac.uk/quality/documents/QELTA%20November%202012.pdf>

QMU. 2013. *Taught Postgraduate Framework* [online]. Available at: http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf

12. Learning Outcomes of the Programme

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

- 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

13. Teaching and learning methods and strategies

The learning, teaching and assessment strategy for postgraduate study is concerned with advanced-level skills that combine both cognitive and intellectual skills with softer personal and interpersonal skills. An integrated learning and assessment strategy will therefore focus on developing theoretical knowledge and practical skills; and focus the application of these in the analysis and evaluation of current practice. The strategy is also designed to explicitly test and support students in demonstrating their achievements (QAA, 2015) and fulfilling their potential (QMU, 2011) and will do this by constructing a learning environment informed by the criticality of the student's position in the learning process.

The learning teaching and assessment strategy reflects and deeply embeds the programme philosophy of developing skills in the team and project environments. The strategies will also support learners in developing subject knowledge and transferable and soft skills. The programme builds and focuses the development of both, towards the programme capstone

project experience. Students are encouraged to apply, test and take ownership of new knowledge and ideas within their project. The process of structuring the testing of new ideas and knowledge into their existing knowledge and mental models, develops not only practical capability, but also confidence and employability.

14. Assessment strategies

The MBA assessment strategy has been designed to incorporate good practice and covers the breadth of instruments types indicated in QAA and QMU masters benchmarks statements. a variety of learning and teaching methods are engaged with that allow students to participate with practice and demonstrate mastery of, new skills and achievements. The methods will include seminars, lectures, tutorials, IT workshops and guest delivered sessions. However most critical to this programme given the philosophy of working and leading groups and teams, in a project dynamic, is how we embed experiences that align with these ideals; within the class environments described. The team's firm belief is that much of a student's critical learning takes place between members of a group, when the teaching and learning activities are designed in way that can allow such outcomes to naturally develop. A significant part of the programmes learning teaching experience will therefore be designed as a vehicle for developing dynamic group learning environments, where softer skills have the chance to enhance collaborative learning within the group. The team have the confidence and experience to illustrate that it is not necessarily the formal group 'tasks' that are important but it is the cohort supporting each other in the learning journey in non formally assessed components.

A clear focus within programme modules is to be developed upon group problem (or enquiry) based learning activities and case studies. The practical emphasis on group based learning activities delivers alignment between the philosophical aims and practical beliefs the programme team have of learning and teaching and the needs or external organisations in the modern business environment.

An element of the programme that is also critical at level 11 is the requirement and emphasis on self directed learning. Self directed learning activities will be independent and group based, with some group tasks feeding into structured sessions and other feeding in to reflective the use of The HUB (QMU's Virtual Learning environment).

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

		Tuesday	Wednesday	Thursday
Sem 1	9:15	Operations and Supply Chain Management (MBA Generic Routes) Or Global Issues & Challenges for Hospitality Managers (MSc. & MBA Hospitality Routes) Or Family Business Insight (MBA/MSc FSE) Or International Tourism Management (MSc & MBA Tourism Routes)	Business Impact and Practice (All MBA Routes) (Normally 09:30 – 12:15)	Human Resource Management (All MBA Routes)
	1:15	International Marketing (All Masters Students)		Financial Management (All MBA Routes)
Sem 2	9:15	Business Economics (All MBA Routes)	Business Impact and Practice (All MBA Routes) (Normally 09:30 – 12:15)	New Business Development (MBA FSE) Or Contemporary Tourism Issues – Threats and Opportunities (MBA Tourism Routes) Or Behavioural Finance (MBA General)
	1:15	Leadership Power & Policy (MSc. Generic) Or Critical Issues in Hospitality & Tourism Leadership (MSc. & MBA Hospitality & Tourism Routes) Or Family Business Governance (MBA & MSc FSE Routes) Or Elective (MBA Generic)		Directing Strategy for Value Creation (All MBA Routes)
Sem 3		Business Impact and Practice (All MBA Routes. Project to focus on route specialisation)		

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 section 5:

<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.

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 University's 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. We routinely suggest that candidates not only attend for a visit at QMU but are offered the opportunity to attend a class, meet with existing students and see if QMU is right for them.

English Language requirements

The minimum English language requirement for entry to the programmes is IELTS grade 6.5, with no element of performance lower than grade 5.5.

Applicants falling one increment below (e.g. 6.0) the required standard entry for admission may be admitted on condition of full attendance at the 4 week pre-session course operated by the QMU Effective Learning Centre.

Applicants reaching IELTS 5.5 will be considered for admission if they are able to fully attend and complete the newly introduced 12 week Pre-Sessional Course operated by the QMU Effective Learning Centre.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Student and Project handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

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/>

Where the QA arrangements differ from standard QMU procedures, include that information here.