



# PROGRAMME STANDARDS: BUSINESS STUDIES

2<sup>nd</sup> Edition



This set of Programme Standards has been prepared to enhance the development of academic programmes in Business Studies and to ensure the quality of graduates. With this document, higher education providers will be able to provide quality education in Business Studies.

**Programme Standards: Business Studies, Second Edition**

First published, March 2015  
Second Edition, August 2021

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## CONTENTS

|  | Page |
|--|------|
| FOREWORD   | i    |
| ABBREVIATIONS  | iii  |
| 1. INTRODUCTION  | 1    |
| 2. PROGRAMME DEVELOPMENT AND DELIVERY                                | 5    |
| 2.1 PROGRAMME EDUCATIONAL OBJECTIVES                                 | 5    |
| 2.2 LEARNING OUTCOMES  | 9    |
| 2.3 CURRICULUM DESIGN AND DELIVERY                                   | 17   |
| 3. ASSESSMENT OF STUDENT LEARNING                                    | 31   |
| 4. STUDENT SELECTION   | 36   |
| 5. ACADEMIC STAFF  | 43   |
| 6. EDUCATIONAL RESOURCES   | 53   |
| 7. PROGRAMME MANAGEMENT  | 54   |
| 8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY<br>IMPROVEMENT | 56   |
| REFERENCES   | 58   |
| APPENDICES   |      |
| APPENDIX 1: LIST OF PANEL MEMBERS                                    | 59   |
| APPENDIX 2: LIST OF STAKEHOLDERS INVOLVED                            | 60   |
| APPENDIX 3 BODY OF KNOWLEDGE   | 62   |
| APPENDIX 4: EXAMPLES OF NOMENCLATURES                                | 115  |
| GLOSSARY   | 117  |

## **FOREWORD**

The Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Code of Practice for TVET Programme Accreditation (COPTPA), Code of Practice for Open Distance Learning (COPPA-ODL), Standards, Programme Standards (PS), and Guidelines to Good Practices (GGP), to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet international practices. It is imperative that these documents must be revised periodically to reflect the changes in the industry, economy and the practice of higher education.

The MQA policies and good quality assurance practices are maintained through the PS guided by MQF, COPPA, and discipline requirements and practices. The MQA first introduced the PS for Business Studies in 2015. Generally, the PS is subject to a comprehensive review every five years in order to update the requirements. The revised PS reflects the outcomes of the review conducted to ensure its relevance to the rapidly changing Business Studies programmes offered by different HEPs across higher education, technical and vocational education, and training providers.

This PS outlines revised sets of requirements describing the minimum levels of acceptable practices in the Business Studies programmes based on the quality assurance areas in COPPA 2<sup>nd</sup> Edition (programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, and programme monitoring, review and continual quality improvement), encompassing all levels of qualifications ranging from Certificate (Level 3) to Doctoral Degree (Level 8) in the MQF.

An expert panel (see Appendix 1) reviewed the PS based on the feedback obtained from the HEPs, expert assessors, MQA and the industry. The revisions were further refined through multiple online consultations involving public and private HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (see Appendix 2). The revised PS reflects national and international good practices to ensure Business Studies graduates from Malaysian HEPs are globally competitive.

The MQA would like to express its heartfelt appreciation to all the panel members and all stakeholders for their valuable inputs and all the MQA officers who have contributed to developing the PS for Business Studies. Ultimately, the revised PS should benefit different stakeholders in producing business graduates to face future challenges.

**Prof. Dato' Dr. Mohammad Shatar Sabran**

Chief Executive Officer

Malaysian Qualifications Agency (MQA)

August 2021

## ABBREVIATIONS

|            |  |
|------------|--|
| COPIA      | Code of Practice for Institutional Audit                                 |
| COPPA      | Code of Practice for Programme Accreditation                             |
| COPPA: ODL | Code of Practice for Programme Accreditation: Open and Distance Learning |
| CPD        | Continuous Professional Development                                      |
| DKM        | <i>Diploma Kemahiran Malaysia</i>  |
| DLKM       | <i>Diploma Lanjutan Kemahiran Malaysia</i>                               |
| DVM        | <i>Diploma Vokasional Malaysia</i>                                       |
| GGP        | Guidelines to Good Practices   |
| HEP        | Higher Education Provider  |
| MQA        | Malaysian Qualifications Agency  |
| MQF        | Malaysian Qualifications Framework                                       |
| PEO        | Programme Educational Objective  |
| PLO        | Programme Learning Outcomes  |
| PS         | Programme Standards  |
| SKM        | <i>Sijil Kemahiran Malaysia</i>  |
| SPM        | <i>Sijil Pelajaran Malaysia</i>  |
| STAM       | <i>Sijil Tinggi Agama Malaysia</i>                                       |
| STPM       | <i>Sijil Tinggi Persekolahan Malaysia</i>                                |

## 1. INTRODUCTION

Since 2015, the MQA's PS: Business Studies has become a reference and guidance for Higher Education Providers (HEPs) regarding the minimum acceptable practices in designing and offering Business Studies programmes in Malaysia at the tertiary levels. The PS ensures Business Studies programmes equip students with the necessary knowledge, skills and competencies at the respective levels as prescribed by the MQF 2<sup>nd</sup> Edition (2018) to enable them to pursue career opportunities in a variety of jobs. Amongst the possible job designations including executives, supervisors, managers, consultants, academics and entrepreneurs.

Business Studies is a broad academic subject evolving from popular specialities such as management, marketing, and human resource management to more contemporary areas such as digital business. Furthermore, management is embedded in many other disciplines such as agriculture and food; architecture, engineering and technology; arts and culture; catering, tourism and hospitality; communication and media; defence and security; fashion and design; education; environmental science; facilities and building; general and health sciences; knowledge and information science; manufacturing and processing; occupational safety and health; oil and gas; public and office administration; spa and beauty services; sports and recreation; and transportation. Hence, providing a single, all-encompassing definition for Business Studies is challenging. For the purpose of the PS, the following is adopted:

*The Business Studies programmes mainly prepare and provide students with the necessary knowledge, skills and practices to perform different roles in organisations (cooperatives, sole proprietorships, partnerships, private and public companies) which operate in an ever-changing environment and meet different stakeholders and regulatory requirements.*

Business Studies programme is designed to:

- i. provide a comprehensive introduction to the key elements of business organisations, the competing theories and models of the firm and its environment, and the main functional areas of business and management;
- ii. develop analytical skills to identify the links between the functional areas in organisations, management practices and the business environment;
- iii. provide students with the ability to understand and evaluate evidence related to management practices; and
- iv. provide students with the knowledge and skills to succeed in their career.

Hence, the **general Business Studies programmes provide a broad, analytical and highly integrated study of business and management which cover the following core areas:**

- i. Human Resource Management
- ii. Marketing
- iii. Accounting and Finance
- iv. Business Economics
- v. Management
- vi. Business Analytics.

**The specialist Business Studies programmes provide an in-depth and analytical study of business and management in one or more of the above listed core areas.**

## **DESCRIPTION OF THE AREAS IN BUSINESS STUDIES**

### **Human Resource Management**

Human resource management (HRM) is concerned with people management processes, techniques, issues and challenges in organisations. HRM is a shared function between line management and human resource management in organisations. Thus, human resource (HR) managers are required to manage employees jointly with line managers for better organisational performance and greater competitiveness. In addition, the role of the HR managers evolves along with the changing competitive market environment, including technology usage, and the realisation that HR management must play a more strategic role in an organisation's success.

### **Marketing**

Marketing is the activity, set of institutions and processes for creating, communicating, delivering and exchanging offerings that have values for customers, clients, partners and society at large (American Marketing Association, 2014). It is the science of choosing target markets through market analysis and market segmentation, as well as understanding consumer buying behaviour and providing superior customer value. It can be looked at as an organisational function in ways that benefit the organisation and its shareholders. Today's organisations must use cutting-edge marketing technology to stay on top and remain in the competition.



## **Accounting and Finance**

Accounting and finance are part of an enterprise's decision-making, planning and control subsystems, dealing with issues that primarily concern corporate managers and the considerations involved in making financial decisions inside and outside the firms. A crucial part of accounting is reporting the business performance and position to external users. Accounting also deals with the internal control and management of resources and costs. Meanwhile, finance examines the processes of raising and utilising funds for the benefit of businesses, and the techniques used to identify profitable investment opportunities and the models used by investors to value bonds and stocks. Along with virtually every other discipline in business, technology has significantly impacted the field of accounting and finance.

## **Business Economics**

Business economics focuses on how the economy works from a business perspective, concerning economic issues and problems related to public and private organisations, management and strategy. Economic concepts and theories, and economic modelling techniques are tailored to build the ability to analyse the economic context in which modern business operates.

## **Management**

Management is developing and implementing systems for a business to run smoothly, creating value and accomplishing the goals and objectives. Management comprises planning, organising, staffing, leading or directing, and controlling an organisation or initiative to accomplish a goal. Additionally, management involves leveraging an enterprise's human capital to contribute to organisational success. The area presents a creative and innovative approach to address the challenges of globalisation and sustainability.

## **Business Analytics**

Business analytics is an interdisciplinary area which involves the application of quantitative and behavioural methods aided by technology to analyse and address the complex problems of an organisation. Besides, business analytics focuses on developing individuals' ability to assess decisions affecting the organisations using big data.

## **SCOPE OF THE PROGRAMME STANDARDS**

The panel acknowledges that besides prescribing a set of minimum requirements to ensure consistency in the programme quality offered by various HEPs, the PS should encourage diversity and innovation. Consequently, HEPs could craft their niches to meet the dynamics of

the targeted employment markets, meet society's needs, and engage the HEP and students with ethical responsibilities towards Sustainable Development Goals (SDG).

This PS covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of student learning, (iii) student selection and support services, (iv) academic staff, (v) educational resources, (vi) programme management, and (vii) programme monitoring, review and continual quality improvement. This document also describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, that are:

- i. Certificate (Level 3, MQF);
- ii. Diploma (Level 4, MQF);
- iii. Bachelor's Degree (Level 6, MQF);
- iv. Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research); and
- v. Doctoral Degree (Level 8, MQF: Coursework, Mixed Mode and Research).

The document aims to provide minimum requirements on the development and conduct of different levels of Business Studies programmes within the core areas described. Hence, the document must be read together with other quality assurance documents and policies issued by MQA and other related agencies, including but not limited to the following:

- i. The Malaysian Qualifications Framework (MQF) 2<sup>nd</sup> Edition
- ii. The Code of Practice for Institutional Audit (COPIA)
- iii. The Code of Practice for Programme Accreditation (COPPA) 2<sup>nd</sup> Edition
- iv. The Code of Practice for Open and Distance Learning (COPPA: ODL) 2<sup>nd</sup> Edition
- v. Relevant Standards
- vi. Relevant Guidelines to Good Practices (GPP)

## **2. PROGRAMME DEVELOPMENT AND DELIVERY**

### **2.1 PROGRAMME EDUCATIONAL OBJECTIVES**

The programme educational objectives (PEOs) are broad statements describing the career and professional accomplishments the programme prepares graduates to achieve after they graduated.

“The quality of a programme is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the competencies that is the practical, intellectual and soft skills that are expected to be achieved by the students at the end of the programme" (COPPA 2<sup>nd</sup> Edition, 2017).

A guidance of the PEOs are provided under each level of study from certificate to doctoral level. **The flexibility in describing the PEOs remains with the Higher Education Providers (HEPs), provided that the PEOs are consistent with the vision and mission of the HEP.**

The PEOs of each qualification level are outlined below:

#### **CERTIFICATE** (Level 3, Malaysian Qualifications Framework, MQF)

PEO 1: Possess basic theoretical and practical knowledge in business.

PEO 2: Possess basic operational and entrepreneurial skills to perform effectively and responsibly in different organisations.

PEO 3: Use basic digital applications and numeracy skills to support business functions.

PEO 4: Exhibit teamwork and interpersonal communication skills.

PEO 5: Demonstrate lifelong learning in education and career.

## **DIPLOMA** (Level 4, MQF)

PEO 1: Possess broad-based theoretical and practical knowledge in business.

PEO 2: Possess broad-based operational and entrepreneurial skills to perform effectively and responsibly in different organisations.

PEO 3: Use a wider range of digital applications and numeracy skills to support business functions.

PEO 4: Demonstrate teamwork, interpersonal communication, creativity and innovation skills.

.

PEO 5: Pursue lifelong learning in education and career.

## **BACHELOR'S DEGREE** (Level 6, MQF)

PEO 1: Possess in-depth and comprehensive theoretical and practical knowledge in business.

PEO 2: Possess comprehensive managerial and entrepreneurial skills to perform effectively and responsibly in different organisations.

PEO 3: Use a broad range of digital applications and analytical techniques to support business functions.

PEO 4: Demonstrate teamwork, leadership, interpersonal communication, creativity and innovation skills.

PEO 5: Commit and seek learning for continuous development.

## **MASTER'S DEGREE BY COURSEWORK AND MIXED MODE** (Level 7, MQF)

PEO 1: Demonstrate mastery of theoretical and practical knowledge in business.

PEO 2: Demonstrate comprehensive managerial and entrepreneurial skills to lead effectively and responsibly in different organisations.

PEO 3: Adopt and apply a broad range of digital applications and analytical techniques competently to support business functions.

PEO 4: Demonstrate teamwork, interpersonal communication skills, creativity and innovation skills.

PEO 5: Commit and seek learning for continuous development.

PEO 6: Apply a range of research skills for complex business and management issues.\*

*\*PEO 6 is applicable to only the mixed mode programme.*

### **MASTER'S DEGREE BY RESEARCH (Level 7, MQF)**

PEO 1: Demonstrate mastery of theoretical and practical knowledge in specialised business fields.

PEO 2: Develop and implement research independently and responsibly to address complex business and management problems.

PEO 3: Adopt appropriate methods/techniques for research and academic enquiry.

PEO 4: Demonstrate collaborative and interpersonal communication skills.

PEO 5: Commit and seek learning for continuous development.

### **DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE (Level 8, MQF)**

PEO 1: Demonstrate advanced theoretical and practical knowledge in business.

PEO 2: Demonstrate advanced managerial, entrepreneurial and professional skills through sound theory and rigorous research to solve complex issues and lead effectively and responsibly in different organisations.

PEO 3: Adopt and apply a broad range of digital applications and analytical techniques competently to support business functions.

PEO 4: Demonstrate effective collaborative and interpersonal communication skills.

PEO 5: Commit and seek learning for continuous development.

**DOCTORAL DEGREE BY RESEARCH (Level 8, MQF)**

PEO 1: Demonstrate the creation and interpretation of new knowledge through original and rigorous research in specialised business fields.

PEO 2: Develop the ability that can contribute to developing and understanding the chosen business areas.

PEO 3: Conceptualise, design and implement research independently and responsibly to address complex business and management problems.

PEO 4: Adopt appropriate methods/techniques for research and academic enquiry.

PEO 5: Demonstrate collaborative and interpersonal communication skills.

PEO 6: Commit and seek learning for continuous development.

## 2.2 LEARNING OUTCOMES

Learning outcomes are detailed statements describing in explicit terms the achievement of learners. Assessment of the learners is conducted upon completion of a period of study.

“A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms” (COPPA 2nd Edition, 2017).

The learning outcomes in Business Studies should **cumulatively reflect the five clusters<sup>1</sup> of learning outcomes** aimed to develop well-balanced individuals with a holistic set of competencies.

The five clusters of learning outcomes are:

- i. Knowledge and understanding;
- ii. Cognitive skills;
- iii. Functional Work Skills with a focus on:
  - a. Practical skills;
  - b. Interpersonal skills;
  - c. Communication skills;
  - d. Digital skills;
  - e. Numeracy skills;
  - f. Leadership, autonomy and responsibility;
- iv. Personal and entrepreneurial skills; and
- v. Ethics and professionalism.

**Table 2.1** shows the mappings of learning outcomes based on MQF learning outcomes for Business Studies. **The flexibility in describing the learning outcomes remains with the Higher Education Providers (HEPs) provided they are sufficiently covered.**

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<sup>1</sup> Malaysian Qualifications Agency. (2018). Malaysian Qualifications Framework 2<sup>nd</sup> Edition. Cyberjaya, Malaysia.

**Table 2.1 Learning Outcomes (LO) for Business Studies mapped against MQF LOs**

| <p style="text-align: center;"><b>LO<br/>(CERTIFICATE LEVEL 3, MQF,<br/>DIPLOMA LEVEL 4, MQF AND<br/>BACHELOR LEVEL 6, MQF)</b></p>   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and understanding</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cognitive skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Practical skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Interpersonal skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Digital skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Numeracy skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Leadership, autonomy and responsibility</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Personal skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Entrepreneurial skills</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Ethics and professionalism</b></p> |
|---|---|--|--|--|--|--|---|---|---|--|--|
| <p>Certificate: Describe basic principles and theories in business.</p> <p>Diploma: Describe broad-based principles and theories in business.</p> <p>Bachelor: Assess in-depth theories and concepts in business.</p>   | √   |  |  |  |  |  |   |   |   |  |  |
| <p>Certificate: Apply basic business knowledge to solve routine problems in different organisations.</p> <p>Diploma: Apply broad-based business knowledge to solve routine and non-routine problems in different organisations.</p> <p>Bachelor: Apply in-depth and comprehensive business knowledge to manage complex problems in business organisations using different approaches.</p> |   | √  |  |  |  |  |   |   |   |  |  |
| <p>Certificate: Perform mainly routine tasks/operations ethically within business organisations.</p> <p>Diploma: Perform routine and non-routine tasks/operations ethically and flexibly within business organisations.</p> <p>Bachelor: Organise tasks/operations ethically and flexibly within business organisations.</p>  |   |  | √  |  |  |  |   |   |   |  | √  |



| <p style="text-align: center;"><b>LO</b><br/><b>(CERTIFICATE LEVEL 3, MQF,</b><br/><b>DIPLOMA LEVEL 4, MQF AND</b><br/><b>BACHELOR LEVEL 6, MQF)</b></p>   | Knowledge and understanding | Cognitive skills | Practical skills | Interpersonal skills | Communication skills | Digital skills | Numeracy skills | Leadership, autonomy and responsibility | Personal skills | Entrepreneurial skills | Ethics and professionalism |
|--|-----------------------------|------------------|------------------|----------------------|----------------------|----------------|-----------------|---|-----------------|------------------------|----------------------------|
| <p>Certificate: Demonstrate basic written oral communication and collaborative skills</p> <p>Diploma: Demonstrate effective written and oral communication and collaborative skills.</p> <p>Bachelor: Demonstrate effective written and oral communication and collaborative skills with diverse stakeholders.</p> |                             |                  |                  | √                    | √                    |                |                 |   |                 |                        |                            |
| <p>Certificate: Demonstrate relevant digital skills for work/study.</p> <p>Diploma: Demonstrate relevant digital skills for work/study.</p> <p>Bachelor: Demonstrate relevant digital skills for work/study.</p>   |                             |                  |                  |                      |                      | √              |                 |   |                 |                        |                            |
| <p>Certificate: Interpret basic numerical and graphical data.</p> <p>Diploma: Interpret numerical and graphical data with relevant tools.</p> <p>Bachelor: Analyse numerical and graphical data to assist decision-making in work/study.</p>   |                             |                  |                  |                      |                      |                | √               |   |                 |                        |                            |
| <p>Certificate: Demonstrate responsibility for business operations for self and others with guidance.</p> <p>Diploma: Demonstrate responsibility for business operations for self and others with minimal guidance.</p>  |                             |                  |                  |                      |                      |                |                 | √                                       |                 |                        |                            |

| <p style="text-align: center;"><b>LO</b><br/><b>(CERTIFICATE LEVEL 3, MQF,</b><br/><b>DIPLOMA LEVEL 4, MQF AND</b><br/><b>BACHELOR LEVEL 6, MQF)</b></p>  | <b>Knowledge and understanding</b> | <b>Cognitive skills</b> | <b>Practical skills</b> | <b>Interpersonal skills</b> | <b>Communication skills</b> | <b>Digital skills</b> | <b>Numeracy skills</b> | <b>Leadership, autonomy and responsibility</b> | <b>Personal skills</b> | <b>Entrepreneurial skills</b> | <b>Ethics and professionalism</b> |
|---|------------------------------------|-------------------------|-------------------------|-----------------------------|-----------------------------|-----------------------|------------------------|--|------------------------|-------------------------------|-----------------------------------|
| <p>Bachelor: Demonstrate leadership skills and responsibility in managing business organisations.</p>   |                                    |                         |                         |                             |                             |                       |                        |  |                        |                               |                                   |
| <p>Certificate: Perform self-improvement for academic and career development.</p> <p>Diploma: Demonstrate self-improvement for academic and career development.</p> <p>Bachelor: Identify self-improvement for academic and career development.</p> |                                    |                         |                         |                             |                             |                       |                        | √  |                        |                               |                                   |
| <p>Certificate: Demonstrate basic entrepreneurship skills.</p> <p>Diploma: Demonstrate broad entrepreneurship skills.</p> <p>Bachelor: Demonstrate entrepreneurship skills in resolving business problems.</p>                                      |                                    |                         |                         |                             |                             |                       |                        |  |                        | √                             |                                   |

| <p style="text-align: center;"><b>LO<br/>(MASTER'S DEGREE LEVEL 7,<br/>MQF AND DOCTORAL DEGREE<br/>LEVEL 8, MQF BY COURSEWORK,<br/>MIXED MODE AND RESEARCH)</b></p>   | <p style="text-align: center;"><b>Knowledge and understanding</b></p> | <p style="text-align: center;"><b>Cognitive skills</b></p> | <p style="text-align: center;"><b>Practical skills</b></p> | <p style="text-align: center;"><b>Interpersonal skills</b></p> | <p style="text-align: center;"><b>Communication skills</b></p> | <p style="text-align: center;"><b>Digital skills</b></p> | <p style="text-align: center;"><b>Numeracy skills</b></p> | <p style="text-align: center;"><b>Leadership, autonomy and responsibility</b></p> | <p style="text-align: center;"><b>Personal skills</b></p> | <p style="text-align: center;"><b>Entrepreneurial skills</b></p> | <p style="text-align: center;"><b>Ethics and professionalism</b></p> |
|---|---|--|--|--|--|--|---|---|---|--|--|
| <p>Master's: Evaluate theories and concepts in business.</p> <p>Doctoral degree by coursework and mixed mode: Integrate theories and concepts in business to advance the frontiers of knowledge and/or professional practice.</p> <p>Doctoral degree by research: Critique theories and concepts in business to advance the frontiers of knowledge through research.</p>  | √   |  |  |  |  |  |   |   |   |  |  |
| <p>Master's by coursework and mixed mode: Resolve complex problems by providing recommendations to business organisations.</p> <p>Master's by research: Resolve complex problems in business by providing recommendations through advanced research.</p> <p>Doctoral degree by coursework: Resolve complex problems and contemporary issues faced by business organisations.</p> <p>Doctoral degree by mixed mode: Resolve complex problems and contemporary issues by providing novel solutions to business organisations through advanced research.</p> <p>Doctoral degree by research: Resolve complex problems and contemporary issues by providing novel solutions</p> | √   |  |  |  |  |  |   |   |   |  |  |

| <p style="text-align: center;"><b>LO</b><br/><b>(MASTER'S DEGREE LEVEL 7, MQF AND DOCTORAL DEGREE LEVEL 8, MQF BY COURSEWORK, MIXED MODE AND RESEARCH)</b></p>  | Knowledge and understanding | Cognitive skills | Practical skills | Interpersonal skills | Communication skills | Digital skills | Numeracy skills | Leadership, autonomy and responsibility | Personal skills | Entrepreneurial skills | Ethics and professionalism |
|---|-----------------------------|------------------|------------------|----------------------|----------------------|----------------|-----------------|---|-----------------|------------------------|----------------------------|
| and new practices in business organisations through research.   |                             |                  |                  |                      |                      |                |                 |   |                 |                        |                            |
| <p>Master's by coursework: Organise complex tasks/operations ethically and flexibly within business organisations.</p> <p>Master's by mixed mode: Demonstrate the ability to carry out a project / research relevant to a business context independently and ethically.</p> <p>Master's by research: Demonstrate the ability to carry out research relevant to a business context independently and ethically.</p> <p>Doctoral degree by coursework: Adapt advanced technical skills to practical situations creatively, ethically and flexibly.</p> <p>Doctoral degree by mixed mode and research: Demonstrate the ability to carry out specialised and original research independently and ethically to resolve complex and contemporary business issues.</p> |                             |                  | √                |                      |                      |                |                 |   |                 | √                      |                            |
| <p>Master's: Demonstrate effective and cogent written and oral communication and collaborative skills with diverse stakeholders.</p> <p>Doctoral degree: Display mastery of written and oral communication and collaborative skills with diverse stakeholders.</p>  |                             |                  |                  | √                    | √                    |                |                 |   |                 |                        |                            |

| <p style="text-align: center;"><b>LO<br/>(MASTER'S DEGREE LEVEL 7,<br/>MQF AND DOCTORAL DEGREE<br/>LEVEL 8, MQF BY COURSEWORK,<br/>MIXED MODE AND RESEARCH)</b></p>   | <p style="text-align: center;"><b>Knowledge and understanding</b></p> | <p style="text-align: center;"><b>Cognitive skills</b></p> | <p style="text-align: center;"><b>Practical skills</b></p> | <p style="text-align: center;"><b>Interpersonal skills</b></p> | <p style="text-align: center;"><b>Communication skills</b></p> | <p style="text-align: center;"><b>Digital skills</b></p> | <p style="text-align: center;"><b>Numeracy skills</b></p> | <p style="text-align: center;"><b>Leadership, autonomy and responsibility</b></p> | <p style="text-align: center;"><b>Personal skills</b></p> | <p style="text-align: center;"><b>Entrepreneurial skills</b></p> | <p style="text-align: center;"><b>Ethics and professionalism</b></p> |
|---|---|--|--|--|--|--|---|---|---|--|--|
| <p>Master's: Demonstrate relevant digital skills for research/work/study.</p> <p>Doctoral degree: Adapt a broader range of suitable digital applications and analytical techniques for research/work/study.</p>   |   |  |  |  |  | √  |   |   |   |  |  |
| <p>Master's by coursework: Interpret numerical, qualitative and graphical data to support decision-making and problem-solving in work/study.</p> <p>Master's by mixed mode: Assess different quantitative and qualitative research techniques to support decision-making and problem-solving in work/study.</p> <p>Master's by research: Assess different quantitative and qualitative research techniques to support decision-making and problem-solving in research.</p> <p>Doctoral degree by coursework and mixed mode: Evaluate numerical, qualitative and graphical data to resolve complex problems and contemporary issues in work/study.</p> <p>Doctoral degree by research: Evaluate numerical, qualitative and graphical data to resolve complex problems and contemporary issues in research.</p> |   |  |  |  |  |  | √   |   |   |  |  |
| <p>Master's by coursework: Display leadership skills and responsibility in managing business organisations.</p>   |   |  |  |  |  |  |   | √   |   |  | √  |

| <p style="text-align: center;"><b>LO<br/>(MASTER'S DEGREE LEVEL 7,<br/>MQF AND DOCTORAL DEGREE<br/>LEVEL 8, MQF BY COURSEWORK,<br/>MIXED MODE AND RESEARCH)</b></p>   | <p style="text-align: center;"><b>Knowledge and understanding</b></p> | <p style="text-align: center;"><b>Cognitive skills</b></p> | <p style="text-align: center;"><b>Practical skills</b></p> | <p style="text-align: center;"><b>Interpersonal skills</b></p> | <p style="text-align: center;"><b>Communication skills</b></p> | <p style="text-align: center;"><b>Digital skills</b></p> | <p style="text-align: center;"><b>Numeracy skills</b></p> | <p style="text-align: center;"><b>Leadership, autonomy and responsibility</b></p> | <p style="text-align: center;"><b>Personal skills</b></p> | <p style="text-align: center;"><b>Entrepreneurial skills</b></p> | <p style="text-align: center;"><b>Ethics and professionalism</b></p> |
|---|---|--|--|--|--|--|---|---|---|--|--|
| <p>Master's by mixed mode: Display independence, leadership skills and responsibility in work/study.</p> <p>Master's by research: Display independence, leadership skills and responsibility in managing research.</p> <p>Doctoral degree by coursework and mixed mode: Display professionalism and responsibility in assigned research, projects and tasks.</p> <p>Doctoral degree by research: Display professionalism and responsibility in managing own research.</p> |   |  |  |  |  |  |   |   |   |  |  |
| <p>Master: Display continuous self-improvement for academic and career development.</p> <p>Doctoral degree: Display continuous self-improvement for professional development.</p>   |   |  |  |  |  |  |   | √   |   |  |  |
| <p>Master's by coursework and mixed mode: Display entrepreneurship skills in resolving business problems.</p> <p>Master's by research: Demonstrate entrepreneurship skills in research.</p> <p>Doctoral degree coursework and mixed mode: Display entrepreneurship skills in resolving complex business problems.</p> <p>Doctoral degree by research: Demonstrate entrepreneurship skills in research.</p>  |   |  |  |  |  |  |   |   | √   |  |  |

## 2.3 CURRICULUM DESIGN AND DELIVERY<sup>2</sup>

Learning and teaching can only be effective when the curriculum content and the programme structure are kept abreast with the most current development in its field of study (COPPA 2nd Edition, 2017). The curriculum structure should identify the objectives and learning outcomes of the programme and incorporate a schema that would map the curriculum to the stated objectives and learning outcomes (Guidelines to Good Practice: Curriculum Design and Delivery, 2011).

This section of the PS contains statements pertaining to the structure and delivery of a programme within the field of Business Studies. The **six essential areas** are human resource management, marketing, accounting and finance, business economics, management, and business analytics, forming the **common core** of a Business Studies programme.

Specific requirements on the body of knowledge (BOK) of the common core and discipline core are summarised in **Table 2.2** and **Appendix 3**. **Notably, regardless of the programme structure, the common core must be covered according to the requirements in Table 2.3.**

**Table 2.2: Body of knowledge for common core and discipline core of Business Studies programmes**

| <b>Common Core</b>        | <b>Discipline Core</b>                |
|---------------------------|---------------------------------------|
| Human Resource Management | Human Resource Management             |
| Marketing                 | Marketing                             |
| Accounting & Finance      | Finance                               |
| Business Economics        | Business Economics                    |
| Management                | Management                            |
| Business Analytics        | Entrepreneurship                      |
|                           | International Business                |
|                           | Logistics and Supply Chain Management |
|                           | Technology Management                 |
|                           | Business Information Systems          |
|                           | Digital Business                      |
|                           | Business Analytics                    |

<sup>2</sup> Standards in this area are best read together with Guidelines to Good Practices: Curriculum Design and Delivery, which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

**Higher Education Providers (HEPs) have the flexibility to design their programmes, provided they cover the BOK indicated in this PS. A given BOK can be covered either as topics or a course. It is important that HEPs align their programmes with one or more of the Sustainable Development Goals (SDG). The HEPs should also develop curriculum allowing students to creatively use digital technology to shape new business models in furtherance of national and global agenda.**

**An undergraduate programme with integrated management components such as Diploma in Real Estate Management, Diploma in Plantation Management, Bachelor in Sports Management, Bachelor in Technology Management (programmes with National Education Code, NEC other than 340 and 345) and others, must include at least 25% of its programme core with courses that cover the relevant BOK of this PS. Additionally, the selection of business courses must be appropriate to the programme learning outcomes and observe the assessment requirements of this PS. (These requirements can be exempted based on the requirements of professional bodies, if any.)**

The HEPs are encouraged to develop programmes to reflect the current best practices and offer a high-quality academic programme. Business Studies programmes may vary in its nomenclature; however, the programme nomenclature must reflect the content of the programme. HEPs may also refer to the Guidelines on Nomenclature of Malaysian Higher Education Programme (2018). Examples for each level are provided according to the programme structure in **Appendix 4**.



**Table 2.3: Minimum credits of each curriculum component for all levels of qualifications**

**CERTIFICATE (Level 3, MQF)**

| <b>COMPONENT</b>  | <b>MINIMUM CREDITS</b> |
|---|------------------------|
| Compulsory Courses (General* and HEPs courses)  | 4                      |
| Common core   | 48                     |
| Industrial Training**   | 0                      |
| Electives***  | 0                      |
| <b>Sub Total Credit</b>   | <b>52</b>              |
| The remaining 8 credits can be placed in any of the above categories to complete the minimum requirement of 60 credits. |                        |
| <b>GRADUATING CREDITS</b>   | <b>60</b>              |

Notes:

|     |  |
|-----|--|
| *   | General courses refer to <i>Mata Pelajaran Pengajian Umum (MPU)</i> courses which are mandatory. Please refer to <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses. |
| **  | Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. The training is suggested to be placed during final semester.   |
| *** | Electives can be non-business related courses.   |

**Recommended Delivery Methods**

- Lectures/tutorials
- Practical/ laboratory classes
- WBL
- Blended learning
- Guest lecture series (speakers from the industry and academic institutions)
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Apprenticeship
- Industrial training

**DIPLOMA** (Level 4, MQF)

| COMPONENT   | MINIMUM CREDITS   |  |
|---|---|--|
|   | GENERAL DIPLOMA*<br>(e.g., Diploma in Business Studies)   | SPECIALIST DIPLOMA*<br>(e.g., Diploma in Entrepreneurship) |
| Compulsory Courses (General** and HEPs courses)   | 6   | 6  |
| Common Core   | 48  | 48   |
| Discipline Core   | 27<br>(No more than 9 credits for each discipline core. Some parts of the body of knowledge of each discipline core area are covered, taking into account the credit requirement) | 27<br>(Cover one discipline core area)                     |
| Industrial Training***  | 0   | 0  |
| Electives****   | 0   | 0  |
| <b>Sub Total Credit</b>   | <b>81</b>   |  |
| The remaining 9 credits can be placed in any of the above categories to complete the minimum requirement of 90 credits. |   |  |
| <b>GRADUATING CREDITS</b>   | <b>90</b>   |  |

Notes:

|      |  |
|------|--|
| *    | HEPs must indicate clearly in standard 1.2.4 MQA-01/02 the programme structure when designing a programme.   |
|      | In the case of the Diploma in Management programme, HEPs can design it either as a general or a specialist programme.  |
| **   | General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses. |
| ***  | Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. The training is suggested to be placed during final semester.   |
| **** | Electives can be non-business related courses.   |

### Recommended Delivery Methods:

- Lectures/tutorials
- Practical laboratory/classes
- WBL
- Blended learning
- Guest lecture series (speakers from the industry and academic institutions)
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Apprenticeship
- Industrial training

### BACHELOR'S DEGREE (Level 6, MQF)

| COMPONENT                                       | MINIMUM CREDITS   |   |   |   |
|---|---|---|---|---|
|   | SINGLE MAJOR*   |   | MAJOR* WITH SPECIALISATION (e.g., Bachelor in Business (Entrepreneurship))  | MAJOR* WITH MINOR (e.g., Bachelor in Marketing with Information Technology)   |
|   | GENERAL (e.g., Bachelor in Business Administration)   | SPECIALIST (e.g., Bachelor in Marketing)              |   |   |
| Compulsory Courses (General** and HEPs courses) | 8   |   |   |   |
| Common Core***                                  | 42  |   |   |   |
| Discipline Core                                 | 36<br>(No more than 12 credits for each discipline core area. Some parts of the body of knowledge of each discipline core area are covered, taking into account the credit requirement) | 36<br>(All credits are from a single discipline core) | 36<br>(No more than 12 credits for each discipline core area, excluding the area of specialisation. Some parts of the body of knowledge of each discipline core area are covered, taking into account the credit requirement) | 36<br>(No more than 12 credits for each discipline core area for general major. Some parts of the body of knowledge of each discipline core area are covered, taking into account the |

| COMPONENT                   | MINIMUM CREDITS   |  |  |   |
|-----------------------------|---|--|--|---|
|                             | SINGLE MAJOR*   |  | MAJOR* WITH SPECIALISATION (e.g., Bachelor in Business (Entrepreneurship))   | MAJOR* WITH MINOR (e.g., Bachelor in Marketing with Information Technology)                     |
|                             | GENERAL (e.g., Bachelor in Business Administration)   | SPECIALIST (e.g., Bachelor in Marketing) |  |   |
|                             |   |  |  | credit requirement)<br><br>(All credits are from a single discipline core for specialist major) |
| Industrial Training****     | 0   |  |  |   |
| Specialisation***** / Minor | -   |  | 30<br>(From a discipline core area)  | 30<br>(From another field)  |
| Electives*****              | 0   |  |  |   |
| <b>Sub Total Credit</b>     | <b>86</b>   |  | <b>116</b>   |   |
|                             | The remaining 34 credits can be placed in any of the above categories to complete the minimum requirement of 120 credits. |  | The remaining 4 credits can be placed in any of the above categories to complete the minimum requirement of 120 credits. |   |
| <b>GRADUATING CREDIT</b>    | <b>120</b>  |  |  |   |

**Double Major within Business Studies (e.g. Bachelor in Marketing and Human Resource Management)**

| COMPONENT  | MINIMUM CREDITS   |
|--|---|
| Compulsory Courses<br>(General** and HEPs courses) | 8   |
| Common core  | 42  |
| Discipline Core (Major 1)                          | 36  |
| Discipline Core*** (Major 2)                       | 36  |
| Industrial Training****                            | 0   |
| Electives*****                                     | 0   |
| <b>Sub Total Credit</b>                            | <b>122</b>  |
| <b>GRADUATING CREDIT</b>                           | <b>122</b><br><b>Note: If there are shared credits between Major 1 and Major 2, the minimum graduating credit is 120.</b> |

**Double Major from different disciplines (e.g. Bachelor in Management and Information Technology)**

| COMPONENT  | MINIMUM CREDITS   |    |
|--|---|----|
| Compulsory Courses<br>(General** and HEPs courses) | 8   |    |
| Core of Business<br>Studies                        | Common core   | 42 |
|  | Discipline core   | 36 |
| Industrial Training****                            | 0   |    |
| Core of Second Major***                            | Minimum credit requirement for core component as per the specific programme standards OR minimum 66 credits for subject areas without programme standards OR field suitability. |    |
| Industrial Training****                            | Based on programme standards or the field requirement   |    |
| Electives*****                                     | 0   |    |
| <b>Sub Total Credit</b>                            | <b>152</b>  |    |
| <b>GRADUATING CREDIT</b>                           | <b>152</b>  |    |

Notes:

|       |  |
|-------|--|
| *     | HEPs must indicate clearly in standard 1.2.4 MQA-01/02 the programme structure when designing a programme.<br><br>In the case of the Bachelor in Management programme, HEP can design it either as a general or a specialist programme.  |
| **    | General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses. |
| ***   | For a double major programme, if the majors are governed by programme standards (PS), the minimum core requirements can be based on the respective PS. However, the minimum graduating credit specified in this PS must be fulfilled.  |
| ****  | Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. The training is suggested to be placed during final semester.   |
| ***** | Specialisation shall be in the same field or discipline of study of the programme major. If a programme has double specialisations, both specialisations must meet minimum 25% of the core components (consisting of common core, discipline core, industrial training and specialisation).  |
| ***** | Electives can be non-business related courses. The number of credits for electives should not lead to a specialisation or minor.   |

**Recommended Delivery Methods:**

- Lectures/tutorials
- Blended learning
- WBL
- Flipped Learning
- Practical laboratory/classes
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Fieldwork
- Apprenticeship
- Industrial training
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Final year project
- Seminar
- Empirical studies
- Case study

## MASTER'S DEGREE BY COURSEWORK (Level 7, MQF)

### i. General Master's Programme

A master's by coursework programme comprises mainly of common core to equip students with broad knowledge at master's level in the areas of Business Studies. Generally, this programme is appropriate for students from a non-business background.

| COMPONENT                | MINIMUM CREDITS   |   |
|--------------------------|---|---|
|                          | WITHOUT SPECIALISATION  | WITH SPECIALISATION   |
| Common Core*             | 30<br>(All body of knowledge for common core must be covered)   | 30<br>(All body of knowledge for common core must be covered)                                     |
| Specialisation           | Not Applicable  | 10  |
| Project**                | 6   | 6   |
| Electives***             | 0   | 0   |
|                          | The remaining 4 credits can be placed in any of the above categories to complete the minimum requirement of 40 credits. | A programme designed with specialisation will have more than 40 as the minimum graduating credit. |
| <b>GRADUATING CREDIT</b> | <b>40</b>   |   |

### ii. Specialist Master's Programme

A master's by coursework programme comprises discipline core to equip students with specialised knowledge in the areas of Business Studies. Generally, this programme is appropriate for students from any business-related background.

| COMPONENT  | MINIMUM CREDITS   |
|--|---|
| Discipline Core*   | 24<br>(Body of knowledge of the corresponding discipline core area must be covered, taking into account the credit requirement) |
| Project**  | 6   |
| Electives***   | 0   |
| The remaining 10 credits can be placed in any of the above categories to complete the minimum requirement of 40 credits. |   |
| <b>GRADUATING CREDIT</b>   | <b>40</b>   |

Notes:

|     |  |
|-----|--|
| *   | Coursework components must include methodological training appropriate to the type of project.   |
| **  | The project is not limited to a research project, provided it demonstrates knowledge and understanding of the relevant subject area.<br>For a programme with specialisation, the project must be in the field of specialisation.<br>The recommended minimum word limit for a project paper is 15 000.<br>The following requirements must be decided by the HEP:<br>i. Maximum period of study considering good practices.<br>ii. A project report or equivalent conspectus guideline or manual must be provided to describe a common structure and format for submission. (Refer to the Standards: Master's and Doctoral Degree, 2 <sup>nd</sup> Edition). |
| *** | Electives can be non-business related courses.   |

**Recommended delivery methods:**

- Lectures/tutorials
- Blended learning
- WBL
- Practical laboratory/classes
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Fieldwork
- Apprenticeship
- Industrial training
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Empirical studies
- Case study



## MASTER'S DEGREE BY MIXED MODE (Level 7, MQF)

| COMPONENT   | MINIMUM CREDITS   |
|---|---|
| Discipline core*  | 8<br>(Relevant body of knowledge of the corresponding discipline core area are covered, taking into account the credit requirement) |
| Research Methodology**  | 3   |
| Dissertation***   | 20  |
| Electives****   | 0   |
| <b>Sub Total Credit</b>   | <b>31</b>   |
| The remaining 9 credits can be placed in any of the above categories to complete the minimum requirement of 40 credits. |   |
| <b>GRADUATING CREDIT</b>  | <b>40</b>   |

### Notes:

|      |   |
|------|---|
| *    | The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree, 2 <sup>nd</sup> edition).  |
| **   | The research methodology must cover both qualitative and quantitative research methods. For quantitative data analysis, HEP may refer to body of knowledge of Business Analytics in the common core and discipline core.  |
| ***  | Students are required to undertake research in a related field of study and submit a dissertation.  |
|      | The recommended minimum word limit for a dissertation is 20 000.  |
|      | The following requirements must be decided by the HEP: <ul style="list-style-type: none"> <li>i. Maximum period of study considering good practices.</li> <li>ii. A dissertation or equivalent conspectus guideline or manual must be provided to describe a common structure and format for submission. (Refer to the Standards: Master's and Doctoral Degree, 2<sup>nd</sup> Edition).</li> </ul> |
| **** | Electives offered must be discipline-related courses.   |

### Recommended delivery methods:

- Lectures/tutorials
- Supervision of dissertation
- Blended learning
- WBL
- Practical laboratory/classes

- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Fieldwork
- Apprenticeship
- Industrial training
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Empirical studies
- Case study

### MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)

| COMPONENT     | CREDITS         | REMARKS  |
|---------------|-----------------|--|
| Dissertation* | No credit value | The programme must include a Research Methodology course covering qualitative and quantitative components and other relevant courses |

#### Notes:

|   |  |
|---|--|
| * | Students are required to undertake research in a related field of study and submit a dissertation.   |
|   | The recommended minimum word limit for a dissertation is 35 000.   |
|   | The following requirements must be addressed by the HEP: <ul style="list-style-type: none"> <li>i. Maximum period of study considering good practices and validity of research undertaken.</li> <li>ii. A dissertation or equivalent conspectus guideline or manual must be provided to describe a common structure and format for dissertation or conspectus (Refer to the Standards: Master's and Doctoral Degree, 2<sup>nd</sup> Edition).</li> </ul> |

#### Recommended delivery methods:

- Supervision of dissertation
- Colloquium/Seminar/Workshop
- Attachment

## DOCTORAL DEGREE BY COURSEWORK (Level 8, MQF)

| COMPONENT  | MINIMUM CREDITS   |
|--|---|
| Common core  | 24<br>(Body of knowledge of the common core area must be covered, taking into account the credit requirement) |
| Research Methodology*  | 6   |
| Dissertation**   | <b>Max 39 credits</b>   |
| Electives***   | 0   |
| <b>Sub Total Credit</b>  | <b>69</b>   |
| The remaining 11 credits can be placed in any of the above categories to complete the minimum requirement of 80 credits. |   |
| <b>GRADUATING CREDIT</b>   | <b>80</b>   |

### Notes:

|     |   |
|-----|---|
| *   | The research methodology must cover both qualitative and quantitative research methods. For quantitative data analysis, HEP may refer to body of knowledge of Business Analytics in the common core and discipline core.  |
| **  | Students are required to undertake research in a related field of study and submit a Dissertation.  |
|     | The recommended minimum word limit for a dissertation is 50 000.  |
|     | The HEP must have a set of procedures and guidelines pertaining to:<br>i. Minimum and maximum periods of study.<br>ii. A dissertation or conspectus guideline or manual must be provided to describe a common structure and format for submission. (Refer to the Standards: Master's and Doctoral Degree, 2 <sup>nd</sup> Edition). |
| *** | Electives offered must be discipline-related courses.   |

### Recommended delivery methods:

- Lectures/tutorials
- Supervision of dissertation
- Attachment
- Blended learning
- WBL
- Practical laboratory/classes
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)

- Fieldwork
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Colloquium/Seminar/Workshop
- Empirical studies
- Case study

#### DOCTORAL DEGREE BY MIXED MODE (Level 8, MQF)

| COMPONENT*   | MINIMUM CREDITS  |
|--|--|
| Common Core  | 16<br>(Relevant body of knowledge of the common core area are covered, taking into account the credit requirement) |
| Research Methodology**   | 6  |
| Thesis***  | 40   |
| <b>Sub Total Credit</b>  | <b>62</b>  |
| The remaining 18 credits can be placed in any of the above categories to complete the minimum requirement of 80 credits. |  |
| <b>GRADUATING CREDIT</b>   | <b>80</b>  |

#### Notes:

|     |  |
|-----|--|
| *   | The ratio of coursework to thesis is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree, 2 <sup>nd</sup> edition).   |
| **  | The research methodology must cover both qualitative and quantitative research methods. For quantitative data analysis, HEP may refer to body of knowledge of Business Analytics in the common core and discipline core.   |
| *** | Students are required to undertake research in a related field of study and submit a thesis.   |
|     | The recommended minimum word limit for a thesis is 60 000.   |
|     | The HEP must have a set of procedures and guidelines pertaining to: <ul style="list-style-type: none"> <li>i. Maximum period of study considering good practices.</li> <li>ii. A thesis or conspectus guideline or manual must be provided to describe a common structure and format for submission (Refer to the Standards: Master's and Doctoral Degree, 2<sup>nd</sup> Edition).</li> </ul> |

#### Recommended delivery methods:

- Lectures/tutorials
- Supervision of thesis

- Blended learning
- WBL
- Practical laboratory/classes
- Field/industry visits (business organisations, universities, non-governmental organisations, government-related corporations, and others)
- Fieldwork
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Empirical studies
- Attachment
- Colloquium/Seminar/Workshop
- Case study

#### DOCTORAL DEGREE BY RESEARCH (Level 8, MQF)

| COMPONENT | CREDITS         | REMARKS  |
|-----------|-----------------|--|
| Thesis*   | No credit value | The programme must include a Research Methodology course covering qualitative and quantitative components and other relevant courses |

#### Notes:

|   |  |
|---|--|
| * | Students are required to undertake research in a related field of study and submit a thesis.   |
|   | The recommended minimum word limit for a thesis is 70 000.   |
|   | The following requirements must be addressed by the HEP: <ul style="list-style-type: none"> <li>i. Maximum period of study considering good practices and validity of research undertaken.</li> <li>ii. A thesis or equivalent conspectus guideline or manual must be provided to describe a common structure and format for thesis or conspectus (Refer to the Standards: Master's and Doctoral Degree, 2<sup>nd</sup> Edition).</li> </ul> |

#### Recommended delivery methods:

- Supervision of thesis
- Colloquium/Seminar/Workshop
- Attachment

### 3. ASSESSMENT OF STUDENT LEARNING<sup>3</sup>

“Assessment of student learning is a key aspect of quality assurance and it is one of the most important indicator of learning outcomes achievement. Hence, it is crucial that appropriate assessment methods and mechanisms are in place. Qualifications are finally awarded on the basis of the results of assessment. The assessment methods used must be aligned, clear, consistent, effective, reliable, engaging, authentic and in line with current practices. They must clearly measure the achievement of the intended learning outcomes” (COPPA 2<sup>nd</sup> Edition, 2017).

The methods of assessment depend on the specific requirements of each course. Nonetheless, the following must be considered as a general guide:

- i. Assessments should comprise formative and summative assessments;
- ii. Assessments must be appropriate to the learning outcomes;
- iii. **Candidates are required to pass BOTH continuous and final assessments for every course.** HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of a course; and
- iv. **The HEP must have clear marking guidelines such as assessment rubrics, marking schemes, and others for continuous and final assessments to indicate the achievement of course learning outcomes.**

The percentages of continuous and final assessments for a course at each level of study are presented in **Table 3**. The suggested forms of assessments indicated are **merely examples**. The HEPs are encouraged to use various methods and tools appropriate for measuring learning outcomes and competencies.

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<sup>3</sup> Standards in this area are best read together with Guidelines to Good Practices: Assessment of Students, which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

**Table 3: The percentages of continuous and final assessments for each common core and discipline core course.**

**CERTIFICATE** (Level 3, MQF)

| <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>   |
|----------------------------------|-----------------------------|--|
| 50 – 70                          | 30 – 50                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Quiz</li> <li>○ Written test</li> <li>○ Oral test</li> <li>○ Demonstration</li> <li>○ Presentation</li> <li>○ Final examination</li> </ul> |

**DIPLOMA** (Level 4, MQF)

| <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>  |
|----------------------------------|-----------------------------|---|
| 50 – 70                          | 30 – 50                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Quiz</li> <li>○ Written test</li> <li>○ Oral test</li> <li>○ Demonstration</li> <li>○ Presentation</li> <li>○ Final examination</li> </ul> |

**BACHELOR’S DEGREE** (Level 6, MQF)

| <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>  |
|----------------------------------|-----------------------------|---|
| 30 - 70                          | 30 - 70                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Case studies</li> <li>○ Quiz</li> <li>○ Written test</li> <li>○ Oral test</li> </ul> |

| <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>  |
|----------------------------------|-----------------------------|---|
|                                  |                             | <ul style="list-style-type: none"> <li>○ Practical assessment</li> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Industrial training report</li> <li>○ Employer evaluation</li> <li>○ Final examination</li> </ul> |

#### **MASTER'S DEGREE (Level 7, MQF)**

| <b>MODE</b>       | <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>   |
|-------------------|----------------------------------|-----------------------------|--|
| <b>COURSEWORK</b> |                                  |                             |  |
| Coursework        | 30 – 70                          | 30 – 70                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Case studies</li> <li>○ Quiz</li> <li>○ Written test</li> </ul>   |
| Project           | 0 – 40                           | 60 – 100                    | <ul style="list-style-type: none"> <li>○ Oral test</li> <li>○ Practical assessment</li> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Industrial training report</li> <li>○ Employer evaluation</li> <li>○ Final examination</li> </ul>   |
| <b>MIXED MODE</b> |                                  |                             |  |
| Coursework        | 30 – 70                          | 30 – 70                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Case studies</li> <li>○ Quiz</li> <li>○ Written test</li> </ul>   |
| Dissertation      | 0                                | 100                         | <ul style="list-style-type: none"> <li>○ Oral test</li> <li>○ Practical assessment</li> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Dissertation</li> <li>○ Industrial training report</li> <li>○ Employer evaluation</li> <li>○ Viva-voce (optional)</li> <li>○ Final examination</li> </ul> |
| <b>RESEARCH</b>   |                                  |                             |  |
| Dissertation      | 0                                | 100                         | <ul style="list-style-type: none"> <li>○ Dissertation</li> <li>○ Viva-voce (optional)</li> </ul>   |



**DOCTORAL DEGREE (Level 8, MQF)**

| <b>MODE</b>       | <b>CONTINUOUS ASSESSMENT (%)</b> | <b>FINAL ASSESSMENT (%)</b> | <b>SUGGESTED FORMS OF ASSESSMENT</b>  |
|-------------------|----------------------------------|-----------------------------|---|
| <b>COURSEWORK</b> |                                  |                             |   |
| Coursework        | 30 – 70                          | 30 – 70                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Case studies</li> <li>○ Written test</li> <li>○ Oral test</li> </ul>   |
| Dissertation      | 0                                | 100                         | <ul style="list-style-type: none"> <li>○ Practical assessment</li> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Industrial training report</li> <li>○ Employer evaluation</li> <li>○ Final examination</li> </ul>   |
| <b>MIXED MODE</b> |                                  |                             |   |
| Coursework        | 30 – 70                          | 30 – 70                     | <ul style="list-style-type: none"> <li>○ Assignment (Individual / Group)</li> <li>○ Project</li> <li>○ Case studies</li> <li>○ Written test</li> <li>○ Oral test</li> </ul>   |
| Thesis            | 0                                | 100                         | <ul style="list-style-type: none"> <li>○ Practical assessment</li> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Thesis</li> <li>○ Industrial training report</li> <li>○ Employer evaluation</li> <li>○ Viva-voce (optional)</li> <li>○ Final examination</li> </ul> |
| <b>RESEARCH</b>   |                                  |                             |   |
| Thesis            | 0                                | 100                         | <ul style="list-style-type: none"> <li>○ Thesis</li> <li>○ Viva-voce</li> </ul>   |

Notes:

|     |   |
|-----|---|
| i.  | The HEPs should have a clear policy on the criteria for the appointment of external and internal examiners for dissertation/thesis assessment at postgraduate levels. |
| ii. | The composition of the dissertation/thesis examiners should meet the requirements of Standards: Master's and Doctoral Degree, 2 <sup>nd</sup> Edition.                |

#### 4. STUDENT SELECTION

This section of the Programme Standards relates to the selection of students for a programme of study.

“In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Education (MOE). There are varying views on the best method of student selection. Whatever the method used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If an HEP operates in geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies” (COPPA 2<sup>nd</sup> Edition, 2017).

The standards for the selection of students into the Business Studies programmes shall be formulated in reference to generic national higher education policies pertaining to minimum student entry requirement.

The minimum entry requirements are shown in **Table 4**.

**Table 4: Minimum Entry Requirement for Student Admission**

| MQF LEVEL                    | ENTRY REQUIREMENT   | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT) |
|------------------------------|---|--|
| <b>CERTIFICATE (LEVEL 3)</b> | i. Possesses <i>Sijil Pelajaran Malaysia</i> (SPM) with at least credit in any ONE subject;<br><b>OR</b><br>ii. Possesses <i>Sijil Kemahiran Malaysia</i> (SKM) Level 2 in the related field;<br><b>OR</b><br>iii. Other relevant equivalent qualifications recognised by the Malaysian Government. | -  |
| <b>DIPLOMA (LEVEL 4)</b>     | i. Possesses SPM with at least credit in THREE subjects;  | Achieve a minimum <b>Band 3 in MUET</b> OR             |

| MQF LEVEL                                 | ENTRY REQUIREMENT   | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)                                  |
|---|---|---|
|   | <p><b>OR</b></p> <p>ii. Possesses SKM Level 3 in the related field;</p> <p><b>OR</b></p> <p>iii. A Certificate (Level 3, MQF) in the related field with at least CGPA of 2.00;</p> <p><b>OR</b></p> <p>iv. A pass in <i>Sijil Tinggi Pelajaran Malaysia</i> (STPM) with at least Grade C (GP 2.0) in any subject;</p> <p><b>OR</b></p> <p>v. A pass in <i>Sijil Tinggi Agama Malaysia</i> (STAM) with at least Grade <i>Maqbul</i>;</p> <p><b>OR</b></p> <p>vi. Other equivalent qualifications recognised by the Malaysian Government.</p>   | <p>equivalent to <b>CEFR (High B1)**</b>.</p>   |
| <p><b>BACHELOR'S DEGREE (LEVEL 6)</b></p> | <p>i. A pass in STPM with at least Grade C (GP 2.0) in any TWO subjects*;</p> <p><b>OR</b></p> <p>ii. A pass in STAM with at least Grade <i>Jayyid*</i>;</p> <p><b>OR</b></p> <p>iii. Matriculation or Foundation with at least CGPA of 2.00;</p> <p><b>OR</b></p> <p>iv. A Diploma (Level 4, MQF) with at least CGPA of 2.00;</p> <p><b>OR</b></p> <p>v. An Advanced Diploma (Level 5, MQF) with at least CGPA of 2.00;</p> <p><b>OR</b></p> <p>vi. A <i>Diploma Kemahiran Malaysia</i> (DKM) / <i>Diploma Vokasional Malaysia</i> (DVM) subjected to HEP Senate / Academic Board's approval***;</p> <p><b>OR</b></p> <p>vii. A <i>Diploma Lanjutan Kemahiran Malaysia</i> (DLKM) subjected to HEP Senate / Academic Board's approval***;</p> <p><i>Note for (vi) &amp; (vii): The HEPs are to conduct screening and provide necessary</i></p> | <p>Achieve a minimum <b>Band 3 in MUET</b> OR equivalent to <b>CEFR (Low B2)**</b>.</p> |

| MQF LEVEL                               | ENTRY REQUIREMENT   | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)                                  |
|---|---|---|
|   | <p><i>guidance specific to the discipline of the programme.</i></p> <p><b>OR</b></p> <p>viii. Other equivalent qualifications recognised by the Malaysian Government.</p> <p>*Additional requirement: A pass in Mathematics and English at SPM level or equivalent qualifications (Refer to the Notes (*) below this table).</p>  |   |
| <p><b>MASTER'S DEGREE (LEVEL 7)</b></p> | <p><b><u>Master's Degree by Coursework</u></b></p> <p>i. A Bachelor's degree (Level 6, MQF) in related fields with a minimum CGPA of 2.50 as accepted by the HEP Senate;</p> <p><b>OR</b></p> <p>ii. A Bachelor's degree (Level 6, MQF) in related fields with a minimum CGPA of 2.00 and not meeting CGPA of 2.50 can be accepted, subject to a rigorous internal assessment****;</p> <p><b>OR</b></p> <p>iii. A Bachelor's degree (Level 6, MQF) in non-related fields with a minimum CGPA of 2.00 as accepted by the HEP Senate and with relevant working experience****, subject to a rigorous internal assessment****;</p> <p><b>OR</b></p> <p>iv. A Bachelor's degree (Level 6, MQF) in non-related fields with a minimum CGPA of 2.00 as accepted by the HEP Senate and without relevant working experience, subject to passing pre-requisite courses*****;</p> <p><b>OR</b></p> <p>v. Other equivalent/related qualifications to a Bachelor's degree (Level 6, MQF) recognised by the Malaysian Government.</p> | <p>Achieve a minimum <b>Band 4 in MUET</b> OR equivalent to <b>CEFR (Mid B2)**</b>.</p> |

| MQF LEVEL | ENTRY REQUIREMENT   | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT) |
|-----------|---|--|
|           | <p><b><u>Master's Degree by Mixed Mode and Research</u></b></p> <ul style="list-style-type: none"> <li>i. A Bachelor's degree (Level 6, MQF) in related fields with a minimum CGPA of 2.75 as accepted by the HEP Senate;<br/><b>OR</b></li> <li>ii. A Bachelor's degree (Level 6, MQF) in related fields with a minimum CGPA of 2.50 and not meeting CGPA of 2.75 can be accepted, subject to rigorous internal assessment****;</li> <li><b>OR</b></li> <li>iii. A Bachelor's degree (Level 6, MQF) in related fields with a minimum CGPA of 2.00 and not meeting CGPA of 2.50 can be accepted, subject to a minimum of 5 years relevant working experience***** and rigorous internal assessment****;</li> <li><b>OR</b></li> <li>iv. A Bachelor's degree (Level 6, MQF) in non-related fields with a minimum CGPA of 2.50 as accepted by the HEP Senate, subject to having relevant working experience***** and rigorous internal assessment****;</li> <li><b>OR</b></li> <li>v. A Bachelor's degree (Level 6, MQF) in non-related fields with a minimum CGPA of 2.00 and not meeting 2.5 as accepted by the HEP Senate, subject to a minimum of 5 years relevant working experience***** and rigorous internal assessment****;</li> <li><b>OR</b></li> <li>vi. A Bachelor's degree (Level 6, MQF) in non-related fields with a minimum CGPA of 2.00 as accepted by the HEP Senate and without relevant working experience, subject to passing pre-requisite courses*****;</li> <li><b>OR</b></li> </ul> |  |

| MQF LEVEL                        | ENTRY REQUIREMENT   | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)                            |
|----------------------------------|---|---|
|                                  | vii. Other qualifications equivalent to a Bachelor's degree (Level 6, MQF) recognised by the Malaysian Government.  |   |
| <b>DOCTORAL DEGREE (LEVEL 8)</b> | <p><b><u>Doctoral Degree by Coursework and Mixed Mode</u></b></p> <ul style="list-style-type: none"> <li>i. A Master's degree (Level 7, MQF) in related fields as accepted by the HEP Senate;<br/><b>OR</b></li> <li>ii. A Master's degree (Level 7, MQF) in non-related fields as accepted by the HEP Senate, subject to having relevant working experience<sup>*****</sup> and rigorous internal assessment<sup>****</sup>;<br/><b>OR</b></li> <li>iii. A Master's degree (Level 7, MQF) in non-related fields as accepted by the HEP Senate and without relevant working experience, subject to passing pre-requisite courses<sup>*****</sup>;<br/><b>OR</b></li> <li>iv. Other qualifications equivalent to a Master's degree (Level 7, MQF) recognised by the Malaysian Government.</li> </ul> <p><b><u>Doctoral Degree by Research</u></b><sup>*****</sup></p> <ul style="list-style-type: none"> <li>i. A Master's degree (Level 7, MQF) in related fields as accepted by the HEP Senate;<br/><b>OR</b></li> <li>ii. A Master's degree (Level 7, MQF) in non-related fields as accepted by the HEP Senate, subject to having relevant working experience<sup>*****</sup> and rigorous internal assessment<sup>****</sup>;<br/><b>OR</b></li> <li>iii. A Master's degree (Level 7, MQF) in non-related fields as accepted by the HEP</li> </ul> | Achieve a minimum <b>Band 4 in MUET OR</b> equivalent to <b>CEFR (Mid B2)**</b> . |

| MQF LEVEL | ENTRY REQUIREMENT  | ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT) |
|-----------|--|--|
|           | Senate and without relevant working experience, subject to passing pre-requisite courses*****;<br><b>OR</b><br>iv. Other qualifications equivalent to a Master's degree (Level 7, MQF) recognised by the Malaysian Government. |  |

Notes:

|     |   |   |
|-----|---|---|
| *   | <p><b>A pass in Mathematics and English at SPM level or equivalent qualifications</b></p> <p><i>(English subject requirement does not apply to international students since they are required to meet certain scores of international English examination and privileged with certain exemptions)</i></p>   | Can be waived should any other higher qualifications contain Mathematics and English subjects with an equivalent/higher achievement.  |
|     |   | Malaysian students using English as the medium of instruction in their previous study or with at least Band 2 in MUET or equivalent can be exempted from a pass in English requirement.   |
|     |   | Those without a pass in Mathematics and/or English at SPM level or equivalent can be admitted but are required to attend special enhancement course(s). These special enhancement courses should be SPM equivalent, remedial in nature. Students must pass the Mathematics and English enhancement courses as a prerequisite to related core courses taught in English. |
| **  | Refer to Surat JPT GS 1000-630(41), 9 <sup>th</sup> December 2019 - <i>Syarat Kompetensi Bahasa Inggeris Kepada Pelajar Antarabangsa</i> for equivalent English language assessments and score.   |   |
| *** | For Public Universities: Refer to Surat JPT.S(BPKP)2000/400/04/01 Jld.5 (53), 20 <sup>th</sup> November, 2019 - <i>Pindaan syarat kelayakan minimum (Syarat am) Diploma TVET (DKM, DLKM, DVM) sebagai syarat kelayakan masuk ke program Ijazah Sarjana Muda di Universiti Awam (UA)</i> .   |   |
|     | For Private Higher Educational Institutions: Refer to Surat JPT/GS 1000-606 Jld. 2(23), 21 <sup>st</sup> April, 2020 - <i>Kemasukan Pelajar Lulusan Diploma Kemahiran Malaysia (DKM), Diploma Lanjutan Kemahiran Malaysia (DLKM) dan Diploma Vokasional Malaysia (DVM) ke Peringkat Sarjana Muda (Tahap 6 MQF) atau yang setara dengannya di Institusi Pendidikan Tinggi Swasta</i> . |   |

|       |  |
|-------|--|
| ****  | <p>Rigorous assessment to evaluate the suitability of an applicant for a programme through statement of purpose, interview and other methods may cover the following criteria:</p> <ol style="list-style-type: none"> <li>i. Demonstration of strong business experience, and that you have held significant managerial responsibilities.</li> <li>ii. Evidence of any achievements in your professional life, for example, consistently performing at a high level, consistent career progression and any impact that you have had on your organisation.</li> <li>iii. Professional skills that you have developed, for example, team work, leadership, problem-solving, negotiating and analytical skills.</li> <li>iv. How you will contribute to your class and what experiences you can bring to the institution. (Lancaster University, 2021)</li> </ol> |
| ***** | <p>Experience can be cumulative experience even before acquiring required qualification for a particular level of study. However, the experience must be relevant to the level of study as well as the content.</p>  |
| ***** | <p>The pre-requisite courses must equip the students with necessary business knowledge (managing people, managing financial resources, understanding customers, understanding environments and strategic planning) of one level lower than the programme level.</p>  |
| ***** | <p>The HEPs can take excellent Bachelor's Degree (Level 6, MQF) graduates for direct admission to Doctoral Degree by Research (Level 8, MQF) programme with the following conditions:</p> <ol style="list-style-type: none"> <li>i. Students have first class Bachelor's degree or equivalent qualification; or</li> <li>ii. Students have obtained CGPA of at least 3.67 or equivalent from either an academic or Technical and Vocational Education and Training (TVET) programme; and</li> <li>iii. Evaluated through rigorous internal assessment by the HEP; and</li> <li>iv. Approved by the HEP Senate and accepted as a candidate for the Doctoral Degree (Level 8, MQF) programme. Students must demonstrate appropriate progress during the candidature period.</li> </ol>   |

### **Accreditation of Prior Experiential Learning for Access (APEL.A)**

APEL.A provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) through to Master's Degree by Coursework and Mixed Mode (Level 7, MQF) through recognition of learning and experiences regardless of how and where it was acquired. (Refer to the Guidelines to Good Practices: Accreditation of Prior Experiential Learning (APEL)).



## 5. ACADEMIC STAFF

“As the quality of the academic staff is one of the most important components in assuring the quality of higher education, an HEP is expected to search for and appoint the best-suited candidates, to serve its programmes, in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. It is important that every programme has appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills” (COPPA 2<sup>nd</sup> Edition, 2017).

**Table 5.1** provides the minimum requirements of the qualifications of academic staff and relevant staff ratios for the different qualification levels in Business Studies. **Besides possessing qualifications in the related field, HEPs must ensure that academic staff are assigned courses based on their areas of expertise or relevant industry experience.**

**Table 5: Qualifications for academic staff**

| MQF LEVEL                        | REQUIREMENT   | REMARK  |
|----------------------------------|---|---|
| <b>CERTIFICATE<br/>(LEVEL 3)</b> | i. A Bachelor’s Degree (Level 6, MQF) in the relevant business field;<br><b>OR</b><br>ii. A Bachelor’s Degree (Level 6, MQF) in non-related fields with FIVE years of relevant working experience*. | <u>Academic staff ratio</u><br>i. At least 60% of the academic staff are full-timers.<br>ii. Part-time staff may consist of industry practitioners or from academia.<br>iii. The minimum number of academic staff in the related field for each programme is 4**.<br><br><u>Staff-student ratio</u><br>1:30 |

| MQF LEVEL   | REQUIREMENT   | REMARK  |
|---|---|---|
| <p><b>DIPLOMA<br/>(LEVEL 4)</b></p>               | <p>i. A Bachelor's Degree (Level 6, MQF) in the relevant business field;<br/><b>OR</b><br/>ii. A Bachelor's Degree (Level 6, MQF) in non-related fields with TEN years of relevant working experience*.</p>   | <p><u>Academic staff ratio</u><br/>i. At least 60% of the academic staff are full-timers.<br/>ii. Part-time staff may consist of industry practitioners or from academia.<br/>iii. The minimum number of academic staff in the related field for each programme is 6**.</p> <p><u>Staff-student ratio</u><br/>1:30</p>  |
| <p><b>BACHELOR'S<br/>DEGREE<br/>(LEVEL 6)</b></p> | <p>i. A Master's Degree (Level 7, MQF) in the relevant business field;<br/><b>OR</b><br/>ii. Practitioners with a Bachelor's degree in the relevant business field with the following work experience* may also be appointed as academic staff or co-supervisor:<br/>a. At least FIVE years of relevant working experience* in senior management roles (General Manager and above) in the course taught;<br/><b>OR</b><br/>b. At least TEN years of relevant working experience* in managerial roles (Senior Manager and Manager) in the course taught;<br/><b>OR</b><br/>c. Entrepreneurs with at least FIVE years of experience* and a proven track record in running business(es) may be considered to teach some of the entrepreneurship courses.</p> | <p><u>Academic staff ratio</u><br/>i. At least 60% of the academic staff are full-timers.<br/>ii. Part-time staff may consist of industry practitioners or from academia.<br/>iii. The minimum number of academic staff in the related field for each programme is 10**.</p> <p><u>Staff-student ratio</u><br/>1:25</p> |

| MQF LEVEL                               | REQUIREMENT   | REMARK   |
|---|---|--|
| <p><b>MASTER'S DEGREE (LEVEL 7)</b></p> | <p><b><u>Master's Degree by Coursework</u></b></p> <p><b>Principal Supervisor / Co-Supervisor / Teaching Staff</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;<br/><b>OR</b></li> <li>ii. A Master's degree in the relevant business field (Level 7, MQF) with at least FIVE years of relevant experience* in teaching.<br/><b>OR</b></li> <li>iii. A Bachelor's degree (Level 6, MQF) in the relevant business field with at least FIVE years of relevant experience* at a level appropriate for the dissertation (<b>applicable for supervisor from industry / practitioner who is to be appointed as co-supervisor</b>).<br/><b>OR</b></li> <li>iv. A Bachelor's degree (Level 6, MQF) in the relevant business field with at least FIVE years of relevant experience** at a level appropriate for courses to teach practical/professional/ hands-on components (<b>applicable for teaching staff from industry / practitioner only</b>).</li> </ul> <p><b><u>Master's Degree by Mixed Mode</u></b></p> <p><b>Principal Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;<br/><b>OR</b></li> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field <ul style="list-style-type: none"> <li>a. with at least FIVE years of relevant experience* in teaching and research;<br/><b>and</b></li> </ul> </li> </ul> | <p><b><u>Academic staff ratio</u></b></p> <ul style="list-style-type: none"> <li>i. At least 60% of the academic staff are full-timers.</li> <li>ii. Part-time staff may consist of industry practitioners or from academia.</li> </ul> <p>The minimum number of academic staff in the related field for each programme is 5** (only for Coursework and Mixed Mode programme).</p> <p><b><u>Staff-student ratio</u></b></p> <ul style="list-style-type: none"> <li>i. Programme – 1:20 (only for Coursework and Mixed Mode programme)</li> <li>ii. Overall principal supervisor to student ratio is 1:10***</li> </ul> <p>The principal project supervisor must be from the related field of study and a full-time staff of the HEP.</p> |

| MQF LEVEL | REQUIREMENT   | REMARK |
|-----------|---|--------|
|           | <p>b. has co-supervised master's candidate.</p> <p><b>Co-Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;<br/><b>OR</b></li> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field with at least ONE year of relevant experience* in teaching and research;<br/><b>OR</b></li> <li>iii. A Bachelor's degree (Level 6, MQF) in the relevant business field with at least FIVE years of relevant experience* at a level appropriate for the dissertation <b>(applicable for co-supervisor from industry / practitioner only)</b>.</li> </ul> <p><b>Teaching Staff</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;<br/><b>OR</b></li> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field with at least FIVE years of relevant experience* in teaching;<br/><b>OR</b></li> <li>iii. A Bachelor's degree (Level 6, MQF) in the relevant business field with at least FIVE years of relevant experience* at a level appropriate for courses to teach practical/ professional/ hands-on components <b>(applicable for teaching staff from industry / practitioner only)</b>.</li> </ul> |        |

| MQF LEVEL                               | REQUIREMENT  | REMARK  |
|---|--|---|
|   | <p><b><u>Master's Degree by Research</u></b></p> <p><b>Principal Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field <ul style="list-style-type: none"> <li>a. with at least FIVE years of relevant experience* in teaching and research;</li> </ul> </li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>b. has co-supervised master's candidate.</li> </ul> <p><b>Co-Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field with at least ONE year of relevant experience* in teaching and research;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>iii. A Bachelor's degree (Level 6, MQF) in the relevant business field with at least FIVE years of relevant experience* at a level appropriate for the dissertation <b>(applicable for co-supervisor from industry / practitioner only).</b></li> </ul> |   |
| <p><b>DOCTORAL DEGREE (LEVEL 8)</b></p> | <p><b><u>Doctoral Degree by Coursework</u></b></p> <p><b>Principal Supervisor / Co-Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree in the relevant business field <ul style="list-style-type: none"> <li>a. with at least TWO years of experience* in teaching and research;</li> </ul> </li> </ul> <p><b>and</b></p>   | <p><u>Academic staff ratio</u></p> <ul style="list-style-type: none"> <li>i. At least 60% of the academic staff are full-timers.</li> <li>ii. Part-time staff may consist of industry practitioners or from academia.</li> <li>iii. The minimum number of academic staff in the related field for each</li> </ul> |

| MQF LEVEL | REQUIREMENT  | REMARK  |
|-----------|--|---|
|           | <p>b. has supervised master's or doctoral research candidate to completion.</p> <p><b>OR</b></p> <p>ii. A Master's degree in the relevant business field</p> <p>a. with at least TWO years of experience* in teaching and research;</p> <p><b>and</b></p> <p>b. has supervised master's or doctoral research candidate to completion;</p> <p><b>and</b></p> <p>c. has extensive experience in research, subject to the approval of the Senate of the HEP.</p> <p><b>OR</b></p> <p>iii. A Master's degree (Level 7, MQF) in the relevant business field with at least TEN years of relevant experience* at a level appropriate for thesis <b>(applicable for supervisor from industry / practitioner who is to be appointed as co-supervisor only)</b>.</p> <p><b>Teaching Staff</b></p> <p>i. A Doctoral degree (Level 8, MQF) in the relevant business field with at least TWO years of experience* in teaching;</p> <p><b>OR</b></p> <p>ii. A Master's degree (Level 7, MQF) in the relevant business field with at least TEN years of relevant experience* at a level appropriate for courses to teach practical/professional/ hands-on components <b>(only for teaching staff from industry / practitioner)</b>.</p> | <p>programme is 10** (only for Coursework and Mixed Mode programme).</p> <p><u>Staff-student ratio</u></p> <p>i. 1:12 (only for Coursework and Mixed Mode programme)</p> <p>ii. Overall principal supervisor student ratio is 1:10***</p> <p>The principal project supervisor must be from the related field of study and a full-time staff of the HEP.</p> |

| MQF LEVEL | REQUIREMENT   | REMARK |
|-----------|---|--------|
|           | <p><b><u>Doctoral Degree by Mixed Mode</u></b></p> <p><b>Principal Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree in the relevant business field <ul style="list-style-type: none"> <li>a. with at least TWO years of experience* in teaching and research;</li> <li><b>and</b></li> <li>b. has supervised master's or doctoral research candidate to completion.</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree in business or the relevant business field <ul style="list-style-type: none"> <li>c. with at least TWO years of experience* in teaching and research;</li> <li><b>and</b></li> <li>d. has supervised master's or doctoral research candidate to completion;</li> <li><b>and</b></li> <li>e. has extensive experience in research, subject to approval of the Senate of the HEP.</li> </ul> </li> </ul> <p><b>Co-Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field and extensive experience in research, subject to the approval of the Senate of the HEP;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>iii. A Master's degree (Level 7, MQF) in the relevant business field with at least TEN years of relevant experience* at a level appropriate for the thesis (<b>applicable for co-supervisor from industry / practitioner only</b>).</li> </ul> |        |

| MQF LEVEL | REQUIREMENT   | REMARK |
|-----------|---|--------|
|           | <p><b>Teaching Staff</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree (Level 8, MQF) in the relevant business field with at least TWO years of experience* in teaching;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree (Level 7, MQF) in the relevant business field with at least TEN years of relevant experience* at a level appropriate for courses to teach practical/professional/ hands-on components <b>(applicable for teaching staff from industry / practitioner only).</b></li> </ul> <p><b><u>Doctoral Degree by Research</u></b></p> <p><b>Principal Supervisor</b></p> <ul style="list-style-type: none"> <li>i. A Doctoral degree in the relevant business field <ul style="list-style-type: none"> <li>a. with at least TWO years of experience* in teaching and research;</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>b. has supervised master's or doctoral research candidate to completion;</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>ii. A Master's degree in business or the relevant business field <ul style="list-style-type: none"> <li>a. with at least TWO years of experience* in teaching and research;</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>b. has supervised master's or doctoral research candidate to completion;</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>c. has extensive experience in research, subject to approval by the Senate of the HEP.</li> </ul> </li> </ul> |        |



| MQF LEVEL | REQUIREMENT  | REMARK |
|-----------|--|--------|
|           | <p><b>Co-Supervisor</b></p> <p>i. A Doctoral degree (Level 8, MQF) in the relevant business field;</p> <p><b>OR</b></p> <p>ii. A Master's degree (Level 7, MQF) in the relevant business field and extensive experience in research, subject to the approval of the Senate of the HEP;</p> <p><b>OR</b></p> <p>iii. A Master's degree (Level 7, MQF) in the relevant business field with at least TEN years of relevant experience* at a level appropriate for the thesis (<b>applicable for co-supervisor from industry / practitioner only</b>).</p> |        |

Note:

|  |  |
|--|--|
| *  | Experience can be cumulative experience even before acquiring required qualification for a particular level of study. However, the experience must be relevant to the level of study as well as the content. |
| **   | Refer to <i>Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik</i> .   |
| ***  | The overall principal supervisor-student ratio is inclusive of Master's and Doctoral degree students.  |
| <p>A candidate without a Bachelor's degree but with a Master's degree obtained through the Accreditation of Prior Experiential Learning for Access [APEL.A] route may be accepted as academic staff, considering the qualification in the related field together with the relevant industry experience gained. The HEPs should ensure that these academic staff are assigned courses based on their qualifications and areas of expertise.</p> |  |

### Academic Staff Development

In order to deliver quality programmes and to produce marketable graduates, competent qualified academic staff must be employed. Hence, HEPs must ensure that the academic qualifications of their academic staff are accredited by the relevant accreditation bodies. It would also be an advantage for the HEPs to hire those with certain years of working experience to reflect on their intellectual maturity and enrich learning experience of students.

The HEPs must commit to providing staff with development opportunities to ensure that their staff are able to contribute fully to their vision and mission. Therefore, the **HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. The CPD may include participating in training, workshops and conferences; pursuing academic / professional qualifications; engaging in self-directed studies; coaching / mentoring / tutoring; and performing industrial attachments, consultancies and community services. Part-time and / or contract staff should also be considered in the CPD programmes.

## **6. EDUCATIONAL RESOURCES**

“Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance” (COPPA 2<sup>nd</sup> Edition, 2017).

For Business Studies programmes, Higher Education Providers (HEPs) are required to provide sufficient resources conducive to support learning and teaching in the field. Lecture and tutorial rooms, and technical support / facilities, must be designed to accommodate student-centred learning. For research in postgraduate programmes, students should be provided with a conducive work area.

Educational resources recommended for Business Studies programmes include:

- i. Sufficient qualified experts in various fields.
- ii. Technical support/facilities.
- iii. Internet access.
- iv. Lecture rooms (with sufficient Audio-Visual facilities).
- v. Library/resource centre (including online resources for teaching and research) with up-to-date resources.
- vi. Working space/station (with access to the Internet).
- vii. Computer laboratory (with access to the Internet).
- viii. Sufficient access to relevant software according to the needs of the programmes and students.
- ix. Relevant online data bases, online journals, statistical packages, qualitative analysis software, and citation and referencing software.

## 7. PROGRAMME MANAGEMENT

“There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnership with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication” (COPPA 2<sup>nd</sup> Edition, 2017).

This PS does not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this PS, academic leadership largely focuses on suitably qualified persons in the Business Studies field to manage the programme delivery from admission to graduation. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices. A person holding the programme leadership position must have relevant academic qualifications and experience in the area of study. Additionally, the following characteristics may be looked in a programme leader:

- i. broad-based view of business studies and perception of the education industry and its impact on the environment and society;
- ii. ability to inspire others to perform at their full potential;
- iii. ability to listen and communicate effectively with sensitivity to both individuals and groups;
- iv. ability to show a strong commitment in translating the organisation’s aspirations through initiatives consistent with the organisation’s purposes;
- v. ability to make sound judgements based on relevant input or information;
- vi. flexible to changing demands and pressures from key stakeholders to achieve individual and organisational goals;
- vii. ability to promote continuous learning among staff and student; and
- viii. ability to establish a constructive mechanism for collaboration with stakeholders.

The programme leaders, i.e. Programme Coordinator, Head of Programme or equivalent position must meet the qualification and experience requirements as stated in **Table 7**.

**Table 7: Criteria for Selection of Programme Leader**

| <b>MQF LEVEL</b>                           | <b>REQUIREMENT</b>  |
|--|---|
| <b>CERTIFICATE<br/>(LEVEL 3)</b>           | A Bachelor's degree in a relevant business field with a minimum of TWO years of relevant academic experience.   |
| <b>DIPLOMA<br/>(LEVEL 4)</b>               | A Bachelor's degree in a relevant business field with a minimum of TWO years of relevant academic experience.   |
| <b>BACHELOR'S<br/>DEGREE<br/>(LEVEL 6)</b> | A Master's degree in a relevant business field with a minimum of TWO years of relevant academic experience.   |
| <b>MASTER'S<br/>DEGREE<br/>(LEVEL 7)</b>   | <ul style="list-style-type: none"> <li>i. A Doctoral degree in a relevant business field with a minimum of TWO years of relevant academic experience;</li> <li><b>OR</b></li> <li>ii. A Master's degree in a relevant business field with a minimum of FIVE years of relevant academic experience.</li> </ul> |
| <b>DOCTORAL<br/>DEGREE<br/>(LEVEL 8)</b>   | A Doctoral degree in a relevant business field with a minimum of TWO years of relevant academic experience.   |

Note:

Experience can be cumulative experience even before acquiring required qualification for a particular level of study. However, the experience must be relevant to the level of study as well as the content.

## **8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

“Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components as well as student progress, employability and performance.

Feedback from multiple sources -- students, alumni, academic staff, employers, professional bodies and informed citizens -- assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performance includes the average study duration, assessment scores, passing rate at examinations, success and dropout rates, students’ and alumni’ reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. For example, if student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student feedback, for example through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately. Higher Education Providers (HEPs) are also advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality.

“Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility effectively. It is desirable that the departments work in association with the HEP’s central Quality Assurance Unit to ensure objectivity” (COPPA 2<sup>nd</sup> Edition, 2017).

The HEPs are expected to provide evidence of their ability to monitor, maintain and improve the quality of the programme consistent with internal and external requirements, and keep pace with changes in the field of Business Studies and the requirements of the stakeholders.

These shall be demonstrated by, but are not limited, to the following:

- i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department working together with the QA unit of the HEP.
- ii. A comprehensive curriculum review should be conducted at least once every two to five years. Nonetheless, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
- iii. Compulsory appointment of external advisor(s) qualified in the relevant fields to provide feedback on programme design and review.
- iv. Compulsory appointment of external examiner(s) qualified in the relevant fields to review the assessment systems for Bachelor's degree (Level 6, MQF) and above.
- v. Consultation/Engagement with stakeholders.

Additionally, HEPs are encouraged to demonstrate the following:

- i. Continual benchmarking against top universities at national and international levels.
- ii. Linkages with related professional bodies, government agencies and industry.
- iii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
- iv. Presentations by invited speakers, local or international.
- v. Organising conferences, seminars and workshops.
- vi. Encouraging international exchange among students and staff.

## REFERENCES

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**LIST OF PANEL MEMBERS**

| NO. | PANEL MEMBERS                           | ORGANISATION                             |
|-----|---|--|
| 1.  | Dr. Chong Siong Choy<br>-Chairman-      | Finance Accreditation Agency             |
| 2.  | Dr. Hazman Shah Abdullah                | Quality Assurance Expert                 |
| 3.  | Dr. Lee Chew Ging                       | INTI International University & Colleges |
| 4.  | Prof. Dr. Zafir Khan Mohamed<br>Makhbul | Universiti Kebangsaan Malaysia           |
| 5.  | Tengku Farith Rithaudheen               | Skali Group                              |

## LIST OF STAKEHOLDERS INVOLVED

### A. Ministry/Government Agency

1. Bahagian Kecemerlangan Akademik, Jabatan Pendidikan Tinggi, Kementerian Pendidikan Tinggi
2. Bahagian Kurikulum, Jabatan Pendidikan Politeknik dan Kolej Komuniti, Kementerian Pendidikan Tinggi
3. Bahagian Dasar, Kementerian Sumber Manusia
4. International Student Management Services, Education Malaysia Global Services (EMGS)
5. Institut Maklumat dan Analisis Pasaran Buruh (ILMIA), Jabatan Statistik, Kementerian Sumber Manusia

### B. Higher Education Providers

1. School of Management, Asia e University
2. Asia Pacific University of Technology and Innovation
3. Faculty of Business, Information and Human Sciences, Infrastructure University Kuala Lumpur
4. Faculty of Business, International University of Malaya-Wales
5. Faculty of Business, Communication and Law, INTI International University
6. Faculty of Accountancy, Management and Economics, New Era University College
7. Faculty of Business, Accountancy and Social Sciences, Poly-Tech MARA University College, Kuala Lumpur
8. School of Business, Monash University Malaysia
9. Faculty of Business and Management, UCSI University
10. Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah
11. Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan
12. Azman Hashim International Business School, Universiti Teknologi Malaysia
13. Graduate School of Business, Universiti Tun Abdul Razak (UNIRAZAK)
14. Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR)
15. School of Business Management, Universiti Utara Malaysia
16. International Islamic University Malaysia
17. Faculty of Business and Accountancy, Universiti Selangor (UNISEL), Shah Alam Campus
18. Faculty of Business and Management, DRB-HICOM University of Automotive Malaysia
19. Fakulti Ekonomi dan Muamalat, Universiti Sains Islam Malaysia
20. Faculty of Business and Management, Melaka International College of Science and Technology (MiCoST)
21. Fakulti Pengurusan Perniagaan, Kolej Poly-Tech MARA
22. Jabatan Perdagangan, Nilai Polytechnic
23. School of Creative Business, Equator College
24. Kolej Antarabangsa AlmaCrest
25. Aviation Management College
26. AMC College
27. Executive College
28. IBS College

29. UCSI College
30. ASA College
31. Institut FMM

**C. Industry**

1. Etiqa Insurance and Takaful
2. Maybank
3. Malaysian Employers Federation
4. Talent Corporation Malaysia Berhad
5. Malaysian Association of Private Colleges and Universities (MAPCU)
6. Malaysia Retail Chain Association

**D. Students**

**E. Alumni**

**F. Panel of Assessors**

**G. MQA Officers**

**BODY OF KNOWLEDGE****COMMON CORE FOR BUSINESS STUDIES**

## 1) HUMAN RESOURCE MANAGEMENT

| No. | Area                            | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|---------------------------------|--|-------------|---------|------------|----------|----------|
|     |                                 |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Human Resource Management (HRM) | Overview and Evolution of HRM                                  | /           | /       | /          | /        | /        |
|     |                                 | Job and Organisational Design                                  | /           | /       | /          | /        | /        |
|     |                                 | Industrial Relations / Employee Relations                      | /           | /       | /          | /        | /        |
|     |                                 | Recruitment and Selection                                      | /           | /       | /          | /        | /        |
|     |                                 | Compensation Systems and Performance Management                | /           | /       | /          | /        | /        |
|     |                                 | Human Resource Development                                     | /           | /       | /          | /        | /        |
|     |                                 | Human Resource Information System and Human Resource Analytics |             | /       | /          | /        | /        |

2) MARKETING

| No. | Area      | Body of Knowledge                              | MQF Level   |         |            |          |          |
|-----|-----------|--|-------------|---------|------------|----------|----------|
|     |           |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Marketing | Overview of Marketing                          | /           | /       | /          | /        | /        |
|     |           | Analysing Market Opportunities                 |             | /       | /          | /        | /        |
|     |           | Marketing Mix                                  | /           | /       | /          | /        | /        |
|     |           | Sales Management                               | /           | /       | /          |          |          |
|     |           | Marketing Environment                          | /           | /       | /          | /        | /        |
|     |           | Consumer Behaviour                             | /           | /       | /          | /        | /        |
|     |           | Market Segmentation, Targeting and Positioning | /           | /       | /          | /        | /        |
|     |           | Marketing Ethics and Legal Requirements        | /           | /       | /          | /        | /        |
|     |           | Digital and Social Media Marketing             | /           | /       | /          | /        | /        |
|     |           | Marketing Communication                        | /           | /       | /          | /        | /        |
|     |           | International/Global Marketing                 |             | /       | /          | /        | /        |
|     |           | Marketing Research                             |             | /       | /          | /        | /        |
|     |           | Market Planning                                |             |         | /          | /        | /        |

3) ACCOUNTING AND FINANCE

| No. | Area                 | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|----------------------|--|-------------|---------|------------|----------|----------|
|     |                      |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Accounting           | Accounting and the Business Environment  | /           | /       | /          | /        | /        |
|     |                      | Analysis and Interpretation of Financial Statements and Cash Flow for Business Users | /           | /       | /          | /        | /        |
|     |                      | Recording, Reporting and Analysing Business Transactions within the Accounting Cycle | /           | /       | /          | /        | /        |
|     |                      | Main Functions of Management Accounting  | /           | /       | /          | /        | /        |
| 2.  | Business Finance     | The Financial Environment and the Role of Finance in Business                        | /           | /       | /          | /        | /        |
|     |                      | Investment Evaluation  |             | /       | /          | /        | /        |
|     |                      | Capital Structure and Cost of Capital  |             | /       | /          | /        | /        |
|     |                      | Dividend Policy  |             | /       | /          | /        | /        |
|     |                      | The Theory and Practice of Investment and Financial Decision-Making                  |             | /       | /          | /        | /        |
| 3.  | Financial Technology | Impact of Technology on Accounting and Finance                                       |             | /       | /          | /        | /        |

4) BUSINESS ECONOMICS

| No. | Area           | Body of Knowledge                   | MQF Level   |         |            |          |          |
|-----|----------------|-------------------------------------|-------------|---------|------------|----------|----------|
|     |                |                                     | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Microeconomics | Introduction to Economics           | /           | /       | /          | /        | /        |
|     |                | Supply and Demand                   | /           | /       | /          | /        | /        |
|     |                | Cost of Production                  | /           | /       | /          | /        | /        |
|     |                | Firm Behaviour and Market Structure | /           | /       | /          | /        | /        |
| 2.  | Macroeconomics | Measuring GNP and GDP               | /           | /       | /          | /        | /        |
|     |                | Monetary System                     |             |         | /          | /        | /        |
|     |                | Unemployment                        |             |         | /          | /        | /        |
|     |                | Aggregate Demand                    | /           | /       | /          | /        | /        |
|     |                | Aggregate Supply                    | /           | /       | /          | /        | /        |
|     |                | Government Debt                     |             | /       | /          | /        | /        |
|     |                | Monetary Policy                     | /           | /       | /          | /        | /        |
|     |                | Fiscal Policy                       | /           | /       | /          | /        | /        |
|     |                | Saving and Investment               |             |         | /          | /        | /        |

| No. | Area                          | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-------------------------------|---------------------|-------------|---------|------------|----------|----------|
|     |                               |                     | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                               | Sources of Growth   |             |         | /          | /        | /        |
| 3.  | Digital and Knowledge Economy | Consequences of IR4 |             | /       | /          | /        | /        |



5) MANAGEMENT

| No. | Area                 | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|----------------------|---|-------------|---------|------------|----------|----------|
|     |                      |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Basic Management     | Evolution of Management   | /           | /       | /          |          |          |
|     |                      | Managerial Roles and Skills   | /           | /       | /          |          |          |
|     |                      | Management Process  | /           | /       | /          |          |          |
|     |                      | Organisational Structure<br><i>(Bachelor's level should also cover Organisational Design)</i> | /           | /       | /          |          |          |
| 2.  | Strategic Management | Overview of Strategic Management  | /           | /       | /          |          |          |
|     |                      | Strategic Analysis  |             | /       | /          | /        | /        |
|     |                      | Functional, Business and Corporate Level Strategy   |             | /       | /          | /        | /        |
|     |                      | Strategy Formulation  |             |         | /          | /        | /        |
|     |                      | Strategy Implementation   |             |         | /          | /        | /        |
|     |                      | Strategy Evaluation and Control   |             |         | /          | /        | /        |
|     |                      | Effective Governance Frameworks   |             |         | /          | /        | /        |

| No. | Area                     | Body of Knowledge                                    | MQF Level        |  |            |          |          |
|-----|--------------------------|--|------------------|--|------------|----------|----------|
|     |                          |  | Certificate      | Diploma  | Bachelor's | Master's | Doctoral |
|     |                          | Corporate Management and Control                     |                  |  | /          | /        | /        |
|     |                          | Value Creation and Management                        |                  | /  | /          | /        | /        |
| 3.  | Organisational Behaviour | Individual Differences and Work Behaviour            |                  | /  | /          | /        | /        |
|     |                          | Motivation   | /                | /  | /          | /        | /        |
|     |                          | Team Dynamics  |                  | /  | /          | /        | /        |
|     |                          | Communication  |                  | /  | /          | /        | /        |
|     |                          | Organisational Power, Politics, Culture and Conflict |                  | /  | /          | /        | /        |
|     |                          | Leadership   | /                | /  | /          | /        | /        |
|     |                          | Organisational Processes                             |                  | /  | /          | /        | /        |
|     |                          | Current Issues in Organisational Behaviour           |                  | /  | /          | /        | /        |
|     |                          | Decision-Making and Negotiation                      |                  | /  | /          | /        | /        |
|     |                          | 4.   | Entrepreneurship | Evolution, Concepts and Theories of Entrepreneurship |            | /        | /        |

| No. | Area                   | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|------------------------|---|-------------|---------|------------|----------|----------|
|     |                        |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                        | Characteristics of Entrepreneurs  | /           | /       | /          | /        | /        |
|     |                        | Entrepreneurial Networking  |             | /       | /          | /        | /        |
|     |                        | Developing New Venture<br><i>(Must include Legal Requirements)</i>  |             | /       | /          | /        | /        |
| 5.  | International Business | Overview of International Business  | /           | /       | /          | /        | /        |
|     |                        | Role of Culture   |             | /       | /          | /        | /        |
|     |                        | Global Market Places and the Environment<br><i>(Must include Legal, Political, Technological aspects)</i> |             | /       | /          | /        | /        |
|     |                        | Management from a Global Perspective  | /           | /       | /          | /        | /        |
| 7.  | Business Communication | Overview of Business Communication  | /           | /       | /          |          |          |
|     |                        | Communication Process   | /           | /       | /          |          |          |

| No. | Area                        | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-----------------------------|---|-------------|---------|------------|----------|----------|
|     |                             |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                             | Effective Communication Skills  | /           | /       | /          |          |          |
|     |                             | Barriers to Communication   | /           | /       | /          |          |          |
|     |                             | Digital Communication Tools   | /           | /       | /          |          |          |
| 8.  | Business Ethics             | Ethical Theory and Business Practice  | /           | /       | /          | /        | /        |
|     |                             | Moral Development   | /           | /       | /          | /        | /        |
|     |                             | Ethics of Work and Management   | /           | /       | /          | /        | /        |
|     |                             | Ethics and Corporations   | /           | /       | /          | /        | /        |
|     |                             | Good Governance in Practice   | /           | /       | /          | /        | /        |
| 9.  | Digital Business            | Digital Commerce  | /           | /       | /          | /        | /        |
|     |                             | Customer Relationship Management and Technology   |             | /       | /          | /        | /        |
|     |                             | Applications and Implications of Artificial Intelligence, Blockchain and Digital Currency in Digital Business |             | /       | /          | /        | /        |
| 10. | Business Process Management | Overview of Operations Management   | /           | /       | /          | /        | /        |

| No. | Area                         | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|------------------------------|--|-------------|---------|------------|----------|----------|
|     |                              |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                              | Manufacturing/Service Operations                                       | /           | /       | /          | /        | /        |
|     |                              | Inventory Management and Just in Time                                  | /           | /       | /          | /        | /        |
|     |                              | Total Quality Management and Service Quality                           |             | /       | /          | /        | /        |
|     |                              | Supply Chain and Logistics Management                                  |             | /       | /          | /        | /        |
|     |                              | New Product and Service Development                                    |             |         | /          | /        | /        |
| 11. | Organisational Infostructure | Overview of Management Information Systems                             | /           | /       | /          | /        | /        |
|     |                              | Use of Information Technologies and Systems (IT&S)                     | /           | /       | /          | /        | /        |
|     |                              | Development and Implementation of IT&S                                 |             |         | /          | /        | /        |
|     |                              | Impacts of IT&S on Organisational Structures, Strategies and Processes |             | /       | /          | /        | /        |

6) BUSINESS ANALYTICS (only for NEC 340 and 345)

| No. | Area                    | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|-------------------------|--|-------------|---------|------------|----------|----------|
|     |                         |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Quantitative Methods    | The Roles of Business Analytics  | /           | /       | /          | /        | /        |
|     |                         | Business Applications of Equations and Graphs  | /           | /       | /          | /        | /        |
|     |                         | Quantitative Research Principles in Collecting, Summarising and Displaying Business Data |             | /       | /          | /        | /        |
|     |                         | Data Visualisation   | /           | /       | /          | /        | /        |
|     |                         | Elementary Probability Concepts  |             | /       | /          | /        | /        |
|     |                         | Estimation and Hypothesis Testing  |             | /       | /          | /        | /        |
|     |                         | Use of Software for Data Analysis  |             | /       | /          | /        | /        |
| 2.  | Advanced Data Modelling | Relevant Topics in Econometrics  |             |         | /          | /        | /        |
|     |                         | Relevant Topics in Business Statistics   |             | /       | /          | /        | /        |

## **DISCIPLINE CORE FOR BUSINESS STUDIES**

The Programme Standards presents twelve discipline cores. Below is the list of areas for each discipline core followed by respective body of knowledge at the stated qualification levels.

### 1) HUMAN RESOURCE MANAGEMENT

| No. | Area                      | Body of Knowledge                                | MQF Level   |         |            |          |          |
|-----|---------------------------|--|-------------|---------|------------|----------|----------|
|     |                           |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | HR Planning               | Job Analysis                                     | /           | /       | /          | /        | /        |
|     |                           | Forecasting HR Requirements                      | /           | /       | /          | /        | /        |
|     |                           | Forecasting HR Availability                      | /           | /       | /          | /        | /        |
|     |                           | Links between HR Planning and Strategic Planning |             |         | /          | /        | /        |
| 2.  | Recruitment and Selection | Concept of Recruitment                           | /           | /       | /          | /        | /        |
|     |                           | Recruitment Process                              | /           | /       | /          | /        | /        |
|     |                           | Concept of Selection                             | /           | /       | /          | /        | /        |
|     |                           | Selection Process                                | /           | /       | /          | /        | /        |
| 3.  | Compensation and Benefit  | Salary Survey                                    | /           | /       | /          | /        | /        |
|     |                           | Direct Financial Compensation                    | /           | /       | /          | /        | /        |

| No. | Area  | Body of Knowledge                                     | MQF Level   |         |            |          |          |
|-----|---|---|-------------|---------|------------|----------|----------|
|     |   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |   | Indirect Financial Compensation (Benefits)            | /           | /       | /          | /        | /        |
|     |   | Non-Financial Compensation                            | /           | /       | /          | /        | /        |
| 4.  | Human Resource Development                      | Training and Development Process                      | /           | /       | /          | /        | /        |
|     |   | Training Needs Analysis                               | /           | /       | /          | /        | /        |
|     |   | Performance Management Process                        | /           | /       | /          | /        | /        |
|     |   | Career Planning Process                               | /           | /       | /          | /        | /        |
|     |   | Change Management Process                             | /           | /       | /          | /        | /        |
| 5.  | Industrial Relations/Employee Relations (IR/ER) | Concept of IR/ER                                      | /           | /       | /          | /        | /        |
|     |   | Concept of Trade Union                                | /           | /       | /          | /        | /        |
|     |   | Formation of Trade Union                              | /           | /       | /          | /        | /        |
|     |   | Collective Bargaining                                 | /           | /       | /          | /        | /        |
| 6.  | HR Issues in Outsourcing                        | Evaluation of the Outsourcing Proposition             | /           | /       | /          | /        | /        |
|     |   | Effects of Outsourcing on People                      | /           | /       | /          | /        | /        |
|     |   | Evaluation of the Effectiveness of Outsourcing Effort | /           | /       | /          | /        | /        |



| No. | Area                                      | Body of Knowledge                         | MQF Level   |         |            |          |          |
|-----|---|---|-------------|---------|------------|----------|----------|
|     |   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 7.  | Global Talent Management (GTM)            | Challenges in GTM in Multinational Firms  | /           | /       | /          | /        | /        |
|     |   | Strategic Importance of GTM               | /           | /       | /          | /        | /        |
|     |   | Talent Retention in Global Organisations. | /           | /       | /          | /        | /        |
| 8.  | Occupational Safety and Health Management | Concept of Safety                         | /           | /       | /          | /        | /        |
|     |   | Developing Safety Programmes              | /           | /       | /          | /        | /        |
|     |   | Concept of Health                         | /           | /       | /          | /        | /        |
|     |   | Developing Health Programmes              | /           | /       | /          | /        | /        |

2) MARKETING

| No. | Area                             | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|----------------------------------|---|-------------|---------|------------|----------|----------|
|     |                                  |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Consumer Behaviour               | Buying Decision Process   | /           | /       | /          | /        | /        |
|     |                                  | Individual Influence on Consumer Behaviour                      | /           | /       | /          | /        | /        |
|     |                                  | Environmental Influence on Consumer Behaviour                   | /           | /       | /          | /        | /        |
|     |                                  | Decision-Making Model   | /           | /       | /          | /        | /        |
| 2.  | Marketing Research and Analytics | Research Problem / Objectives                                   |             | /       | /          | /        | /        |
|     |                                  | Research Design and Plan  |             | /       | /          | /        | /        |
|     |                                  | Information Analysis  |             | /       | /          | /        | /        |
|     |                                  | Presentation of Findings  |             | /       | /          | /        | /        |
|     |                                  | Decision-Making   |             | /       | /          | /        | /        |
|     |                                  | Application of Marketing Metrics                                | /           | /       | /          | /        | /        |
|     |                                  | Modelling Techniques for Marketing Planning and Decision-Making | /           | /       | /          | /        | /        |

| No. | Area                              | Body of Knowledge                        | MQF Level   |         |            |          |          |
|-----|-----------------------------------|--|-------------|---------|------------|----------|----------|
|     |                                   |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 3.  | International / Global Marketing  | Decisions to go Global                   |             | /       | /          | /        | /        |
|     |                                   | Decisions on which Market to Enter       |             | /       | /          | /        | /        |
|     |                                   | International Market Penetration Options |             | /       | /          | /        | /        |
|     |                                   | International Marketing Programme        |             | /       | /          | /        | /        |
| 4.  | Service Marketing                 | Nature of Service Marketing              | /           | /       | /          | /        | /        |
|     |                                   | Service Marketing Strategy               |             | /       | /          | /        | /        |
|     |                                   | Service Quality                          | /           | /       | /          | /        | /        |
| 5.  | Marketing Management / Strategy   | Role of Marketing Management             |             |         | /          | /        | /        |
|     |                                   | Strategic Marketing Planning Process     |             |         | /          | /        | /        |
|     |                                   | Marketing Plans                          |             |         | /          | /        | /        |
| 6.  | Product Innovation and Management | Product Strategies                       |             | /       | /          | /        | /        |
|     |                                   | Innovation Management                    |             | /       | /          | /        | /        |
|     |                                   | New Product Management                   |             | /       | /          | /        | /        |

| No. | Area                 | Body of Knowledge                              | MQF Level   |         |            |          |          |
|-----|----------------------|--|-------------|---------|------------|----------|----------|
|     |                      |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 7.  | Pricing              | Understanding Pricing                          |             | /       | /          | /        | /        |
|     |                      | Pricing Analysis                               |             | /       | /          | /        | /        |
|     |                      | Pricing Strategies                             |             | /       | /          | /        | /        |
|     |                      | Price Adaptation                               |             | /       | /          | /        | /        |
|     |                      | Price Changes Adjustments                      |             | /       | /          | /        | /        |
| 8.  | Retailing            | Type of Retailers                              |             | /       | /          | /        | /        |
|     |                      | Retail Environment                             |             | /       | /          | /        | /        |
|     |                      | Analysing Needs of Customers                   |             | /       | /          | /        | /        |
|     |                      | Retailing Strategies                           |             | /       | /          | /        | /        |
| 9.  | Promotion Management | Role of Marketing Communication                |             | /       | /          | /        | /        |
|     |                      | Effective Marketing Communication              |             | /       | /          | /        | /        |
|     |                      | Promotion Mix                                  |             | /       | /          | /        | /        |
|     |                      | Promotion Budget                               |             | /       | /          | /        | /        |
|     |                      | Integrated Marketing Promotion / Communication |             | /       | /          | /        | /        |

| No. | Area              | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-------------------|---|-------------|---------|------------|----------|----------|
|     |                   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 10. | Sales Management  | Sales Management Process  | /           | /       | /          |          |          |
|     |                   | Sales Programme Planning  | /           | /       | /          |          |          |
|     |                   | Sales Force Organisations   | /           | /       | /          |          |          |
|     |                   | Customer Interaction Management   | /           | /       | /          |          |          |
| 11. | Digital Marketing | The Implications of the Internet and Digital Technologies on Marketing Practices and Strategies | /           | /       | /          | /        | /        |
|     |                   | Tools to Evaluate the Use of Digital Technologies on Marketing Effectiveness                    | /           | /       | /          | /        | /        |
|     |                   | Digital Marketing Strategies  | /           | /       | /          | /        | /        |
|     |                   | Role of Ethics and Ethical Behaviour in Social Media and Digital Marketing                      | /           | /       | /          | /        | /        |

3) FINANCE

| No. | Area              | Body of Knowledge                                      | MQF Level   |         |            |          |          |
|-----|-------------------|--|-------------|---------|------------|----------|----------|
|     |                   |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Corporate Finance | Working Capital Management                             |             |         | /          | /        | /        |
|     |                   | Capital Investment Decisions                           |             |         | /          | /        | /        |
|     |                   | Issuance of Corporate Securities and Capital Structure |             |         | /          | /        | /        |
|     |                   | Payout Policy  |             |         | /          | /        | /        |
|     |                   | Corporate Control and Restructuring                    |             |         | /          | /        | /        |
|     |                   | Mergers and Acquisitions                               |             |         | /          | /        | /        |
| 2.  | Financial Markets | The Functions of Financial Markets                     |             |         | /          | /        | /        |
|     |                   | The Banking and Payments System                        |             |         | /          | /        | /        |
|     |                   | Financial System Deregulation                          |             |         | /          | /        | /        |
|     |                   | Non-bank Financial Institutions                        |             |         | /          | /        | /        |
|     |                   | Stock Exchange Operations                              |             |         | /          | /        | /        |
|     |                   | Debt Markets   |             |         | /          | /        | /        |
|     |                   | Foreign Exchange Markets                               |             |         | /          | /        | /        |

| No. | Area                    | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-------------------------|---|-------------|---------|------------|----------|----------|
|     |                         |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                         | Markets for Financial Derivatives                         |             |         | /          | /        | /        |
| 3.  | International Finance   | Spot and Forward Exchange Rates                           |             |         | /          | /        | /        |
|     |                         | Theory of Interest Rate Parity                            |             |         | /          | /        | /        |
|     |                         | Currency Hedging and Exchange Rate Forecasting Techniques |             |         | /          | /        | /        |
|     |                         | The Internationalisation of Markets                       |             |         | /          | /        | /        |
|     |                         | Global Financial Crisis                                   |             |         | /          | /        | /        |
| 4.  | Derivatives             | Forwards, Futures and Swaps                               |             |         | /          | /        | /        |
|     |                         | Options Markets   |             |         | /          | /        | /        |
|     |                         | Approach to Pricing Derivatives                           |             |         |            | /        | /        |
|     |                         | Application in the Management of Risks                    |             |         |            | /        | /        |
| 5.  | Fixed Income Investment | Institutional Framework of Bond Markets                   |             |         | /          | /        | /        |
|     |                         | Bond Yield and Pricing Models                             |             |         | /          | /        | /        |
|     |                         | Interest Rate Determination                               |             |         |            | /        | /        |
|     |                         | Bond Market Strategies and Portfolio Decision-Making      |             |         |            | /        | /        |

| No. | Area              | Body of Knowledge                             | MQF Level   |         |            |          |          |
|-----|-------------------|---|-------------|---------|------------|----------|----------|
|     |                   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 6.  | Money and Banking | Comparative Financial Systems                 |             |         | /          | /        | /        |
|     |                   | Roles of Financial Intermediation             |             |         | /          | /        | /        |
|     |                   | Regulation of Banks                           |             |         | /          | /        | /        |
|     |                   | Risk Management in Banking                    |             |         |            | /        | /        |
| 7.  | Risk Management   | Principles of Risk and Risk Management        |             |         | /          | /        | /        |
|     |                   | Practice of Risk Management                   |             |         | /          | /        | /        |
|     |                   | Business Continuity and Crisis Management     |             |         |            | /        | /        |
|     |                   | Managing Complexity, Uncertainty and Conflict |             |         |            | /        | /        |
| 8.  | Islamic Finance   | Islamic Economics                             |             |         | /          | /        | /        |
|     |                   | Islamic Capital Market                        |             |         | /          | /        | /        |
|     |                   | Islamic Wealth Management                     |             |         | /          | /        | /        |
| 9.  | FinTech           | The FinTech Revolution                        |             |         | /          | /        | /        |
|     |                   | The FinTech Ecosystem                         |             |         | /          | /        | /        |
|     |                   | Business Model Innovation and FinTech         |             |         | /          | /        | /        |



| No. | Area | Body of Knowledge | MQF Level   |         |            |          |          |
|-----|------|-------------------|-------------|---------|------------|----------|----------|
|     |      |                   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |      | Cybersecurity     |             |         | /          | /        | /        |

Note: A single major and double major Bachelor's degree and Master's degree in Finance must refer to body of knowledge in Programme Standards: Finance. Whereas, a business major with Finance specialisation (e.g. BBA (Finance)) must cover all the areas of the Finance discipline core in Programme Standards: Business Studies.

4) BUSINESS ECONOMICS

| No. | Area                        | Body of Knowledge                                  | MQF Level   |         |            |          |          |
|-----|-----------------------------|--|-------------|---------|------------|----------|----------|
|     |                             |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Intermediate Microeconomics | Monopoly Pricing                                   |             | /       | /          | /        | /        |
|     |                             | Oligopolistic Market                               |             | /       | /          | /        | /        |
|     |                             | Game Theory  |             | /       | /          | /        | /        |
|     |                             | Choice Under Uncertainty                           |             | /       | /          | /        | /        |
|     |                             | Economics of Information                           |             | /       | /          | /        | /        |
|     |                             | Auction and Bidding                                |             |         | /          | /        | /        |
| 2.  | Intermediate Macroeconomics | Aggregate Demand in a Closed Economy               |             | /       | /          | /        | /        |
|     |                             | Aggregate Demand in an Open Economy                |             | /       | /          | /        | /        |
|     |                             | Aggregate Demand, Aggregate Supply and Price Level |             | /       | /          | /        | /        |
|     |                             | Inflation and Unemployment                         |             | /       | /          | /        | /        |
|     |                             | Macroeconomic Policies                             |             | /       | /          | /        | /        |
|     |                             | Economic Growth                                    |             | /       | /          | /        | /        |

| No. | Area                      | Body of Knowledge               | MQF Level   |         |            |          |          |
|-----|---------------------------|---------------------------------|-------------|---------|------------|----------|----------|
|     |                           |                                 | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 3.  | Econometrics              | Regression Analysis             |             | /       | /          | /        | /        |
|     |                           | Dummy Variables                 |             | /       | /          | /        | /        |
|     |                           | Non-linear Regression           |             |         | /          | /        | /        |
|     |                           | Heteroscedasticity              |             | /       | /          | /        | /        |
|     |                           | Autocorrelation                 |             | /       | /          | /        | /        |
|     |                           | Qualitative Dependent Variable  |             |         | /          | /        | /        |
|     |                           | Time Series Models              |             |         | /          | /        | /        |
|     |                           | Panel Data Models               |             |         | /          | /        | /        |
| 4.  | Economics of Organisation | Organisational Architecture     |             |         | /          | /        | /        |
|     |                           | Managerial Theory of the Firm   |             |         | /          | /        | /        |
|     |                           | Behavioural Theory of the Firm  |             |         | /          | /        | /        |
|     |                           | Agency Theory                   |             |         | /          | /        | /        |
|     |                           | Transaction Cost Economics      |             |         | /          | /        | /        |
|     |                           | Resource Based View of the Firm |             |         | /          | /        | /        |

| No. | Area                       | Body of Knowledge                                       | MQF Level   |         |            |          |          |
|-----|----------------------------|---|-------------|---------|------------|----------|----------|
|     |                            |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                            | Horizontal and Vertical Firm Boundaries                 |             |         | /          | /        | /        |
| 5.  | Industrial Economics       | Measurement and Determinants of Market Concentration    |             |         | /          | /        | /        |
|     |                            | Links between Structure and Industrial/Firm Performance |             |         | /          | /        | /        |
|     |                            | Advertising and R&D                                     |             |         | /          | /        | /        |
|     |                            | Pricing Tactics   |             |         | /          | /        | /        |
|     |                            | Strategic Entry Deterrence                              |             |         | /          | /        | /        |
| 6.  | Competition and Regulation | Nature and Consequences of Competition and Regulation   |             |         | /          | /        | /        |
|     |                            | Abuse of Monopoly Power                                 |             |         | /          | /        | /        |
|     |                            | Merger Control  |             |         | /          | /        | /        |
|     |                            | Evaluation of Competition and Government Policy         |             |         | /          | /        | /        |

5) MANAGEMENT

| No. | Area                      | Body of Knowledge                                | MQF Level   |         |            |          |          |
|-----|---------------------------|--|-------------|---------|------------|----------|----------|
|     |                           |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Organisational Management | Managers and Management Theories                 | /           | /       | /          | /        | /        |
|     |                           | Managers and Decision-Making                     | /           | /       | /          | /        | /        |
|     |                           | Performing Industry Analysis                     | /           | /       | /          | /        | /        |
|     |                           | Building and Managing Information Age Businesses | /           | /       | /          | /        | /        |
|     |                           | Creating, Developing and Managing New Ventures   | /           | /       | /          | /        | /        |
|     |                           | Managing Service Operations                      | /           | /       | /          | /        | /        |
|     |                           | Managing Creativity and Innovation               | /           | /       | /          | /        | /        |
|     |                           | Managing Human Resource/ Talent                  | /           | /       | /          | /        | /        |
|     |                           | Managing Culture                                 | /           | /       | /          | /        | /        |
| 2.  | Leadership                | World Class Leadership Practice                  | /           | /       | /          | /        | /        |
|     |                           | Managerial Traits and Skills                     | /           | /       | /          | /        | /        |
|     |                           | Effective Leadership Behaviour                   | /           | /       | /          | /        | /        |

| No. | Area                             | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|----------------------------------|---|-------------|---------|------------|----------|----------|
|     |                                  |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                                  | Charismatic, Transformational and Spiritual Leadership    | /           | /       | /          | /        | /        |
|     |                                  | Participative Leadership, Delegation and Empowerment      | /           | /       | /          | /        | /        |
|     |                                  | Power, Value and Influence                                | /           | /       | /          | /        | /        |
|     |                                  | Managing Change   | /           | /       | /          | /        | /        |
|     |                                  | Conflict, Power and Politics                              |             |         | /          | /        | /        |
|     |                                  | The External Environment                                  |             |         | /          | /        | /        |
|     |                                  | Designing Organisations for the International Environment |             |         | /          | /        | /        |
| 3.  | Organisational Theory and Design | Strategy, Organisation Design and Effectiveness           |             |         | /          | /        | /        |
|     |                                  | Fundamentals of Organisation Structure                    |             |         | /          | /        | /        |
|     |                                  | Organisational Culture and Ethical Values                 |             |         | /          | /        | /        |
|     |                                  | Decision-Making Process                                   |             |         | /          | /        | /        |
|     |                                  | Manufacturing and Service Technologies                    |             |         | /          | /        | /        |

| No. | Area                     | Body of Knowledge                         | MQF Level   |         |            |          |          |
|-----|--------------------------|---|-------------|---------|------------|----------|----------|
|     |                          |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                          | Organisation Size, Life Cycle and Decline |             |         | /          | /        | /        |
| 4.  | Project Management       | Project Life Cycle and Organisation       | /           | /       | /          | /        | /        |
|     |                          | Project Management Processes              | /           | /       | /          | /        | /        |
|     |                          | Project Integration Management            |             |         | /          | /        | /        |
|     |                          | Project Scope Management                  | /           | /       | /          | /        | /        |
|     |                          | Project Time Management                   | /           |         | /          | /        | /        |
|     |                          | Project Cost Management                   |             |         | /          | /        | /        |
|     |                          | Project Quality Management                |             |         | /          | /        | /        |
|     |                          | Project Human Resource Management         |             |         | /          | /        | /        |
|     |                          | Project Communications Management         |             |         | /          | /        | /        |
|     |                          | Project Risk Management                   |             |         | /          | /        | /        |
|     |                          | Project Procurement Management            |             |         | /          | /        | /        |
| 5.  | Total Quality Management | Total Quality Approach                    | /           | /       |            |          |          |
|     |                          | Understanding Quality Culture             | /           | /       | /          | /        |          |

| No. | Area | Body of Knowledge                                       | MQF Level   |         |            |          |          |
|-----|------|---|-------------|---------|------------|----------|----------|
|     |      |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |      | Customer Satisfaction, Retention and Loyalty            | /           | /       | /          | /        |          |
|     |      | Leadership and Total Quality Management                 | /           | /       | /          | /        | /        |
|     |      | Training for Quality                                    | /           | /       |            |          |          |
|     |      | ISO 9000 and Total Quality Management: The Relationship |             |         | /          | /        | /        |
|     |      | Process Management                                      | /           | /       | /          | /        | /        |
|     |      | Overview of Total Quality Tools                         | /           | /       |            |          |          |
|     |      | Quality Function Deployment                             | /           | /       |            |          |          |
|     |      | Optimising and Controlling Processes                    |             |         | /          | /        | /        |
|     |      | Implementing and Sustaining Total Quality Management    |             |         | /          | /        | /        |
|     |      | Continuous Improvement Methods                          |             |         | /          | /        |          |
|     |      | Designing Quality Services                              | /           | /       | /          | /        |          |



6) ENTREPRENEURSHIP

| No. | Area  | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|---|---|-------------|---------|------------|----------|----------|
|     |   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Creativity and Innovation in Entrepreneurship | Creativity and Innovation Concepts and Techniques                       | /           | /       | /          | /        | /        |
|     |   | Generating Business Ideas through Creative Tools                        | /           | /       | /          | /        | /        |
|     |   | Venture Opportunity Concept and Strategy                                | /           | /       | /          | /        | /        |
| 2.  | Small Business Management                     | Characteristics, Issues and Development of Small and Medium Enterprises | /           | /       | /          | /        | /        |
|     |   | Entrepreneurial Life  | /           | /       | /          | /        | /        |
|     |   | Integrity and Ethics in Entrepreneurship                                | /           | /       | /          | /        | /        |
|     |   | Starting a Small Business   | /           | /       | /          | /        | /        |
|     |   | Managing Key Functions of Enterprises                                   | /           | /       | /          | /        | /        |
|     |   | Strategies for Managing Growth in Small Business                        | /           | /       | /          | /        | /        |
| 3.  | Business Plan                                 | Venture Formation and Planning  | /           | /       | /          | /        | /        |
|     |   | Tools and Areas of Business Plan Development                            | /           | /       | /          | /        | /        |

| No. | Area                        | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-----------------------------|---|-------------|---------|------------|----------|----------|
|     |                             |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                             | Communication Techniques in Business Plan Presentations   |             |         | /          | /        | /        |
| 4.  | Financing for Entrepreneurs | Financing Start-Up and Growth   | /           | /       | /          | /        | /        |
|     |                             | Application of a Range of Analytical Techniques (qualitative and quantitative) to Evaluate Business Options |             |         | /          | /        | /        |
|     |                             | Crowdsourcing and Funding for Entrepreneurs   |             |         | /          | /        | /        |
|     |                             | Accounting and Taxation for Entrepreneurs   |             |         | /          | /        | /        |
| 5.  | Technology Entrepreneurship | Technology Entrepreneurship Concepts  |             |         | /          | /        | /        |
|     |                             | Strategies for Technology Innovation and Commercialisation  |             |         | /          | /        | /        |
|     |                             | Generating Technopreneurial Ideas   |             |         | /          | /        | /        |
|     |                             | Developing Business Plans for Technology Ventures   |             |         | /          | /        | /        |
|     |                             | Funding for Technology Ventures   |             |         | /          | /        | /        |
|     |                             | Intellectual Property Laws and Protection   |             |         | /          | /        | /        |

| No. | Area  | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|---|--|-------------|---------|------------|----------|----------|
|     |   |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 6.  | Coaching and Consultancy for Entrepreneurship | Concepts of Coaching and Consultancy in Entrepreneurship |             |         | /          | /        | /        |
|     |   | The Consultancy and Coaching Process                     |             |         | /          | /        | /        |
|     |   | Managing Consultancy Project                             |             |         |            | /        | /        |
|     |   | Developing Coaching Competencies                         |             |         |            | /        | /        |
| 7.  | Entrepreneurship Lab                          | Shaping and Creating Business Ventures                   |             |         | /          | /        | /        |
|     |   | Formation of Business Entity                             |             |         | /          | /        | /        |
|     |   | Operating and Marketing Business Ventures                |             |         | /          | /        | /        |
|     |   | Social Entrepreneurship                                  |             |         | /          | /        | /        |

7) INTERNATIONAL BUSINESS

| No. | Area                                 | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|--------------------------------------|--|-------------|---------|------------|----------|----------|
|     |                                      |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Global Economy                       | Drivers of Globalisation   | /           | /       | /          | /        | /        |
|     |                                      | Key Features of the Environments of the Global Economy                                     | /           | /       | /          | /        | /        |
|     |                                      | The Process of Globalisation   | /           | /       | /          | /        | /        |
|     |                                      | The Theory of Comparative Advantage  | /           | /       | /          | /        | /        |
|     |                                      | Global Business and Investments  | /           | /       | /          | /        | /        |
| 2.  | The Global Trading System and Policy | Nature of Theories of International Trade  | /           | /       | /          | /        | /        |
|     |                                      | Instruments of Trade Policy  | /           | /       | /          | /        | /        |
|     |                                      | Government Intervention and Free Trade   | /           | /       | /          | /        | /        |
|     |                                      | Development of the Global Trading System   | /           | /       | /          | /        | /        |
| 3.  | Foreign Market Entries               | Entry Modes and Selection  | /           | /       | /          | /        | /        |
|     |                                      | Foreign Investments and Fund Expatriation  | /           | /       | /          | /        | /        |
|     |                                      | Technology Transfer, Joint Ventures, Licensing, Franchising and Multinational Corporations | /           | /       | /          | /        | /        |

| No. | Area   | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|--|--|-------------|---------|------------|----------|----------|
|     |  |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 4.  | International Business Management and Strategy | Implications of International Business to Functional Areas |             | /       | /          | /        | /        |
|     |  | International/Global Marketing                             |             | /       | /          | /        | /        |
|     |  | International Human Resource Management                    |             | /       | /          | /        | /        |
|     |  | International Finance and Taxation                         |             | /       | /          | /        | /        |
|     |  | Global Operations and Supply Chain Management              |             | /       |            |          |          |
|     |  | Strategic Management for International Business            |             |         | /          | /        | /        |
|     |  | Global Diversity Management and the Concept of GLOCAL      |             |         | /          | /        | /        |
|     |  | International Business Ethics and Corporate Governance     |             |         | /          | /        | /        |
| 5.  | The Foreign Exchange Market                    | Understanding Foreign Exchange Market                      | /           | /       | /          | /        | /        |
|     |  | The Spot and Forward Market                                | /           | /       | /          | /        | /        |
|     |  | Exchange Rate Determinants and Forecasting                 | /           | /       | /          | /        | /        |
|     |  | Foreign Exchange Rates and Quotations                      | /           | /       | /          | /        | /        |

| No. | Area | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|------|---|-------------|---------|------------|----------|----------|
|     |      |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |      | Setting the Equilibrium Spot Exchange Rate                |             |         | /          | /        | /        |
|     |      | Central Bank Intervention                                 |             |         | /          | /        | /        |
|     |      | Expectations and the Asset-Market Model of Exchange Rates |             |         | /          | /        | /        |

8) LOGISTICS AND SUPPLY CHAIN MANAGEMENT

| No. | Area                                 | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|--------------------------------------|---|-------------|---------|------------|----------|----------|
|     |                                      |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | Transportation and freight logistics | Issues in domestic and global transportation                  |             | /       | /          | /        | /        |
|     |                                      | Freight transportation planning and operations                |             | /       | /          | /        | /        |
|     |                                      | Transportation infrastructure and regulations                 |             | /       | /          | /        | /        |
|     |                                      | Freight transportation costing                                |             | /       | /          | /        | /        |
|     |                                      | Terminal management   |             | /       | /          | /        | /        |
|     |                                      | Freight transportation strategies                             |             |         | /          | /        | /        |
|     |                                      | Information technology in freight transportation              |             | /       | /          | /        | /        |
| 2.  | Warehouse and Distribution Channels  | The role of a warehousing in a supply chain                   |             | /       | /          | /        | /        |
|     |                                      | Warehousing information systems                               |             | /       | /          | /        | /        |
|     |                                      | Warehouse and distribution channel management strategy        |             |         | /          | /        | /        |
|     |                                      | Warehouse safety, health and security                         |             | /       | /          | /        | /        |
|     |                                      | Design warehouse operations and distribution channel networks |             |         | /          | /        | /        |

| No. | Area                                | Body of Knowledge                             | MQF Level   |         |            |          |          |
|-----|-------------------------------------|---|-------------|---------|------------|----------|----------|
|     |                                     |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 3.  | Procurement Management and Sourcing | Organisational procurement process            |             | /       | /          | /        | /        |
|     |                                     | Sourcing process                              |             | /       | /          | /        | /        |
|     |                                     | Supplier management                           |             |         | /          | /        | /        |
| 4.  | Supply Chain Management             | Basic supply chain and logistics management   |             | /       | /          |          |          |
|     |                                     | Supply chain network design                   |             | /       | /          | /        | /        |
|     |                                     | Supply chain risk management                  |             | /       | /          | /        | /        |
|     |                                     | Supply chain coordination and integration     |             | /       | /          | /        | /        |
|     |                                     | Supply chain performance measurement          |             | /       | /          | /        | /        |
|     |                                     | Sustainability/ethical issues in supply chain |             | /       | /          | /        | /        |
|     |                                     | Supply chain and logistics strategy           |             |         | /          | /        | /        |
|     |                                     | Customer relation management                  |             | /       | /          | /        | /        |
| 5.  | Inventory Management                | Inventory planning and management             |             | /       | /          | /        | /        |
|     |                                     | Inventory management location decision        |             | /       | /          | /        | /        |
|     |                                     | Inventory management system                   |             | /       | /          | /        | /        |
|     |                                     | Inventory management and control              |             | /       | /          | /        | /        |



9) TECHNOLOGY MANAGEMENT (only for NEC 340 and 345)

| No | Area                                | Body of Knowledge                     | MQF Level   |         |            |          |          |
|----|-------------------------------------|---------------------------------------|-------------|---------|------------|----------|----------|
|    |                                     |                                       | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1. | Technology Management Concepts      | Fundamentals of Technology Management |             | /       | /          | /        | /        |
|    |                                     | Theories of Technology                |             | /       | /          | /        | /        |
|    |                                     | Technology and Wealth Creation        |             | /       | /          | /        | /        |
|    |                                     | Factors in Technology Management      |             | /       | /          | /        | /        |
|    |                                     | Technology Management Tools           |             | /       | /          | /        | /        |
|    |                                     | Technology Lifecycle                  |             | /       | /          | /        | /        |
|    |                                     | Innovations                           |             | /       | /          | /        | /        |
|    |                                     | Technology Diffusions                 |             | /       | /          | /        | /        |
|    |                                     | Intellectual Property                 |             | /       | /          | /        | /        |
| 2. | Technology Creation and Development | Creativity and Innovations            |             | /       | /          | /        | /        |
|    |                                     | R & D Management                      |             |         | /          | /        | /        |
|    |                                     | Technology Acquisitions               |             |         | /          | /        | /        |
|    |                                     | New Product Development               |             | /       | /          | /        | /        |
|    |                                     | Technology Gap and Opportunities      |             |         | /          | /        | /        |

| No | Area                               | Body of Knowledge  | MQF Level   |         |            |          |          |
|----|------------------------------------|--|-------------|---------|------------|----------|----------|
|    |                                    |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 3. | Technology Capitalisation          | Technology Commercialisation                               |             | /       | /          | /        | /        |
|    |                                    | Technology Start-up  |             |         | /          | /        | /        |
|    |                                    | Entrepreneurship and New Technology Ventures               |             | /       | /          | /        | /        |
|    |                                    | Technology Transfer Management                             |             |         | /          | /        | /        |
|    |                                    | Technology Project Management                              |             |         | /          | /        | /        |
|    |                                    | Marketing of Innovative Products                           |             |         | /          | /        | /        |
| 4. | Strategic Management of Technology | Technology Planning and Strategy Formulation               |             | /       | /          | /        | /        |
|    |                                    | Technology Scanning and Forecasting                        |             |         | /          | /        | /        |
|    |                                    | Technology Intelligence and Analytics                      |             |         | /          | /        | /        |
|    |                                    | Technology Audit and Assessment                            |             |         | /          | /        | /        |
|    |                                    | Technology Strategy Implementation and Monitoring          |             |         | /          | /        | /        |
|    |                                    | Managing Technological Change and Organisational Structure |             |         | /          | /        | /        |
| 5. | Socio-Economic Consideration for   | Technology and Socio-Economic Development                  |             | /       | /          | /        | /        |
|    |                                    | National Technology Policy                                 |             | /       | /          | /        | /        |

| No   | Area       | Body of Knowledge                            | MQF Level                       |                                   |            |          |          |
|--|------------|--|---------------------------------|-----------------------------------|------------|----------|----------|
|  |            |  | Certificate                     | Diploma                           | Bachelor's | Master's | Doctoral |
|  | Technology | National Innovation System                   |                                 | /                                 | /          | /        | /        |
|  |            | Technology and Industrial Revolutions        |                                 |                                   | /          | /        | /        |
|  |            | University-Industry Technology Collaboration |                                 |                                   | /          | /        | /        |
|  |            | Technology Centres and Intermediaries        |                                 |                                   | /          | /        | /        |
|  |            | Technology and Human, Socio-Culture          |                                 | /                                 | /          | /        | /        |
|  |            | Green and Sustainable Technology             |                                 |                                   | /          | /        | /        |
|  |            | Social Innovations                           |                                 | /                                 | /          | /        | /        |
|  |            | Emerging and Pivotal Technology              |                                 |                                   | /          | /        | /        |
|  |            | 6.   | Financial Aspects of Technology | Financing New Technology Ventures |            | /        | /        |
| Boot Strapping in Technology Ventures                              |            |  |                                 | /                                 | /          | /        |          |
| Venture Capital Financing  |            |  |                                 | /                                 | /          | /        |          |
| Financial Evaluation and Risk Assessment of Technological Projects |            |  |                                 | /                                 | /          | /        |          |
| Technology Worthiness and Evaluations                              |            |  |                                 | /                                 | /          | /        |          |

10) BUSINESS INFORMATION SYSTEMS

| No. | Area       | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|------------|--|-------------|---------|------------|----------|----------|
|     |            |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | E-Commerce | E-Commerce Business Model and Concept                      | /           | /       |            |          |          |
|     |            | The Internet and World Wide Web: E-Commerce Infrastructure | /           | /       |            |          |          |
|     |            | Building an E-Commerce Website                             | /           | /       | /          |          |          |
|     |            | Online Security and Payment Systems                        |             |         | /          | /        | /        |
|     |            | E-Commerce Marketing Concept                               | /           | /       | /          | /        | /        |
|     |            | E-Commerce Marketing Communication                         | /           | /       | /          | /        | /        |
|     |            | Ethical, Social and Political Issues in E-Commerce         | /           | /       | /          | /        | /        |
|     |            | Online Retailing and Services                              | /           | /       | /          | /        | /        |
|     |            | Online Content and Media                                   | /           | /       | /          | /        | /        |
|     |            | Social Network, Auctions and Portals                       |             |         | /          | /        | /        |
|     |            | B2B E-Commerce: Supply Chain Management                    |             |         | /          | /        | /        |
|     |            | B2B E-Commerce: Collaborative Commerce                     |             |         | /          | /        | /        |

| No. | Area                             | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|----------------------------------|--|-------------|---------|------------|----------|----------|
|     |                                  |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 2.  | Decision Support Systems         | Decision Support System: Decision-Making, Systems, Modelling and Support |             |         | /          | /        | /        |
|     |                                  | Decision Support Systems: Concept, Methodology and Technology            | /           | /       | /          |          |          |
|     |                                  | The Essential of Business Intelligence                                   | /           | /       | /          | /        | /        |
|     |                                  | Data Warehousing   | /           | /       | /          | /        |          |
|     |                                  | Collaborative Computer Support Technology                                | /           | /       | /          |          |          |
|     |                                  | Group Support Systems  |             |         | /          | /        | /        |
|     |                                  | Knowledge Management   | /           | /       | /          | /        | /        |
|     |                                  | Artificial Intelligence and Expert Systems                               |             |         | /          | /        | /        |
|     |                                  | Intelligence Systems over the Internet                                   |             |         | /          | /        | /        |
|     |                                  | Implementing Decision Support Systems                                    |             |         | /          | /        | /        |
|     |                                  | Systems Development and Acquisition                                      |             | /       | /          | /        |          |
|     |                                  | Integration of Management Support Systems                                |             |         | /          | /        | /        |
| 3.  | Business Application Development | Systems Analysis   |             |         | /          | /        |          |
|     |                                  | Fact-finding Techniques  | /           | /       | /          | /        |          |

| No. | Area                        | Body of Knowledge                            | MQF Level   |         |            |          |          |
|-----|-----------------------------|--|-------------|---------|------------|----------|----------|
|     |                             |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                             | Modelling System Requirements                |             |         | /          | /        | /        |
|     |                             | Data Modelling and Analysis                  |             |         | /          | /        |          |
|     |                             | Feasibility Analysis and the System Proposal | /           | /       | /          | /        |          |
|     |                             | Data Normalisation                           | /           | /       | /          | /        |          |
|     |                             | Data Queries                                 | /           | /       | /          | /        |          |
|     |                             | Forms, Reports and Applications              | /           | /       | /          | /        |          |
|     |                             | Database Integrity and Transactions          |             |         | /          | /        |          |
|     |                             | Data Warehouse and Data Mining               |             |         | /          | /        |          |
|     |                             | Database Administration                      |             |         | /          | /        |          |
| 4.  | Business Data Communication | Business Information                         | /           | /       | /          | /        |          |
|     |                             | Distributed Data Processing                  | /           | /       | /          | /        |          |
|     |                             | Internet History and Architecture            | /           | /       | /          | /        |          |
|     |                             | Internet-based Applications                  | /           | /       | /          | /        |          |
|     |                             | LAN Architecture and Protocols               | /           | /       | /          | /        |          |
|     |                             | Wireless LANs                                | /           | /       | /          | /        |          |

| No. | Area                       | Body of Knowledge                                  | MQF Level   |         |            |          |          |
|-----|----------------------------|--|-------------|---------|------------|----------|----------|
|     |                            |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                            | Data Transmissions                                 | /           | /       | /          | /        |          |
|     |                            | Data Communications Fundamentals                   | /           | /       | /          | /        |          |
|     |                            | Doing Business on the Internet                     | /           | /       | /          | /        |          |
|     |                            | Network Security                                   |             |         | /          | /        | /        |
|     |                            | Network Management                                 |             |         | /          | /        | /        |
| 5.  | Business Intelligence      | Business Intelligence Architecture                 |             |         | /          | /        | /        |
|     |                            | Business Intelligence Project Lifecycle            |             |         | /          | /        | /        |
|     |                            | Business Intelligence Development                  |             |         | /          | /        | /        |
|     |                            | Designing Business Intelligence Infrastructure     |             |         | /          | /        | /        |
|     |                            | Managing Business Intelligence Operations          |             |         | /          | /        | /        |
| 6.  | IT Security and Governance | The Importance of a Security and Control Framework |             |         | /          | /        | /        |
|     |                            | IT Strategy and Enterprise Architecture            |             |         | /          | /        | /        |
|     |                            | Key IT Decisions and Mechanisms                    |             |         | /          | /        | /        |
|     |                            | IT Organisation: Roles and Policies                |             |         | /          | /        | /        |

| No. | Area                          | Body of Knowledge                         | MQF Level   |         |            |          |          |
|-----|-------------------------------|---|-------------|---------|------------|----------|----------|
|     |                               |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                               | IT Policy Development                     |             |         | /          | /        | /        |
|     |                               | Key IT Policies                           |             |         | /          | /        | /        |
|     |                               | QMS and the Management of IT Controls     |             |         | /          | /        | /        |
|     |                               | Resource Management                       |             |         | /          | /        | /        |
|     |                               | Contracting                               |             |         | /          | /        | /        |
|     |                               | Assessing IT Risks                        |             |         | /          | /        | /        |
|     |                               | Managing IT Risks                         |             |         | /          | /        | /        |
|     |                               | Maturity Models                           |             |         | /          | /        | /        |
| 7.  | Strategic Information Systems | IT and Organisation                       |             |         | /          | /        |          |
|     |                               | Information System and Change             |             |         | /          | /        |          |
|     |                               | The Information Systems Strategy Triangle |             |         | /          | /        | /        |
|     |                               | IT and Competitive Advantage              |             |         | /          | /        | /        |
|     |                               | Information Systems Planning              |             |         | /          | /        | /        |
|     |                               | IT Architecture and Infrastructure        |             |         | /          | /        | /        |
|     |                               | Information Systems Sourcing              |             |         | /          | /        | /        |



| No. | Area | Body of Knowledge         | MQF Level   |         |            |          |          |
|-----|------|---------------------------|-------------|---------|------------|----------|----------|
|     |      |                           | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |      | IT Governance             |             |         | /          | /        | /        |
|     |      | Project Management        |             |         | /          | /        |          |
|     |      | Knowledge Management      |             |         | /          | /        |          |
|     |      | Ethics and Security of IT |             |         | /          | /        | /        |

11) DIGITAL BUSINESS

| No. | Area       | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|------------|--|-------------|---------|------------|----------|----------|
|     |            |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1.  | E-Commerce | E-Commerce Business Model and Concept                      | /           | /       |            |          |          |
|     |            | The Internet and World Wide Web: E-Commerce Infrastructure | /           | /       |            |          |          |
|     |            | Building an E-Commerce Website                             | /           | /       | /          |          |          |
|     |            | Online Security and Payment Systems                        |             |         | /          | /        | /        |
|     |            | E-Commerce Marketing Concept                               | /           | /       | /          | /        | /        |
|     |            | E-Commerce Marketing Communication                         | /           | /       | /          | /        | /        |
|     |            | Ethical, Social and Political Issues in E-Commerce         | /           | /       | /          | /        | /        |
|     |            | Online Retailing and Services                              | /           | /       | /          | /        | /        |
|     |            | Online Content and Media                                   | /           | /       | /          | /        | /        |
|     |            | Social Network, Auctions and Portals                       |             |         | /          | /        | /        |
|     |            | B2B E-Commerce: Supply Chain Management                    |             |         | /          | /        | /        |
|     |            | B2B E-Commerce: Collaborative Commerce                     |             |         | /          | /        | /        |

| No. | Area                     | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|--------------------------|--|-------------|---------|------------|----------|----------|
|     |                          |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 2.  | Decision Support Systems | Decision Support System: Decision-Making, Systems, Modelling and Support |             |         | /          | /        | /        |
|     |                          | Decision Support Systems: Concept, Methodology and Technology            | /           | /       | /          |          |          |
|     |                          | The Essential of Business Intelligence                                   | /           | /       | /          | /        | /        |
|     |                          | Data Warehousing   | /           | /       | /          | /        |          |
|     |                          | Collaborative Computer Support Technology                                | /           | /       | /          |          |          |
|     |                          | Group Support Systems  |             |         | /          | /        | /        |
|     |                          | Knowledge Management   | /           | /       | /          | /        | /        |
|     |                          | Artificial Intelligence and Expert Systems                               |             |         | /          | /        | /        |
|     |                          | Intelligence Systems over the Internet                                   |             |         | /          | /        | /        |
|     |                          | Implementing Decision Support Systems                                    |             |         | /          | /        | /        |
|     |                          | Systems Development and Acquisition                                      |             | /       | /          | /        |          |
|     |                          | Integration of Management Support Systems                                |             |         | /          | /        | /        |
| 3.  | Supply Chain Management  | Purchasing and Supply Management   | /           | /       | /          | /        |          |
|     |                          | Supplier Evaluation  | /           | /       | /          |          |          |

| No. | Area                             | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|----------------------------------|---|-------------|---------|------------|----------|----------|
|     |                                  |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                                  | Supplier Management and Development                       |             |         | /          | /        | /        |
|     |                                  | Strategic Sourcing for Successful Supply Chain Management |             |         | /          | /        | /        |
|     |                                  | Resource Planning Systems                                 | /           | /       | /          | /        |          |
|     |                                  | Process Management  | /           | /       | /          | /        |          |
|     |                                  | Logistics: Fundamentals of Transportation                 | /           | /       | /          | /        | /        |
|     |                                  | Logistics: Warehousing                                    | /           | /       | /          | /        | /        |
|     |                                  | Customer Relationship Management (CRM)                    | /           | /       | /          | /        | /        |
|     |                                  | Service Response Logistics                                |             |         | /          | /        |          |
|     |                                  | Supply Chain Process Integration                          |             |         | /          | /        | /        |
|     |                                  | Performance Measurement                                   |             |         | /          | /        | /        |
| 4.  | Business Application Development | Systems Analysis  |             |         | /          | /        |          |
|     |                                  | Fact-finding Techniques                                   | /           | /       | /          | /        |          |
|     |                                  | Modelling System Requirements                             |             |         | /          | /        | /        |
|     |                                  | Data Modelling and Analysis                               |             |         | /          | /        |          |

| No. | Area   | Body of Knowledge                             | MQF Level   |         |            |          |          |   |
|-----|--|---|-------------|---------|------------|----------|----------|---|
|     |  |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |   |
|     |  | Feasibility Analysis and the System Proposal  | /           | /       | /          | /        |          |   |
|     |  | Data Normalisation                            | /           | /       | /          | /        |          |   |
|     |  | Data Queries                                  | /           | /       | /          | /        |          |   |
|     |  | Forms, Reports and Applications               | /           | /       | /          | /        |          |   |
|     |  | Database Integrity and Transactions           |             |         | /          | /        |          |   |
|     |  | Data Warehouse and Data Mining                |             |         | /          | /        |          |   |
|     |  | Database Administration                       |             |         | /          | /        |          |   |
|     |  |   |             |         |            | /        | /        | / |
|     |  |   |             |         |            | /        | /        | / |
| 5.  | Big Data Analytics and Business Intelligence | The Foundation of Big Data                    |             |         | /          | /        | /        |   |
|     |  | The Data Analytics Lifecycle                  |             |         | /          | /        | /        |   |
|     |  | Understanding Business Intelligence Platform  |             | /       | /          | /        | /        |   |
|     |  | Understanding Data Analytics Technologies     |             |         | /          | /        | /        |   |
|     |  | Managing Business Intelligence Operations     |             | /       | /          | /        | /        |   |
| 8.  | Cybersecurity                                | Nature of Information Security and Cybercrime |             | /       | /          | /        | /        |   |
|     |  | Combating Cybercrime                          |             | /       | /          | /        | /        |   |

| No. | Area              | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|-------------------|---|-------------|---------|------------|----------|----------|
|     |                   |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                   | Emerging Threats  |             |         | /          | /        | /        |
|     |                   | Ethical Issues  |             | /       | /          | /        | /        |
| 9.  | Digital Marketing | The Implications of the Internet and Digital Technologies on Marketing Practices and Strategies | /           | /       | /          | /        | /        |
|     |                   | Understand the Tools to Evaluate the Use of Digital Technologies on Marketing Effectiveness     | /           | /       | /          | /        | /        |
|     |                   | Develop and Deploy Digital Marketing Strategies   | /           | /       | /          | /        | /        |
|     |                   | Understand the Role of Ethics and Ethical Behaviour in Social Media and Digital Marketing       | /           | /       | /          | /        | /        |

12) BUSINESS ANALYTICS (only for NEC 340 and 345)

| No. | Area                 | Body of Knowledge  | MQF Level   |         |            |          |          |
|-----|----------------------|--|-------------|---------|------------|----------|----------|
|     |                      |  | Certificate | Diploma | Bachelor's | Master's | Doctoral |
| 1   | Data Analytics       | Concept and Methods of Data Analytics                                      |             |         | /          | /        | /        |
|     |                      | Data Exploration through Statistical and Probabilistic Methods             |             |         | /          | /        | /        |
|     |                      | Evaluation of Data Analytics Methods                                       |             |         | /          | /        | /        |
|     |                      | Evaluation and Interpretation of the Results of the Data Analytics Methods |             |         | /          | /        | /        |
| 2.  | Data Visualisation   | Information Visualisation  |             |         | /          | /        | /        |
|     |                      | Scientific Visualisation   |             |         | /          | /        | /        |
|     |                      | Evaluation of Visualisation Tools  |             |         | /          | /        | /        |
|     |                      | Visualisation for Communication  |             |         | /          | /        | /        |
| 3.  | Predictive Analytics | Predictive Modelling Process   |             |         | /          | /        | /        |
|     |                      | Predictive Modelling Techniques  |             |         | /          | /        | /        |
|     |                      | Predictive Analytics in Different Business Settings                        |             |         | /          | /        | /        |
|     |                      | Evaluation of Predictive Models  |             |         | /          | /        | /        |

| No. | Area                   | Body of Knowledge   | MQF Level   |         |            |          |          |
|-----|------------------------|---|-------------|---------|------------|----------|----------|
|     |                        |   | Certificate | Diploma | Bachelor's | Master's | Doctoral |
|     |                        | Evaluation and Interpretation of the Results of the Predictive Models       |             |         | /          | /        | /        |
| 4.  | Prescriptive Analytics | Concept and Methods of Prescriptive Analytics                               |             |         | /          | /        | /        |
|     |                        | Prescriptive Analytics Optimisation Problems in Different Business Settings |             |         | /          | /        | /        |
|     |                        | Evaluation of Prescriptive Analytics Methods                                |             |         | /          | /        | /        |
|     |                        | Evaluation and Interpretation of the Results of the Predictive Methods      |             |         | /          | /        | /        |
| 5.  | Business Intelligence  | Business Intelligence User Models   |             |         | /          | /        | /        |
|     |                        | Business Intelligence Lifecycle   |             |         | /          | /        | /        |
|     |                        | Implementation of Business Intelligence                                     |             |         | /          | /        | /        |
|     |                        | Business Intelligence and Technology  |             |         | /          | /        | /        |



## EXAMPLES OF NOMENCLATURES

| Programme Structure       | Explanation   | Example   |
|---------------------------|---|---|
| Major                     | Programme that focuses only in one main area.   | <ul style="list-style-type: none"> <li>• Certificate in Business Studies</li> <li>• Diploma in Business Management</li> <li>• Bachelor in Business Analytics</li> <li>• Bachelor in Technology Management</li> </ul>                  |
| Major with Specialisation | <p>A programme that has a <b>specialised area</b> covering <b>25-30% of the body of knowledge (BOK) in the programme major (programme core)</b>. Specialisation shall be in the same field or discipline of study of the programme major.</p> <p>This specialisation is indicated in <b>bracket</b>.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include specialisation.</p> <p>Note: If the percentage of courses in certain specialised area offered in the programme structure is less than 25% of the body of knowledge of the programme major, it should not be stated in the programme nomenclature. However, it can be stated in the transcript.</p> | <ul style="list-style-type: none"> <li>• Bachelor in Business Administration (International Business)</li> <li>• Bachelor in Business (Marketing)</li> </ul>  |
| Major – Minor             | <p>Programme with <b>an area of study</b> covering <b>25-30% of the BOK in another area from the programme major (programme core)</b>.</p> <p>The conjunction '<b>with</b>' is used in naming this type of programme where the major and minor areas are mentioned.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include a minor in another area.</p>  | <ul style="list-style-type: none"> <li>• Bachelor in Management with Mathematics</li> <li>• Bachelor in Business Administration with Information Technology</li> <li>• Bachelor in Human Resource Management with Banking.</li> </ul> |

| Programme Structure | Explanation  | Example   |
|---------------------|--|---|
| Double Major        | <p>A double major programme should consist of an <b>equal percentage (50%) of the body of knowledge from two different areas in the programme core.</b></p> <p>The conjunction '<b>and</b>' is used in naming this type of programme where both areas are mentioned.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include a double major.</p> | <p><u>Double Major within Business Studies</u></p> <ul style="list-style-type: none"> <li>• Bachelor in Business Economics and Management</li> <li>• Bachelor in Supply Chain Management and Business Analytics</li> </ul> <p><u>Double Major from different discipline</u></p> <ul style="list-style-type: none"> <li>• Bachelor in Entrepreneurship and Halal Logistics.</li> <li>• Bachelor in Marketing Management and Information Technology.</li> </ul> |

## **GLOSSARY**

- 1) Common Core Required courses related to six fundamental areas of Business Studies.
- 2) Continuous Assessment Assessments conducted throughout the duration of a course for the purpose of determining student attainment.
- 3) Dissertation Refers to the documentation of the original research prepared and submitted by the candidate for the award of the degree for the master's programme by research and mixed mode.
- 4) Discipline Core Required courses for a specific area of Business Studies.
- 5) Final Assessment Assessment of student attainment at the end of a course which can be in the form of a final examination, lab assessment, presentation, dissertation/thesis, project or industrial training report.
- 6) Final Examination A written examination scheduled within an official examination period held at the end of an academic term.
- 7) Formative Assessment Assessment of student's progress throughout a course, in which the feedback from the learning activities are used to improve student attainment.
- 8) General Programme The programme core is designed to prepare students in the broad area of Business Studies. It encompasses evenly six core areas of Business Studies.
- 9) Industrial Training A period of time within the programme when students are required to be placed in the industry to experience the real working environment.
- 10) Project Paper Refers to the documentation of the research or any applied project prepared and submitted by the candidate for the award of the master's and doctoral degree programme by coursework.

|                          |   |
|--------------------------|---|
| 11) Related fields       | Related fields refer to the programmes with at least 25% of their programme core that cover relevant BOK of this PS.  |
| 12) Specialist Programme | The programme core is designed to prepare students in a specific area of Business Studies.  |
| 13) Summative Assessment | Assessment of learning which summarises the student progress at a particular time and is used to assign the student a course grade.   |
| 14) Thesis               | Refers to the documentation of the original research prepared and submitted by the candidate for the award of the degree for the doctoral programme by research and mixed mode. |
| 15) Viva Voce            | Oral defence of the dissertation/thesis for the programme.  |

| <b>AMENDEMENT RECORDS</b> |             |  |   |             |
|---------------------------|-------------|--|---|-------------|
| <b>No.</b>                | <b>Date</b> | <b>Areas</b>   | <b>Description</b>  | <b>Page</b> |
| 1.                        | 22/8/2022   | Curriculum Design and Delivery<br>(Table 2.3: Minimum credits of each curriculum component for all levels of qualifications)                     | Changing the term Project Papers to Dissertation for Doctoral Degree by Coursework (Level 8, MQF) – MJA Numb. 6/2022 dated 28 Jun 2022. | 29          |
| 2.                        | 22/8/2022   | Assessment of Student Learning<br>(Table 3: The percentages of continuous and final assessments for each common core and discipline core course) | Changing the term Project Papers to Dissertation for Doctoral Degree by Coursework (Level 8, MQF) – MJA Numb. 6/2022 dated 28 Jun 2022. | 35          |