



كلية أبوظبي للإدارة
ABU DHABI SCHOOL OF MANAGEMENT

Abu Dhabi School of Management

Master Of Science in Sustainable Business Excellence

Comprehensive Program Specifications Document (CPSD)

Date	September 2026
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Program Specifications

Abstract

This document provides the program specifications for the Master of Science in Sustainable Business Excellence program offered at ADSM. This serves as the main reference for information about the program.

1. Program Title and Code:

Master of Science in Sustainable Business Excellence

2. Authoring Team:

- a. **Head of Department:** Dr Valerie Lindsay (Academic Dean)
- b. **Faculty Member:** Dr Mohamed Akoum (Program Chair)

3. Date of Publication of Program Specification:

September 2026

4. Dates of Accreditation of Program:

- **Date of Initial Accreditation:** 20 September 2016
- **Date of last Re-Accreditation:** April 2021
- **Due date of next re-accreditation:** 23 September 2026
- **International Accreditation body:** Not applicable

5. Academic Unit:

Academic Affairs

6. Delivery Mode:

The MSSBE program is offered in a face-to-face teaching mode. In emergency situations, course delivery will consist of technology-based virtual class sessions. Courses are delivered over two 8-week periods

across a 16-week semester (one 8 week period in the Summer session) on weekdays from 4:30 pm to 9:30 pm. Each 3-credit course consists of 45 contact hours of lectures and other learning activities in the classroom. Assessments are conducted outside the contacts hours. Each 'Thesis II' course is completed over a period of ten weeks (see **P 322 - Thesis Policy**).

7. Program Aims

The MSSBE program has specific goals related to the study of sustainable business excellence, which are to develop graduates':

- Abilities to utilize relevant concepts and theories of sustainability and business excellence.
- Knowledge and skills to apply problem solving skills to a variety of strategic sustainable business excellence scenarios.
- Competencies to apply the principles and frameworks of business excellence to enhance organizational performance.
- Responsibility to select appropriate tools and techniques and explain their suitability within the organization's context.
- Ability to implement quality frameworks, like ISO or Six Sigma, fostering continuous improvement and skill development. This strengthens both operational and overall business excellence creating a culture of continuous sustainable improvement.
- Competencies in integrating digital tools and AI with business excellence frameworks, facilitating the automation of processes, reduction of errors, and provision of data-driven insights. Graduates gain upskilling opportunities in advanced technologies, while their organisations gain agility, innovation, and sustainability in the market.
- Future employability and career prospects, by combining business excellence and digital transformation, ensuring long-term business sustainability. Graduates enjoy clearer career progression through new skills and leadership roles.

8. Program Learning Outcomes:

The MSSBE Program Learning Outcomes are designed to meet the knowledge, skills and responsibilities

required in for Level 7 of the QF*Emirates* framework. As a result, graduates are expected to demonstrate effective participation in the workplace, in learning, and in their daily organizational life. The PLOs are as follows:

PLO1: Demonstrate an advanced comprehensive knowledge of the impact of business excellence initiatives on sustainable business outcomes.

PLO2: Implement business excellence theories, processes, structures, systems, and strategies in a variety of business contexts.

PLO3: Critically analyze the purpose and functions of sustainable quality management and achievement of business excellence.

PLO4: Evaluate and select appropriate research instruments and problem-solving techniques to conduct research in sustainable business excellence.

PLO5: Apply leadership skills to achieve sustainable business excellence outcomes.

PLO6: Formulate solutions for complex problems relating to sustainable business excellence and communicate to relevant stakeholders.

9. Program Completion Requirements:

As stipulated in **P307- Graduate Completion Requirements**, students in the MSSBE program can complete the MSSBE program in a minimum period of 12 months and a maximum period of 60 months. Students must complete the requisite number of courses specified for the program achieving a minimum cumulative GPA of 3, and meet all completion requirements stipulated in the policy in order to graduate from the MSSBE program.

Full-time students in the Applied Project track will be able to complete the program in 12 months by taking four courses in each of 2 semesters (Fall and Spring) and two courses in the Summer session. Each Semester runs for 16 weeks, with the Summer session running over 8 weeks. Thesis students will require one additional 8-10 weeks. In all cases, the requisite number of contact hours (15 hours contact per 1 Credit Hour) for each course are completed.

10. Program Structure:

Table 1 below shows the program standing, course code, course title, credit hours, and pre-requisites/co-requisites for the MSSBE program.

Students are required to take seven core courses, six credit hours in a thesis track, plus one elective (3 credit hours) or six credit hours for an applied project track and two elective courses (6 credit hours), totaling 30 credit hours for completion of the program.

Table 1: MSSBE Program Structure

Program Standing	Course Code	Course Title	Credit Hours	Pre-requisites / Co-requisites	Total Credit Hours
		Core Courses			
Core	SBE 8111	Research Methods	3	First Term Requirement	
Core	SBE 8220	Sustainable Quality Management	3	None	
Core	SBE 8221	Business Excellence in Industry	3	None	
Core	SBE 8222	AI and Digital Excellence	3	None	
Core	SBE 8223	Sustainable Operations Management	3	None	
Core	BUS 8421	Strategic Management Principles	3	None	
Core	SBE 8224	Sustainability and Circular Economy	3	None	
					21
		Thesis Track			
Thesis	SBE 8918	MSSBE Individual Consultancy Thesis I (Proposal)	3	Pre-requisites: A minimum of four core courses (12 credit hours), which must include: QTY 8111, QTY XXX1	
Thesis	SBE 8919	MSSBE Individual Consultancy Thesis II (Final)	3	Pre-requisites: QBE 8918 and four Core Courses; additional	

Program Standing	Course Code	Course Title	Credit Hours	Pre-requisites / Co-requisites	Total Credit Hours
				two Courses (pre-requisite or co-requisite)	
					6
		OR			OR
		Applied Project Track			
Applied Project	SBE 8920	Applied Project	3	None	3
Elective	TBC	One required additional Elective (selected from those offered below)	3	None	3
					6
		Elective Courses (one required)			
Elective	BUS 8427	Supply Chain Management	3	None	
Elective	BUS 8424	Excellence in Customer Service	3	None	
Elective	BUS 8426	Project Management	3	None	
Elective	BUS 8420	Innovation and Entrepreneurship	3	None	
					3
TOTAL CREDIT HOURS					30

11. Support for Students and Their Learning:

11.1 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 skills.

In addition, students can seek academic advice, co-curricular help, and various forms of counselling from a dedicated faculty Academic Advisor assigned to each program. A student requiring assistance can book an appointment with the Advisor via the LMS. For more information, see **P 417 Academic Advising Policy** and **P 408 Career Services Policy**.

11.2 Learning Resources: Library

Students have access to a wide range of digital resources. As for all Masters programs, students in the MSSBE program are predominantly working professionals who visit the campus primarily during class hours. To cater to the needs of such a student body, ADSM focuses heavily on electronic learning resources. ADSM has dedicated library space in the campus, with a moderate collection of physical books. ADSM's library also provides access to over 75,000 eBooks, access to EBSCO research databases and e-journals, 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 Experience Survey.

13.3 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. High-speed Wi-Fi is also provided throughout the campus to facilitate student coursework. There are computer suites where students can complete assignments, conduct research and browse the internet. 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.

12. Admission Requirements:

Details of the admission requirements for the MSSBE program are contained in ADSM's **P 401 Graduate Admission Policy**. 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 who have relevant work experience or professional qualifications, may be considered, providing that they attend and successfully complete the required Bridging Course(s),
- a minimum score of 1250 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 197 CBT, 71 iBT, 530 PBT, or 5.5 IELTS.

For conditional entry, applicants to the program are required to meet the conditions as published within the policy **P 401 Graduate Admission Policy**.

13. 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**)

14. Program Learning Facilities and Laboratories:

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 course materials, discussion forums, assessments and related reading. Independent learning is consistent with the expectations of graduate study. It provides an effective basis for feedback and coaching improvements (formative assessment) and encourages student engagement outside of class contact hours.

Faculty are required to utilize the Learning Management System (LMS) for all course-related materials, posting, receiving, and grading of all assignments, and utilizing the similarity data in Turnitin for applying the Academic Integrity Policy when evaluating student work (see **P204 Faculty Role Policy**).

Laboratories are not required for the delivery and student learning for this program.

15. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning:

ADSM ensures that each program meets the UAE's regulatory requirements. It adheres to the policies and procedures stipulated by its Institutional Effectiveness (IE) Office. The IE office is responsible for improving educational programs and ADSM's overall effectiveness. The IE 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 IE team members participate in academic policy formulation committees and work closely with the Academic Dean, Program Chairs, and Director of Student Affairs to identify opportunities for improving the students' experience.

The IE team conducts surveys to measure students' levels of satisfaction with their learning experience. The IE team also conducts several surveys regarding students, faculty, graduates, and alumni experiences. The IE team analyzes program-related performance, assesses student achievement of learning outcomes, and ensures program planning and improvement activities are completed in accordance with the Ministry of Higher Education and Scientific Research (MoHESR)'s OBEF. The IE team reviews the Course Critical Self-Assessment Report (CSER) to examine how effectively each 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 help the Academic Dean evaluate the program's effectiveness.

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 syllabi to meet the relevant learning needs of students. Such improvements in a course syllabus are subject to the

institution's Curriculum Development Committee (CDC) recommendation for approval. The Academic Dean and Program Chair, in consultation with external industry experts through the MSSBE Academic Program Advisory Committee (APAC), ensure that the curriculum of each program is relevant and up-to-date.

16. Assessment Plan for Program Learning Outcomes:

As noted in **P106 Quality Assurance Policy**, the Academic Dean and Program Chairs are responsible for the Quality Assurance relating to assessment activities in programs and ensuring that the course assessment plans collectively align with the Program Learning Outcomes. This is measured by the CLO achievements of assessments in each course and the corresponding alignment of CLO achievements across the program with the PLOs to which they are mapped. Student Exit Surveys also capture student feedback on the extent to which Program Learning Outcomes have been met.

The MSSBE program adheres to ADSM's **P301 Grading and Assessment Policy**. This governs the principles of assessment at ADSM, including the QF *Emirates* Level 7 compliance. Students are required to complete two summative assessments. These reflect a progressive increase in their level of difficulty commensurate with the material covered in the course. The first assessment, covering the first CLOs is weighted at 40%. The second assessment covering the higher-level CLOs, is weighted at 60%. These assessments offer students the opportunity to evaluate and synthesize a range of problem-based issues, including through industry-based case studies (UAE, GCC, and internationally-based), scenarios, critical thinking essays, against taught theories and concepts. The students also conduct guided in-depth research on a topic relevant to the particular course, allowing the assessment of 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 and any issues relating to similarity). Work must not be emailed to the instructor. Penalties will apply for submissions that are made after the submission due date, as noted in **P301 Grading and Assessment Policy**.

Each course assessment is mapped to relevant CLOs, as shown in the Syllabus and in each Assessment Instrument. The CLO achievement for the course is calculated in the final gradebook. CLO-PLO mapping ensures alignment of the assessments, through the CLOs, with the overall PLOs.

17. Indicators of Quality and Standards:

ADSM policies relevant to indicators of quality and standards at the program and academic unit levels include: **P102 - Institutional Planning Policy, P106 – Quality Assurance Policy, P304 – Course Approval and revision Policy, P316 – Course File Policy.**

ADSM's Masters programs are supported by a comprehensive quality assurance framework that ensures continuous monitoring, evaluation, and enhancement of academic standards. Quality is systematically reviewed at multiple levels of the institution through an integrated cycle of student feedback, faculty reflection, program evaluation, and academic unit review. Student evaluations of teaching and learning are conducted for every course and form an important source of evidence regarding the effectiveness of curriculum delivery, student engagement, and the overall learning experience. These results are considered alongside other performance indicators to identify areas for enhancement and to promote evidence-based decision-making.

At the course level, faculty members complete Course Self-Evaluation Reports (CSERs) and maintain comprehensive course files documenting assessment outcomes, student performance, moderation activities, and recommendations for improvement. Program Chairs subsequently review and consolidate course-level findings through the preparation of Program CSERs, identifying common themes, trends, and opportunities for curriculum enhancement across each program. At the academic unit level, the Dean completes an Academic Unit CSER, providing a strategic evaluation of program performance and quality indicators across all postgraduate offerings. The findings from these evaluations collectively inform the Academic Unit Quality Improvement Action Plan (QIAP), ensuring that improvement initiatives are systematically identified, prioritized, implemented, and monitored.

The entire quality assurance process is coordinated by the Office of Institutional Effectiveness (OIE), which oversees the collection, analysis, consolidation, and reporting of quality assurance data while maintaining the institution's quality records and documentation. The OIE ensures that recommendations arising from course-level CSERs are reviewed at the program level, with Program Chairs responsible for monitoring implementation and integrating improvements into curriculum review and program planning processes. This structured quality assurance cycle provides clear evidence of continuous improvement, accountability, and the maintenance of academic standards, ensuring that programs remain responsive to stakeholder feedback, institutional priorities, and national accreditation requirements.

This quality assurance framework is further strengthened through ADSM's implementation of the Commission for Academic Accreditation (CAA) Outcomes-Based Evaluation Framework (OBEF), which integrates program quality monitoring with institutional Key Performance Indicator (KPI) management. Performance against academic, operational, and student success KPIs is regularly monitored, analyzed, and reported through the institutional performance management system. Where performance falls below established targets, structured Corrective Action Plans (CAPs) are developed, implemented, and monitored to ensure timely improvement. The findings from CSERs, Program CSERs, Academic Unit CSERs, KPI reviews, and OBEF reporting are therefore fully integrated into the institution's continuous improvement cycle, ensuring that quality enhancement activities are evidence-based, strategically aligned, and systematically monitored to achieve sustained improvements in program quality and academic standards.

18. Schedule of Delivery of Program:

Tables 2 and 3 below show the study plan and program sequence for full-time students of the MSSBE program for the two intakes implemented each academic year.

Table 2. MSSBE Study plan and program sequence (Fall Intake)

With Thesis - Fall Intake			
Type	Code	Title	Credits
Fall Semester			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Spring Semester			
Core	BUS 8421	Strategic Management Principles	3
Core	SBE 8222	AI and Digital Excellence	3
Thesis	SBE 8918	MSQBE Individual Consultancy Thesis I (Proposal)	3
Summer Session			
Core	BUS 8425	Sustainability and Circular Economy	3
Elective	TBA	Elective 1	3
Fall Semester			
Thesis	SBE 8919	MSQBE Individual Consultancy Thesis II (Final)	3

Without Thesis - Fall Intake			
Type	Code	Title	Credits
Fall Semester			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Spring Semester			
Core	BUS 8421	Strategic Management Principles	3
Core	SBE 8222	AI and Digital Excellence	3
Core	SBE 8920	Applied Project	3
Core	BUS 8425	Sustainability and Circular Economy	3
Summer Session			
Elective	TBA	Elective 1	3
Elective	TBA	Elective 2	3

With Thesis - Spring Intake			
Type	Code	Title	Credits
Spring Semester			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Summer I Session			
Core	BUS 8421	Strategic Management Principles	3
Core	SBE 8222	AI and Digital Excellence	3
Fall Semester			
Core	BUS 8425	Sustainability and Circular Economy	3
Thesis	SBE 8918	MSQBE Individual Consultancy Thesis I (Proposal)	3
Spring Semester			
Elective	TBA	Elective 1	3
Thesis	SBE 8919	MSQBE Individual Consultancy Thesis II (Final)	3

Without Thesis - Spring Intake			
Type	Code	Title	Credits
Spring Semester			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Summer I Session			
Core	BUS 8421	Strategic Management Principles	3
Core	SBE 8222	AI and Digital Excellence	3
Fall Semester			
Core	BUS 8425	Sustainability and Circular Economy	3
Core	SBE 8920	Applied Project	3
Elective	TBA	Elective 1	3
Elective	TBA	Elective 2	3

With Thesis - Summer Intake			
Type	Code	Title	Credits
Summer Session 1			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Fall Semester			
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Thesis	SBE 8918	MSQBE Individual Consultancy Thesis I (Proposal)	3
Spring Semester			
Core	SBE 8222	AI and Digital Excellence	3
Core	BUS 8421	Strategic Management Principles	3
Thesis	SBE 8919	MSQBE Individual Consultancy Thesis II (Final)	3
Summer Session			
Core	BUS 8425	Sustainability and Circular Economy	3
Elective	TBA	Elective 1	3

Without Thesis - Summer Intake			
Type	Code	Title	Credits
Summer I Session			
Core	SBE 8111	Research Methods	3
Core	SBE 8220	Sustainable Quality Management	3
Fall Semester			
Core	SBE 8221	Business Excellence In Industry	3
Core	SBE 8223	Sustainable Operations Management	3
Core	BUS 8421	Strategic Management Principles	3
Core	SBE 8222	AI and Digital Excellence	4
Spring Semester			
Core	BUS 8425	Sustainability and Circular Economy	3
Core	SBE 8920	Applied Project	3
Elective	TBA	Elective 1	3
Elective	TBA	Elective 2	3

19. Program Learning Outcomes Mapped to Course Learning Outcomes:

A full mapping of course learning outcomes for each course to the program learning outcomes is provided in Appendix 1.

20. Program Learning Outcomes (PLOs) Mapped to QFEmirates Level 7 Descriptors:

The ADSM MSSBE Program Learning Outcomes (PLOs) are aligned to the QFEmirates 7 Strands comprising Knowledge, Skills and Responsibility, as shown in Table 4 below.

Table 4. MSSBE PLO to QFEmirates Level 7 Descriptors

Program-level outcomes (P). Students completing the MSQBE program will be able to:	Knowledge (K)	Skills (S)	Responsibility (R)
PLO1: Demonstrate an advanced comprehensive knowledge of the impact of business excellence initiatives on sustainable business outcomes.	X		
PLO2: Implement business excellence theories, processes, structures, systems, and strategies in a variety of business contexts.		X	
PLO3: Critically analyze the purpose and functions of sustainable quality management and achievement of business excellence.	X	X	
PLO4: Evaluate and select appropriate research instruments and problem-solving techniques to conduct research in sustainable business excellence.		X	
PLO5: Apply leadership skills to achieve sustainable business excellence outcomes.		X	X
PLO6: Formulate solutions for complex problems relating to sustainable business excellence and communicate to relevant stakeholders.		X	X

21. Teaching and Learning Methods:

Over a duration of 8 weeks during two blocks in a 16 week semester (one 8 week block in Summer), the MSSBE program is primarily delivered through interactive lectures. This helps students to deepen their understanding of the key theories, approaches, and practices used in the real world. Lectures follow the syllabus and draw upon the main textbook and other key readings. Students are 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 include case studies, tutorials, seminars, simulations and various assessment strategies.

Teaching and learning methods in ADSM are governed by **P320 Teaching and Learning Methodologies**. The broad teaching pedagogy applied in the Masters programs is included in each course syllabus, as stipulated in **P321 Comprehensive Course Syllabus Policy**.

The faculty are required to ensure the use of appropriate technology, and teaching and learning materials are matched to the face-to-face delivery mode and target audience. The Program Chairs provide information to faculty on best practices in teaching and learning. New faculty and part-time faculty are provided with an orientation session with the Program Chair to guide them on the teaching and learning methods applied in the Program, and acquaint them with the systems and processes used to support the courses and course delivery.

The Program Chairs guide, monitor and evaluate the teaching methods of faculty through various mechanisms. This includes class visits by the Program Chairs, discussions with the teaching faculty concerned, and review of student evaluation forms at the end of the course. The Program Chairs provide feedback on faculty teaching methods to the Academic Dean after each term/semester, or during the term/semester, if quality and/or methods are not meeting required standards. Appropriate intervention methods are applied, if necessary.

The Academic Dean utilizes evaluation criteria relating to faculty teaching methodology and performance in each faculty annual evaluation and review. These criteria include, but are not limited to, the application by the faculty of: a focus on 'real-world', experiential, collaborative and developmental learning sessions; application of motivating and engaging delivery of relevant and contemporary material; interactive, student-centered learning activities; relevant case studies with an emphasis on the UAE/GCC region; incorporation of innovative, interactive teaching and learning activities, such as simulations; high quality assessments that are aligned with the CLOs for the course; comprehensive assessment feedback; and timely return of assessment feedback to the students.

22. Assessment Methods Mapped Against Course Learning Outcomes:

As stipulated in **P204 Faculty Role Policy**, faculty are required to design each assessment to meet the learning outcomes of the course, as indicated in the course syllabus, and to apply the Grading and Assessment Policy. Faculty are expected to assess each student's performance utilizing the grading rubrics, which align directly with the CLOs.

The purpose of the **P301 Grading and Assessment Policy** is to establish and communicate practices for the assessment of the achievement levels of intended course learning outcomes. As outlined in this policy, summative Assessments are designed to assess a student's achievement of course learning outcomes against QF Emirates Level 7 standards, as measured against approved course rubrics. Typically, a three credit course, such as those comprising the MSSBE program, includes one formative assessment and two summative assessments, one of which must be a controlled assessment, with exceptions approved by the Academic Dean.

Each course has designated assessment types noted in the approved syllabus. These include, but are not limited to: scenario analysis, case study analysis, critical thinking essay, research report, presentation. Each assessment has an agreed weighting (as noted in **P301 Grading and Assessment Policy**), and is mapped to relevant CLOs. Grading of assessments follows the relevant rubric, and the grading rubric is aligned with the CLOs attached to each course. CLO achievement is calculated for each summative assessment, and for the collectively for all graded assessments within the course.

The CLO achievement for each course is reported by the Instructor in the respective CSER. Completed at the end of each course, this report provides an opportunity for the Instructor to note particular CLOs that showed comparatively low achievement, and recommend further review and/or modification to the assessments to which they are mapped before the next course offering.

Any deviations to the standard assessment scheme prescribed requires the approval of the Curriculum Development Committee (CDC) and the Academic Dean. Such change requests, clearly articulating the rationale for the proposed change/s, are submitted to the CDC and Academic Dean prior to the start of the term. The CDC and the Academic Dean shall determine whether the proposed revisions to the assessment plan are appropriate to the level of the course, and are consistent with the learning outcomes and the overall expectations of the learning achievements of students.

A grading moderation process is applied to all courses at least once per academic year. This takes the form of second marking, whereby three assessments (one each in the high, medium and low grading bands) are second marked by an independent faculty member. This process is conducted in accordance with **P422 Grade Moderation Policy**.

Appendix 1. Program CLOs vs PLOs

MASTER OF SCIENCE IN SUSTAINABLE BUSINESS EXCELLENCE

Core Courses

Research Methods	
SBE 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 within the domain of sustainable business excellence.

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

Sustainable Quality Management	
SBE 8220	
Core	
CLO1	Analyze the principles of sustainable quality management systems (QMS) to assess their effectiveness in achieving business excellence.
CLO2	Critically evaluate the applicability of quality improvement tools, techniques, and systems in addressing quality challenges within organizations.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x		x			
	x		x		

CLO3	Critically examine quality management approaches identifying key success factors for implementation and sustainability.
CLO4	Assess the effectiveness of sustainable quality management strategies in enhancing operational efficiency, customer satisfaction, and overall organizational performance through quantitative and qualitative metrics.
CLO5	Create comprehensive quality improvement plans tailored to organizational needs, integrating relevant QMS principles, approaches, and tools.

	x	x			
			x	x	
	x				x

Business Excellence in Industry	
SBE 2221	
Core	
CLO1	Critically examine the concepts and principles of business excellence for sustainable competitive advantage
CLO2	Analyze the implementation of business excellence models in manufacturing or service organizations.
CLO3	Propose strategies for achieving sustainable business excellence across a range of different industries.
CLO4	Evaluate the effectiveness of a variety of methodological approaches to business excellence and sustainability.
CLO5	Design and implement sustainable business excellence solutions based on best practices from industry standards.

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

AI and Digital Excellence	
SBE 8222	
Core	
CLO1	Analyze the fundamental concepts of AI and principles of Digital Excellence, and the ecosystems, digital workspace, and enterprise applications that drive current digital enterprise across various industries.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x					

CLO2	Appraise the utilization of emerging technologies as essential AI and digital platforms to drive business innovation and/or disruption to achieve sustainable business excellence and competitiveness.
CLO3	Assess real-world case studies and best practices in the implementation of AI and digital technologies, discerning successful strategies and identifying common challenges and pitfalls encountered in the adoption.
CLO4	Evaluate business excellence frameworks to develop and implement digital strategies that drive innovation, disruption, and transformation within organizations.
CLO5	Synthesize acquired knowledge and propose AI and digital transformation strategies for sustainable business excellence that include roadmaps for implementation, monitoring, and continuous improvement.

	x				
		x			
			x	x	
					x

Sustainable Operations Management	
SBE 8223	
Core	
CLO1	Examine a firm's operations management strategies and approaches with regard to the achievement of sustainable business excellence and competitive advantage.
CLO2	Analyze the operations strategy of an organization/s to assess organizational performance
CLO3	Appraise the effects of operational designs on employees and customers within an ESG framework.
CLO4	Critically evaluate a wide range of sustainable operations management approaches for the prevention and resolution of issues with clients, customers, and vendors
CLO5	Design a sustainable operations management strategy to improve organizational performance and competitiveness.

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

Strategic Management Principles
BUS 8421

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
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	Core
CLO1	Critically analyze the concepts, theories and models used in strategic management
CLO2	Analyze the diverse approaches and contextual factors, including sustainability requirements, that may influence the strategic management and organizational transformation process and outcomes
CLO3	Critically appraise a variety of levels of strategy, namely corporate, business and operational, in the context of achieving sustainable business excellence
CLO4	Evaluate a wide range of strategic approaches to the achievement of sustainable business excellence, in the context of different business sectors and stages of organizational development.
CLO5	Synthesize and comment critically on the strategic position of an organization in relation to its achievement of sustainable business excellence.

	x	x			
			x		
		x			x
	x		x		
		x			x

	Sustainability and Circular Economy
	SBE 8224
	Elective – Core
CLO1	Research and apply the principles of sustainable development in organizational contexts
CLO2	Analyze the concepts and theories of sustainability and the circular economy
CLO3	Appraise business excellence models related to sustainable development
CLO4	Critically assess tools and techniques for evaluating organizational problems relating to sustainability and the circular economy
CLO5	Propose action plans and policies based on current research relating to sustainability and the circular economy

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

MSSBE Individual Consultancy Thesis I (Proposal)
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SBE 8918	
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	

MSSBE Individual Consultancy Thesis II (Final)	
SBE 8919	
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

MSSBE Applied Project	
SBE 8920	
Applied Project	
CLO1	Appraise current issues and complex organizational problems to identify and define the project scope.
CLO2	Utilize advanced retrieval skills to evaluate the relevant literature and secondary data.

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

CLO3	Critically apply advanced analytical skills to synthesize evidence and contextual knowledge.
CLO4	Formulate practical, evidence-based recommendations and solutions.
CLO5	Communicate project outputs clearly to professional and academic audiences using appropriate conventions.

x		x	x		
	x			x	x
					x

Elective Courses

(Students take 1 elective for the Thesis Track, or 2 electives for the Applied Project Track)

	Excellence in Customer Service
	QTY 8424
	Elective
CLO1	Analyze customer service principles and best practices across various industries that contribute to exceptional customer experiences and achievement of business excellence
CLO2	Evaluate different strategies for measuring and assessing customer satisfaction and loyalty to identify areas for improvement and opportunities for innovation.
CLO3	Critically assess the impact of customer-centric culture and aligning organizational goals with customer needs to achieve sustainable business excellence.
CLO4	Evaluate the role of technology in enhancing customer service delivery considering their effectiveness in improving responsiveness, efficiency, and personalization.
CLO5	Create a comprehensive customer service strategy tailored to a specific industry or organization and outline actionable steps for delivering memorable customer experiences.

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

Supply Chain Management	
BUS 8427	
Elective	
CLO1	Critically evaluate supply chain management concepts, theories, and frameworks in relation to organizational quality, performance, and business excellence.
CLO2	Analyze the effectiveness of supply chain processes, including procurement, logistics, inventory management, and supplier relationship management, using appropriate performance measures.
CLO3	Assess supply chain risks, sustainability challenges, and operational improvement opportunities to support organizational resilience and long-term value creation.
CLO4	Apply quality management and business excellence principles to design and recommend improvements to supply chain systems and practices.
CLO5	Formulate evidence-based solutions to complex supply chain challenges and communicate recommendations effectively to relevant organizational stakeholders.

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

Project Management	
BUS 8426	
Elective	
CLO1	Research the main concepts and principles for managing projects for business excellence
CLO2	Analyse approaches to managing risks during project lifecycles
CLO3	Critically analyse a range of practices for managing the scope, time and costs of projects for business sustainability
CLO4	Appraise different project management tools and techniques in multidisciplinary environments
CLO5	Propose appropriate strategies for managing problems of improvement and innovation projects in real-world organisations

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

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

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