



Master of Science in Quality and Business Excellence

Comprehensive Program Specification Documentation

Academic Year
2023 – 2024

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1.0 Program General Information

Program Title:	Master of Science in Quality and Business Excellence		
Program Code:	2.MS.0219		
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1.1 Program Description

The Master of Science in Quality and Business Excellence (MSQBE) provides skills necessary for today's dynamic business environment. The MSQBE program provides students with in-depth understanding of international quality frameworks, issues in business excellence, the various quality award frameworks, and their practical applications in the workplace. Graduates will be able to implement practical approaches and techniques of quality and business excellence to address market needs in Abu Dhabi, The United Arab Emirates and abroad.

This program supports the pillars of the Abu Dhabi 2030 Vision, especially those directed at the promotion of a large empowered private sector, and a sustainable knowledge-based economy. The degree provides the underpinning knowledge to students wishing to follow a career in the fields of quality and business excellence.

1.2 Program aim and goals

The MSQBE program has specific goals related to the study of quality management and business excellence, which are to develop graduates:

- abilities to utilize relevance concepts and theories of quality assurance and quality management.
- knowledge and skills to apply problem solving skills to a variety of strategic quality and business excellence scenarios.
- competencies to apply the principles of business excellence to meet requirements of quality frameworks.

- responsibility to select appropriate quality tools and techniques and explain their suitability within the organization's context.

1.3 Employer Engagement

ADSM seeks to achieve effective, beneficial, and sustainable engagement with employers to meet their current and future workforce development needs. These will satisfy the aspirations of employees and help meet the targets set by the Abu Dhabi Vision 2030. This program is aimed at meeting the need of employers for quality and business excellence professionals which is not currently fulfilled by any other higher education provider in the UAE.

ADSM's association with the Abu Dhabi Chamber of Commerce and Industry has set the trajectory of the MSQBE program on a course that will help it to fulfil the needs of the evolving labour market of the Emirates. ADSM has relationships with the local employers through its association with the Abu Dhabi Chamber of Commerce and Industry.

2.0 Program Accreditations and UAE Qualifications Framework

2.1 National and International Accreditations

ADSM's MSQBE program is intended to give graduates the tools, research experience and background to work professionally in local or international organizations. Graduates will be knowledgeable and skilled to adapt to various environments and help organizations create competitive advantage. The program and its respective course learning outcomes are aligned with UAE and international standards.

ADSM adheres to the formal processes of accreditation under the UAE Ministry of Education (MoE) Standards for Licensure and Accreditation administered by the Commission for Academic Accreditation (CAA), the National Qualification Authority (NQA), and the National Qualifications Framework (QF*Emirates*).

The ADSM MSQBE program is not currently offered in an interdisciplinary or joint (i.e., with another institution) format. The program does not currently have any international accreditation and does not have any delivery support partners.

However, ADSM is validated by the Business Graduate Association ‘[BGA](#)’ and in the accreditation process to receive institutional accreditation by the BGA. In addition, ADSM is on the waiting list of the Association of Master of Business Administration ‘[AMBA](#)’ to undergo the AMBA accreditation process. ADSM is a member of the United Nations supported institution, Principles for Responsible Management Education ‘[PRME](#)’ MENA chapter initiative.

2.2 Program Learning Outcomes and QF Emirates

The ADSM MSQBE Program Learning Outcomes (PLOs) are aligned to the QF Emirates Strands of Learning Outcomes: Knowledge, Skills, Aspects of Competence and CoreLife Skills (see Table 1). The MSQBE PLOs are also designed to meet the key competencies required so that the graduates demonstrate effective participation in the workplace, in learning, and in daily life.

Program-level outcomes (P). Students completing the MSQBE program will be able to:	Knowledge (KN)	Skill (SK)	Aspects of Competence			Core Life Skills (CLS)
			Autonomy and Responsibility (RC)	Role in Context (RC)	Self-Development (SD)	
PLO1: Demonstrate an advanced comprehensive knowledge about the impact of quality and business excellence initiatives on business outcomes.	KN1 KN2 KN3	SK1	AR2			CLS1 CLS2
PLO2: Implement quality and business excellence theories, processes, structures, systems, and strategies in a variety of business contexts.	KN1 KN4		AR3		SD3	CLS3 CLS4 CLS5
PLO3: Critically analyze the purpose and functions of quality management and achievement of business excellence.	KN1 KN4	SK2	AR1 AR3		SD2	CLS6 CLS7

PLO4: Evaluate and select appropriate research instruments and problem-solving techniques to conduct research in quality and business excellence.	KN2 KN3	SK1 SK3 SK4	AR1 AR3			
PLO5: Apply leadership skills to achieve quality and business excellence outcomes.	KN3 KN4	SK2	AR1		SD1	
PLO6: Formulate solutions for complex quality and business excellence problems and communicate decisions to relevant stakeholders.	KN4	SK3 SK4 SK5	AR 3	RC1 RC2	SD1	

Table 1. PLOs Mapping against QF Emirates Level 9 Strands

2.3 Course Learning Outcomes (CLOs)

Programs are made up of courses. Each course has its own intended Course Learning Outcomes (CLOs). The mapping of the CLOs to PLOs is presented in Appendix 1. Students must achieve all the CLOs to obtain their qualification.

3.0 Program Structure and Degree Completion Sequence

The MSQBE program is composed of courses that provide students with specialized knowledge of quality and business excellence. This program consists of ten 3-credit hour courses. This includes 6 core courses, 2 thesis courses and 2 elective courses, totaling 30 credit hours.

3.1 Program Structure

Table 2 below shows the program standing, course code, course title, credit hours, and pre-requisites/co-requisites in the MSQBE program.

Program Standing	Course Code	Course Title	Credits	Pre-requisites / Co-requisites
Core	QTY 8111	Research Methods	3	First Term Requirement
Core	QTY 8212	Quality Management Systems and Approaches	3	Co-requisite: QTY 8111
Core	QTY 8215	Quality Improvement Tools and Techniques	3	Pre-requisite: QTY 8212
Core	QTY 8219	Operations & Supply Chain Management	3	None
Core	QTY 8217	Total Quality Management and Business Excellence	3	Pre-requisite: QTY 8212

Program Standing	Course Code	Course Title	Credits	Pre-requisites / Co-requisites
Core	BUS 8422	Strategic Change Management	3	None
Thesis	QTY 8918	MSQBE Individual Consultancy Thesis I (Proposal)	3	Pre-requisites: A minimum of four core courses (12 credit hours), which must include: QTY 8111, QTY 8212, QTY 8219
Thesis	QTY 8919	MSQBE Individual Consultancy Thesis II (Final)	3	Pre-requisites: LED 8918 and All Core Courses
Elective	BUS 8415	Managing Organization Performance	3	None
Elective	QTY 8214	Japanese Quality Improvement Approaches and Structures	3	None
Elective	BUS 8423	Creative Problem Solving for Conflict Management	3	None
Elective	BUS 8420	Innovation and Entrepreneurship	3	None

Table 2. MSQBE Program Structure

3.2 Program Degree Completion

Full-time students will be able to complete the program in 15 months by taking one to three courses in each of five consecutive terms. Tables 3 and 4 below show the study plan and program sequence for full-time students.

Code	Type	Title	Credits
Term 1: Fall			
QTY 8111	Core	Research Methods	3
QTY 8212	Core	Quality Management Systems and Approaches	3
Term 2: Winter			
QTY 8215	Core	Quality Improvement Tools and Techniques	3
QTY 8219	Core	Operations and Supply Chain Management	3
QTY 8217	Core	Total Quality Management and Business Excellence	3
Term 3: Spring			
BUS 8422	Core	Strategic Change Management	3
QTY 8918	Thesis	MSQBE Individual Consultancy Thesis (Proposal)	3
Term 4: Summer			
TBD	Elective	Elective 1	3
TBD	Elective	Elective 2	3
Term 5: Fall			
QTY 8919	Thesis	MSQBE Individual Consultancy Thesis (Final)	3

Table 3. MSQBE Study plan and program sequence (**Fall Intake**)

Code	Type	Title	Credits
Term 1: Spring			
QTY 8111	Core	Research Methods	3
QTY 8212	Core	Quality Management Systems and Approaches	3
Term 2: Summer			
QTY 8215	Core	Quality Improvement Tools and Techniques	3
QTY 8219	Core	Operations and Supply Chain Management	3
Term 3: Fall			
QTY 8217	Core	Total Quality Management and Business Excellence	3
BUS 8422	Core	Strategic Change Management	3
TBD	Elective	Elective 1	3
Term 4: Winter			
TBD	Elective	Elective 2	3
QTY 8918	Thesis	MSQBE Individual Consultancy Thesis (Proposal)	3
Term 5: Spring			
QTY 8919	Thesis	MSQBE Individual Consultancy Thesis (Final)	3

Table 4. MSQBE Study plan and program sequence (**Spring Intake**)

4.0 Program Admission Requirement

4.1 Graduate Admission Requirement

Applicants to the program are required to have;

- an earned Bachelor's degree recognized by the Ministry of Education in a relevant field in Business or Engineering (Applicants with a degree in an area other than business or engineering but have relevant work experience, or professional qualifications may be considered, providing that they attend and successfully complete the Bridging Course(s),
- a minimum of a 3.0 cumulative GPA on a 4.0 scale, or equivalent, and
- a minimum score of 1400 on the English language portion of the EmSAT examination, or its equivalent on other national or internationally-recognized tests that are approved by the CAA, such as TOEFL scores of 213 CBT, 79 iBT, 550 PBT, or 6.0 IELTS (see Appendix 2).

4.2 Transfer Admission Policy

Graduate students are typically expected to complete all degree requirements in residence at ADSM. Transfer credits for courses taken elsewhere are accepted as deemed appropriate by ADSM. (See P 402 Transfer Admissions Policy and P 401 Graduate Admission Policy)

5.0 Program Teaching Pedagogy

5.1 Teaching and Learning Methods

Over a duration of 10 weeks (6 weeks in summer), the program will primarily be delivered through interactive lectures. This helps students to deepen their understanding of the key theories, approaches, and practices used in the real world. Lectures will follow the syllabus and draw upon the main textbook and other key readings. Students are also required to read around the topics to extend their understanding further. This enables students to actively evaluate and critically discuss lecture topics. It is important that graduate students discuss key topics to formulate and to articulate their views and perspectives. The teaching and learning methods also include case studies, tutorials, seminars, and assessment strategies.

5.2 Mode of Delivery

The MSQBE program is offered in a traditional face-to-face teaching mode. In emergency situations, course delivery will consist of technology-based virtual class sessions. Courses will be delivered over a 10-week period (6 weeks in summer) on weekdays from 4:30 pm to 9:30 pm. Each 3-credit course will consist of 45 contact hours of lectures and other learning activities. Assessments are conducted outside the contacts hours. Each 'Thesis' course will be delivered over a period of ten weeks (see **P 322 - Thesis Policy**).

5.3 Learning Management System (LMS)

ADSM's Learning Management System (LMS) is a customized version of Moodle 3.7. A reliable LMS is essential to the delivery of the program and enables students to access information remotely. This is an e-learning resource that hosts discussion forums, practice assessments and related reading. Independent learning is consistent with the expectations of graduate study. It provides a very effective basis for feedback and coaching improvements (formative assessment) and encourages student engagement outside of class contact hours. (Refer to **Section 8.3.1 Assessment of Classroom** for further discussion on LMS).

6.0 Program Aspects of Competencies

The MSQBE program adheres to ADSM's **P301 Grading and Assessment Policy**. This governs the principles of assessment at ADSM, including the QF Emirates Level 9 compliance (see Appendix 3), and CoreLife Skills (see Appendix 4). Students are required to complete two summative assessments. These will range in their level of difficulty. The first assessment ranges from Lower to Moderate skills and is weighted at 40%. The second assessment is pitched at Moderate to Upper skills and is weighted at 60%. These assessments will offer students the opportunity to evaluate and synthesize industrial case studies (both international as well as GCC, especially UAE), against taught theories and concepts. Moreover, the students will also conduct guided research on a related topic in more depth which will be used to assess students' conceptual clarity and analytical ability.

Out-of-class assessments must be submitted through ADSM's LMS portal (specifically Turnitin through Moodle to evaluate the work for plagiarism). Work must not be emailed to the instructor. Penalties will apply for submissions that are made after the submission due date.

7.0 Program Quality Assurance

7.1 Quality Assurance and Risk Management Office

ADSM ensures that each program meets the UAE's regulatory requirements and adheres to the policies and procedures stipulated by ADSM's Quality Assurance and Risk Management Office (QARMO). The QARMO is responsible for improving educational programs and ADSM's overall effectiveness. The QARMO team is dedicated to supporting and promoting the practice of continuous improvement. The team works closely with the Academic Dean to identify the direct and indirect criteria that best measure the achievement of program and course learning outcomes (see **P 106 Quality Assurance Policy**). The QARMO team members participate in academic policy formulation committees and work closely with the Academic Dean, Director of Programs, Academic Advisor and Director of Student Affairs to identify opportunities for improving the students' experience.

The QARMO team conducts surveys to measure students' satisfaction with their experience. The QARMO team conducts several surveys regarding the experiences of students, faculty, graduates, and alumni. The QARMO team analyzes program-related performance, assesses student achievement of learning outcomes, and ensures program planning and improvement activities are completed. The QARMO team uses the Course Critical Self-Assessment Report (CSER) to examine how effectively the course met the learning outcomes and suggests improvements with time-bound actions for the purpose of "closing the loop." In addition, the collection and analysis of survey data helps the Academic Dean evaluate the effectiveness of the program.

7.2 Institutional Planning

ADSM maintains a Strategic Plan that charts the progress towards achieving its goals. At the program level, the Academic Dean and faculty member discuss the incremental changes in the course syllabus to meet the relevant learning needs of students. Such improvement in the course syllabus requires the institution's Curriculum Development Committee (CDC) approval. The Academic Dean and Director of Academic Programs in consultation with external industry experts through the MSLOD 'Academic Program Advisory Committee 'APAC', ensure that the curriculum of each program is relevant and up-to-date.

8.0 Student Services and Learning Resources

8.1 Student Services and Academic Advising

Students are supported through the work of ADSM's Student Affairs team. This includes, admissions, registrations, scholarships and access to the Academic Support Center (ASC). The ASC provides support and assistance with course work including research and writing skill.

In addition, students can seek academic advice, co-curricular help, and various forms of counselling from a dedicated Academic Advisor assigned to each program. A student requiring assistance needs to book an appointment with the Advisor via the LMS. For more information, see **P 417 Academic Advising Policy** and **P 408 Career Services Policy** within the ADSM Student [WebPortal](https://lms.adsm.ac.ae) (lms.adsm.ac.ae).

8.2 Learning Resources: Library

Students have access to excellent digital resources. ADSM is a postgraduate-only institution and the majority of its students are working professionals who visit the campus primarily during class hours. To cater to the needs of such a student body, ADSM focused almost exclusively on electronic learning resources. ADSM's library provides access to 76,403,073 eBooks, ProQuest Business Premium Collection, LibriVox, public domain audiobooks; and Abu Dhabi Data, a platform of all Abu Dhabi Open Datasets. These resources can be accessed from off-campus sites (see **P 601 Library Policy**). The library supports both faculty members and students in their research-based undertakings. Student satisfaction with Library services is measured through the annual Student Survey (refer to 7.1), which includes the questions mandated by the CHEDS (Center for Higher Education Data and Statistics).

8.3 Learning Resources: Technology

ADSM's campus offers a stimulating learning environment through well-equipped facilities. Each classroom is equipped with a computer that is connected to the Internet and Smartboards to support instruction and Wi-Fi for students to facilitate coursework. There are computer suites where students can complete assignments, conduct research and browse the internet. There is high-speed Wi-Fi internet access throughout the campus. The IT unit facilitates technology requirements of faculty and students. This includes training for faculty and students in the use of the LMS as the official academic platform. ADSM regularly evaluates Help Desk Tickets and assesses the problems, issues, and needs of its user community. ADSM obtains feedback from students on IT services through the Annual Student Experience Survey.

Appendices

Appendix 1. Program CLOs vs PLOs

MASTER OF SCIENCE IN QUALITY AND BUSINESS EXCELLENCE

Table 5. Core Courses

Research Methods	
QTY 8111	
Core	
CLO1	Investigate and apply research principles to solve challenges in work environments.
CLO2	Perform a review of recent literature, including the ethical concerns, related to a particular research problem.
CLO3	Determine and apply appropriate research methods used to address a particular research question.
CLO4	Evaluate the results from data analysis derived from a wide range of methodological approaches used in social research.
CLO5	Design a research study to address a specific research question on the chosen topic.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
x		x			
	x		x		
		x	x		
	x		x		

Quality Management Systems and Approaches	
QTY 8212	
Core	
CLO1	Investigate and apply advanced knowledge of quality standards and approaches in an organizational context
CLO2	Analyze any risks, costs and benefits to an organisation for implementation of quality management systems
CLO3	Analyze recent research outcomes and alternative viewpoints for utilizing quality management systems
CLO4	Critically evaluate quality management program audit techniques and apply them to a business problem.
CLO5	Propose appropriate quality standards for the design of a quality management system.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
x		x			
		x	x		
	x				x
			x		x

Quality Improvement Tools and Techniques	
QTY 8215	
Core	
CLO1	Critically examine a variety of quality improvement tools and techniques
CLO2	Analyze and apply key concepts and theories of quality improvement for applicability and effectiveness.
CLO3	Appraise models of quality improvement related to an organizational problem.
CLO4	Select and evaluate the use of quality improvement tools and techniques in a specific organizational context.
CLO5	Propose improvement strategies based on recent research related to quality improvement tools and techniques.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x		x			
	x			x	
x		x			
			x	x	
	x		x		

Total Quality management and Business Excellence	
QTY 8217	
Core	
CLO1	Critically examine the concepts and principles of total quality management (TQM) and business excellence.
CLO2	Analyze the implementation of TQM and business excellence models in manufacturing or service organizations.
CLO3	Assess TQM proposals from consultants and external organizations to determine the appropriateness of tools and techniques suggested.
CLO4	Evaluate the effectiveness of a variety of methodological approaches to TQM and business excellence.
CLO5	Design and implement TQM and business excellence solutions based on best practices from management accreditation standards.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x		x			
x	x				
		x	x		
	x				x
			x		x

Operations and Supply Chain Management	
QTY 8219	
Core	
CLO1	Examine a firm's operations and supply chain management with regards to competitive advantage.
CLO2	Analyze organizations operations and supply chain strategy to assess organizational performance
CLO3	Appraise the effects of operations and supply chain designs on employees and customers.
CLO4	Critically evaluate a wide range of operations and supply chain management approaches for the prevention and resolution of issues with clients, customers, and vendors
CLO5	Design an operations and supply chain strategy to improve organizational performance and competitiveness.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x		x			
x		x			
			x	x	
				x	x
			x		x

Strategic Change Management	
BUS 8422	
Core	
CLO1	Critically analyze the concepts, theories and models used in strategic change management
CLO2	Examine the diverse approaches, contextual factors, and models that may influence the strategic change resulting in organizational transformation process/outcomes
CLO3	Determine an appropriate strategy for a variety of levels in an organization: corporate, business, and operational
CLO4	Evaluate the effects of strategic change management approaches on organizational processes.
CLO5	Recommend change management strategies that consider stakeholder reactions to change.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x		x			
x	x				
		x	x		
			x	x	
	x			x	

MSQBE Individual Consultancy Thesis I (Proposal)	
QTY8918	
Thesis	
CLO1	Select a complex organizational problem related to the field of study, and suitable for research
CLO2	Determine scientific, social, and ethical considerations relevant to an organizational problem.
CLO3	Formulate high-level research questions to develop and communicate in a consultancy thesis proposal
CLO4	Conduct a literature review to transform specialized knowledge, based on current research, for application in solving the organizational problem

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	x	x			
x		x			
		x	x		
	x			x	

MSQBE Individual Consultancy Thesis II (Final)	
QTY8919	
Thesis	
CLO1	Integrate knowledge, skills, and competencies to solve the specified research problem
CLO2	Design a research approach to address the problem, utilizing an appropriate methodology and data analysis methods/techniques, within relevant ethical parameters.
CLO3	Propose and justify recommendations based on the research findings for future implementation
CLO4	Produce and orally defend a final report of publishable academic quality

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	x				x
		x	x		
		x		x	
	x		x		x

Table 6. Elective Courses (Students take 2)

Managing Organization Performance		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
BUS 8415							
Elective							
CLO1	Critically examine performance management systems for managing people and organization performance	x	x				
CLO2	Analyze and critique the implementation of processes, practices, and principles for performance management systems.	x	x				
CLO3	Assess various approaches and tools for improving organizational strategies and performance.			x	x		
CLO4	Critically evaluate problems, and identify potential solutions that are important to the success and effectiveness of performance management processes.				x	x	
CLO5	Develop strategies for managing effective administration of organizational performance management system using latest research.			x		x	

Japanese Quality Improvement Approaches and Structures		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
QTY 8214							
Elective							
CLO1	Critically examine Japanese Quality Improvement Approaches and Structures.	x		x			
CLO2	Analyze theories of Japanese quality control for achieving high quality in products and services	x	x				
CLO3	Appraise a variety of techniques used to address particular quality management and quality control problems.		x				x
CLO4	Critically evaluate a wide range of organizational and managerial approaches to lean management			x	x		
CLO5	Develop an implementation plan based on the Toyota Production System to overcome quality improvement challenges.				x		x

Creative Problem solving for Conflict Management		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
BUS 8423							
Elective							
CLO1	Articulate on the role of creativity and managerial competencies in conflict resolution.	x	x				
CLO2	Analyze and apply key concepts and theories relating to creative problem solving during conflicts in contemporary organizations.	x	x				
CLO3	Appraise paradigm-breaking techniques that can be used to address particular organizational disputes.			x	x		
CLO4	Critically evaluate a wide range of methodological approaches to the prevention and resolution of internal and external conflicts.			x	x		
CLO5	Propose conflict resolution strategies and creative problem-solving approaches using recent research		x			x	

Innovation and Entrepreneurship		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
BUS 8420							
Elective							
CLO1	Critically examine current trends in innovation to identify characteristics of successful entrepreneurs.	x		x			
CLO2	Analyze the roles of innovation and entrepreneurship in the transformation of organizational processes.	x	x				
CLO3	Assess the importance of sustaining innovation and implement entrepreneurial ecosystems for team development		x		x		
CLO4	Analyze and apply key concepts and theories relating to innovation and entrepreneurship to overcome organizational challenges.			x			x
CLO5	Propose innovative strategies using recent research in technology management to achieve sustainable competitive advantage.				x		x

Appendix 2. MSQBE Program Admission Criteria

Table 7. Conditional Admissions into the MSQBE Program

Admission Status	Undergraduate CGPA	English Language Requirement (ELR)	Conditions to be Met During the First Term of Study
Conditional Academic	Between 2.5 and 2.999 on a 4.0 scale, or equivalent	a minimum score of 1400 on the English language portion of the EmSAT examination, or its equivalent, such as TOEFL scores of 213 CBT, 79 iBT, 550 PBT, or 6.0 IELTS	<ul style="list-style-type: none"> • Take a maximum of nine credit hours of credit bearing courses • Achieve a minimum CGPA of 3.0 on a 4.0 scale, in these courses
Conditional ELR	≥ 3.0 on a 4.0 scale, or equivalent	a minimum score of 1250 on the English language portion of the EmSAT examination, or its equivalent, such as TOEFL scores of 197 CBT, 71 iBT, 530 PBT, or 5.5 IELTS	<ul style="list-style-type: none"> • Achieve an EmSAT score of 1400 or equivalent • Take a maximum of six credit hours of credit bearing courses • Achieve a minimum CGPA of 3.0 on a 4.0 scale, in these courses

Table 8. Admission in the Remedial Program

Undergraduate CGPA	English Language Requirement (ELR)	Conditions to be Met During the First Term of Study
Between 2.0 and 2.499 on a 4.0 scale, or equivalent	a minimum score of 1400 on the English language portion of the EmSAT examination, or its equivalent, such as TOEFL scores of 213 CBT, 79 iBT, 550 PBT, or 6.0 IELTS	<ul style="list-style-type: none"> • Take a maximum of nine graduate-level credit hours as remedial preparation for the Master's program, not for credit within the Master's program • Achieve a minimum CGPA of 3.0 on a 4.0 scale in these remedial courses.

Students will be required to successfully complete all remedial courses. Following the successful completion of these remedial courses by meeting the above conditions, students will be offered direct or conditional entry into the MSQBE program.

Appendix 3. QFEmirates 5 Strands of Learning Outcomes for Level 9

Table 9. QFEmirates level 9 – Knowledge and Skills

Level	1 - Knowledge (KN)	2- Skill (SK)
9	comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments. (KN-9-1)	advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities (SK-9-1)
	advanced knowledge of applicable research principles and methods (KN-9-2)	skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline (SK-9-2)
	critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production (KN-9-3)	advanced problemsolving skills to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline (SK-9-3)
	detailed body of knowledge of recent developments in a field of work, and/or discipline (KN-9-4)	planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions (SK-9-4)
		highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters (SK-9-5)

Table 10. QFEmirates Level 9 – Aspects of Competence

Level	Aspects of Competence		
	Autonomy and responsibility (AR)	Role in context (RC)	Self-development (SD)
9	<p>can function autonomously and/ or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions</p> <p>(AR-9-1)</p>	<p>can initiate and manage professional activities that may include a highly complex environment</p> <p>(RC-9-1)</p>	<p>can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts</p> <p>(SD-9-1)</p>
	<p>can account for high level governance of processes and systems</p> <p>(AR-9-2)</p>	<p>can take responsibility for leading the strategic performance and development of professional teams and self</p> <p>(RC-9-2)</p>	<p>can develop and implement further learning consistently and sensitively</p> <p>(SD-9-2)</p>
	<p>can analyse and reflect on sociocultural norms and relationships and act to build and transform them</p> <p>(AR-9-3)</p>		<p>can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions</p> <p>(SD-9-3)</p>

Appendix 4. CoreLife Skills

The QF*Emirates* recognizes the key competencies required for effective participation in the workplace, in the learning and in daily life. These are generic skills rather than being specific to particular occupations, industries or disciplines. They are known, in the QF*Emirates*, as CoreLife Skills.

Table 11. CoreLife Skills Descriptions

Generic Description	Detailed Description	Ref
Information	Collecting, analyzing, organizing and applying information in a given context	CLS1
Communication	Communicating information, concepts, and ideas	CLS2
Organising Self	The entrepreneurial spirit, creativity and discovery and the ability to self-organization and the organization of the events and activities	CLS3
Working with Others	Working with others in teams, including leadership	CLS4
Mathematical/Problem Solving	Solving problems including using mathematical ideas and techniques	CLS5
Technology (ICT)	Applying information and communication techniques	CLS6
Societal	Participating in social and civil life including ethical practice	CLS7

NQC expects that appropriate CoreLife Skills will be integrated into all qualifications recognized on the QF*Emirates* at every level (i.e. level 1 to 10). Qualifications developers should map where they are included, and therefore can be assessed, in every qualification. It is not expected that all seven CoreLife Skills will be integrated into small awards.