



BA (Hons) International Business
STUDENT HANDBOOK
Dec 2019

Teesside University in partnership with Kaplan Myanmar University College

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STUDENT HANDBOOK

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Disclaimer: This booklet does not replace any Teesside University or Kaplan Myanmar University College formal documentation or regulations. The information included is believed to be correct at the time of going to print.

1. Welcome Messages

From Principal, Kaplan Myanmar University College



Welcome to Kaplan Myanmar University College (KMUC), situated at one of Yangon's busiest streets along Pyay Road. Building futures one success story at a time, KMUC is determined to helping you achieve your educational and career goals through lifelong learning opportunities.

As the Principal of KMUC, I am committed to empowering our students to become Myanmar's future leaders. We believe every student is unique with the capability to learn and grow. It is our responsibility as educators to ensure that you will receive a holistic education. This journey began when you took the first step to enrol into one of our many programmes.

In addition to the way we have designed the school curriculum to equip you with skills such as critical thinking and problem-solving, our 9-storey campus building hosts facilities such as state-of-the-art Synergy Pod classrooms, co-working spaces and sports studios, all to ensure that you will have the best possible learning experience.

On behalf of everyone at KMUC, we look forward to supporting and meeting you during your educational journey with us.

Daw Khine Khine Lin

Principal, Kaplan Myanmar University College

From Provost, Kaplan Myanmar University College



Together with Teesside University, I am pleased to welcome you to Kaplan Myanmar University College and to the Bachelor (Honours) in International Business programme.

This Bachelor's Degree programme is designed with a specific focus on business in an international context. Together, the teaching team will work closely with you to ensure that you are able to achieve your maximum potential, so that you will develop skills and competencies necessary to become effective managers in the evolving globalised economy.

At Kaplan Myanmar University College, we continually strive to offer programmes of the highest quality and provide the best learning experience for our students. We seek to provide opportunities for you to gain the competitive edge and enhance your employability, and hope to help you meet your education and career goals.

I take this opportunity to wish you all the very best in your learning pursuit and enjoy the journey!

Associate Professor Rhys Johnson
Provost, Kaplan Myanmar University College
From Dean, Teesside University Business
School



It is my pleasure to welcome you to the BA (Hons) International Business programme, delivered by our partner Kaplan Myanmar University College. We invite you to challenge your thinking, secure your future success, and make an impact in the wider world through your studies. This programme brings together contemporary issues pertinent to the areas of leadership and management, entrepreneurship, finance, operations and technology that support the study of international business management.

At Teesside University Business School we have a rich and deeply embedded culture of innovation and enterprise where academic underpinning is explored through interactive delivery of real-world examples within a supportive but challenging learning environment. Enterprise is woven through all our programmes, which cover the full range of career development opportunities from higher degree apprenticeships and undergraduate degrees through to postgraduate, doctoral and executive education.

I wish you every success on what will be a challenging, but rewarding journey through the programme.

Dr Susan Laing
Dean, Teesside University Business School

2. About this student handbook

This student handbook is your guide to the course. It covers information about your academic program, policies & procedures, and useful information about the services provided to students. The student handbook is not a single entity. It is supported by a number of other documents which are available to you via the University website (www.tees.ac.uk) or via the course team at Kaplan.

3. About Kaplan Myanmar University College

Kaplan Myanmar University College (KMUC) is part of Kaplan Inc., one of the world's most diverse education providers and is the largest subsidiary of Graham Holdings, formerly the Washington Post Company. Being one of the pioneering foreign education groups to set up campus in Myanmar, KMUC specialises in a wide array of programmes from foundation and language programmes to higher education degree programmes. Building futures, one success story at a time, KMUC aims to

enable students to achieve their educational and career goals through industry-relevant learning that is respected by employers worldwide.

Mission

Kaplan Myanmar University College helps individuals achieve their educational and career goals. We build futures, one success story at a time.

Vision

To be the leading private education provider of choice in Myanmar.

Our Core Values and Culture

Our core values define our company culture and provide the framework for what Kaplan Myanmar University College delivers to our customers and employees each day.

📄 Integrity

Kaplan Myanmar University College places being ethical above all else because doing things right is the only path to long-term growth. Our ethics and integrity must be irreproachable.

📄 Knowledge

Kaplan Myanmar University College always strives to learn more and to use that knowledge for the benefit of our students, colleagues, employees and community.

📄 Support

Kaplan Myanmar University College provides a supportive environment for our students, employees and community. Everything Kaplan Myanmar University College does is designed to support our students' success.

📄 Opportunity

Kaplan Myanmar University College will continually look for new and better ways to create opportunities for our students, employees and communities. This is fundamental to our mission: Kaplan Myanmar University College builds futures one success story at a time.

📄 Results

Kaplan Myanmar University College succeeds when our students succeed. Kaplan Myanmar University College gauges our success by how well our students meet their measurable goals.

4. About Teesside University

Founded in 1930 in Middlesbrough, Teesside University generates and applies knowledge that contributes to the economic, social and cultural success of students, partners and the communities we serve. Through education enriched by research, innovation, and engagement with business and the professions, we transform lives and economies. You can read more about us [here](#)

Our Values

At Teesside University we seek to enhance the experience of all our students, staff and external partners by:

- Delivering excellence in learning, research and enterprise
- Empowering individuals and teams to enhance their contribution to the University
- Fostering creativity, enterprise and innovation

- Embracing diversity and actively opposing prejudice
- Communicating openly, honestly and respectfully at all times • Committing to sustainability and the protection of our environment
- Taking responsibility and demonstrating leadership.

5. About your programme

The BA (Hons) International Business programme aims are:

- Develop an enthusiasm and the abilities required for independent learning in the context of business and management;
- Develop the knowledge and skills necessary to operate effectively in business situations;
- Provide opportunities for study which encourage the acquisition of theoretical knowledge, intellectual development and the application of knowledge to the professional world of business;
- Develop an understanding of the nature and operations of business and its external and internal environment, reflecting on local, national and international conditions for success;
- Develop an awareness of the impact of information and communication technology on business decision making;
- Stimulate an enquiring, analytical, practical and creative approach to the study and practice of business;
- Lay a foundation for lifelong learning, enquiry and personal and professional development;
- Develop an understanding of the importance of enterprise and the skills associated with entrepreneurship;
- Develop knowledge and skills complementary to the core areas of business;
- Provide opportunities for the application and critical reflection of knowledge and skills;
- Develop knowledge and skills complementary to the specialism.

In summary the overall aim of the programme is to produce graduates who possess: a comprehensive knowledge and understanding of business and management; a range of practical, professional and key transferable skills required for graduate employability and lifelong learning and; a range of experiences enabling them to demonstrate application of this knowledge within a business environment.

In addition it should be recognised that the purpose of the programme is to:

- Increase understanding of organisations, their management, the economy and the business environment;
- Prepare for and develop a career in business and management;
- Enhance a wide range of skills and attributes which equip graduates to become effective global citizens.

	<p>Learning Outcomes</p> <p>The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to</p>
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Personal and Transferable Skills	
PT1	Think independently, take action and evaluate outcomes.
PT2	Be reflective: plan, manage and evaluate own learning.
PT3	Demonstrate interpersonal skills to generate networking opportunities in a range of business situations.
PT4	Generate, develop and communicate ideas, gain support, and deliver successful outcomes in a range of business related situations.
PT5	Work collaboratively internally and externally seeking out opportunities to lead and support others.
PT6	Build and maintain relationships, recognising difference and diversity.
PT7	Negotiate with others to manage and resolve conflict.
PT8	Demonstrate intellectual coherence, adaptability and openness with digital technology in business.
Research, Knowledge and Cognitive Skills	
RKC1	Demonstrate a comprehensive and detailed understanding of the dynamic and changing nature of the business environment at a strategic, local, national and international level.
RKC2	Demonstrate a comprehensive and detailed understanding of organisation their nature, structure, governance and internal processes.
RKC3	Demonstrate a comprehensive and detailed knowledge of leadership and management and the associated individual and organisatio behaviours that exist within and between organisations.
RKC4	Demonstrate a comprehensive and detailed knowledge of established business theories and models and the application of these within different organisational contexts.

RKC5	Synthesise and critically appraise the multidisciplinary nature of business and the interrelationships between these complex disciplines.	
RKC6	Synthesise, recognise and apply the key drivers for business success	
RKC7	and operate ethically in complex and unpredictable contexts. Plan, undertake and evaluate a negotiated, self managed major project in a business related discipline.	
RKC8	Effectively use numerical and quantitative skills to manipulate data, evaluate and model business problems.	
RKC9	Demonstrate a comprehensive and detailed knowledge of international management and demonstrate cognitive skills in relation to the discipline.	
Professional Skills		
PS1	Critically evaluate own leadership and management skills and apply these to manage situations and people through effective communications, team work and motivation.	
PS2	Synthesise, appraise and evaluate a range of data and identify appropriate methodologies to make independent judgements.	
PS3	Critically evaluate facts, knowledge and circumstances to determine the causes of problems and identify appropriate solutions within a range of business contexts.	
PS4	Work autonomously, accept responsibility, be flexible and assertive.	

Key Learning & Teaching Methods

The overall aim of the programme is to produce graduates who possess: a comprehensive knowledge and understanding of business and management; a range of practical, professional and key transferable skills required for graduate employability and life-long learning and; a range of experiences enabling them to demonstrate application of this knowledge within a business environment.

In order to achieve this, the learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction.

The programme employs a diversity of learning and teaching methods including: lectures, seminars, workshops, laboratory sessions, and independent research projects.

The programme employs a University Virtual Learning Environment (VLE, Blackboard) to provide programme specific support to programme students. Each module has a site in the University's VLE, which adheres as a minimum to the University's Threshold Quality Standards. Where applicable modules include electronic submission, assessment and feedback. All modules on the programme are delivered via blended learning, which uses a combination of face-to-face learning and online delivery. Each module has a site in the University's VLE (i.e., Blackboard), which adheres as a minimum to the University's Threshold Quality Standards. Where applicable modules include electronic submission, assessment and feedback.

The team and the overall philosophy of the programme incorporates research informed teaching and learning from both a teacher and learner perspective. The modules incorporate current research and members of the Programme Team are active researchers and draw on their expertise to support their teaching.

The programme structure introduces research from day 1 and students will consider organisational theory and reflect on their own practice in the Organisational Theory and Research module. This research thread continues at level 5 where research and academic skills are developed further as part of the Research Methods module and supporting the development of the level 6 Dissertation.

The Contemporary Issues in Business Management module draws on the expertise from colleagues across the School in relation to their research interests and allows this to be disseminated across the student body at level 6.

The induction programme is designed to help students make a smooth transition into Higher Education and to help them build a positive relationship with the School, programme, staff and their peers during the early stages of their studies. The partner institutions will set up their own student support arrangements that will support the process of transition to Higher Education.

Interaction between students and a range of relevant personnel should encourage greater knowledge and understanding of the role of the Student Support Hub as a key access point for student support.

The Programme Leader will implement induction activities with support from the KMUC Program Management team where appropriate. Students will be encouraged to recognise the demands represented by each of the transitional stages and to develop strategies for raising attainment. Throughout the formal induction process and ensuing academic year, the KMUC Program Management team will act as a key point of contact for students who require non-academic assistance and advice. Provision of generic student support will assist in encouraging students' effective integration into the University and School.

Programme Structure

The Programme Team have designed the programme to offer a balance between a comprehensive, broad based study of business management and international management. The programme is developed to ensure connectivity between modules and learning and teaching both within and between each level of the programme. This will be enabled through the Programme Team working closely to ensure a joined up approach to the delivery and ongoing development of the programme.

This program is offered from Level 5 for students with a recognised prior learning, and will be delivered across 5 terms in the following format:

Term 1 (Level 5)

1. Research Methods, BIN2044-N (20 credits)
2. Agile Management, HRM2072-N (20 credits)

Term 2 (Level 5)

1. Enterprise and Practice, HRM2072-N (20 credits)
2. International Business and Management, ECO2023-N (20 credits)

Term 3 (Level 5)

1. Global Digital Business, BIN2042-N (20 credits)
2. Global Business Dynamics, BIN2043-N (20 credits)

*Term 4 (Level 6)

1. Contemporary Issues in Business Management, BIN3038-N (20 credits)
2. Strategic Management and Responsible Leadership, HRM3045-N (20 credits)
3. Dissertation, BIN3039-N, (40 credits)

Term 5 (Level 6)

1. Emerging Technologies for the Enterprise, BIN3025-N (20 credits)
2. Global Economics & Business Operations, BIN 3022-N (20 credits)
3. Dissertation, BIN3039-N, (40 credits)

**Students with a recognised prior learning of Level 5 equivalence will be able to join Level 6 directly*

<p>Research Methods (Level 5)</p> <p>This module will provide students with an understanding of the principles underpinning ethical and rigorous research methods. The module is designed to develop an understanding of the concepts and processes involved in conducting effective research and to develop the necessary practical skills required to conduct a research study.</p> <p>The assessment is 100% ECA, comprising a 3000-word research proposal for the development of a research study in a relevant area.</p>	20 Credits
<p>Agile Management (Level 5)</p> <p>This module focuses on introducing students to the specifics of a) acquiring and managing talented people in order for organisations to be agile in the 21st century and b) the concept and management of business agility. The focus will be on the operational level and academic material will be applied to best practice examples of business that is more agile due to people. The module will provide the necessary theoretical and practical underpinning necessary for the comprehension and analysis of a) acquiring, developing, managing, great talent; and b) business agility. The module will draw on human resource management and other disciplines as appropriate.</p> <p>Assessment will be one ECA (100%) 4,000 word essay based on a company chosen by the lecturer.</p>	20 Credits

<p>Enterprise & Practice (Level 5) Enterprise and Practice balances theory and practice enabling students to apply their learning directly to a real enterprise. Students work in small groups with a local business on a live consultancy brief in the Business Clinic. The business will provide the students with a real life problem which needs to be refined and scoped. The students work together to define the problem and conduct macroenvironmental research to present the business with recommendations towards</p>	20 Credits
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<p>suggested solutions. The module provides students with the opportunity to explore an enterprise and ideas associated with organisational behaviour and the wider managerial approaches to business development. Through active association with the enterprise they will consider relevant theoretical concepts, analysis techniques, enterprise development and apply this theory and learning to a real world context.</p> <p>ECA is 2 components: 1 x 2,500 word Personal Reflective Report weighted at 50% and 1 x A3 Group Poster Presentation weighted at 50%.</p>	
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<p>International Business and Management (Level 5) This module has been designed to give students an understanding of the main issues that affect international businesses in the global economy. It covers topics such as globalisation, trade and economic growth and development, and places special emphasis on managing across cultures. Students will gain an awareness of and be able to differentiate cultural differences and their impact on individuals and key organisations. Students will have the opportunity to explore a culture of their choice in depth.</p> <p>Assessment is 50% ICA - 2,000 word assignment and 50% ECA - 2,000 word report.</p>	20 Credits
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<p>Global Digital Business (Level 5) This module aims to convey an understanding of the diversity of available technologies and approaches to exploiting new business opportunities through the use of advanced contemporary technologies.</p> <p>The module will expand the student understanding of a range of e-based technologies and the use of this technology in supporting business operations, including a consideration of e-commerce, e-customer relationship management, and e-marketing.</p> <p>Module assessment consists of an ICA (50%) and ECA (50%). The ICA is a practical e-commerce web project development using Adobe Dreamweaver web authoring software, and the ECA is an individual 2500 word e-Business portfolio report.</p>	20 Credits
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<p>Global Business Dynamics (Level 5)</p> <p>There are various ways that we can investigate global organisations. This module expands on some approaches adopted by organisational theorists to position organisations as active dynamic structures. The module provides the basis for a number of approaches to the analysis of global organisations by providing a range of tools to assist in the organisation of knowledge and business problem solving.</p> <p>The module will be assessed via an ECA (100%) 3500 word report based on a case study.</p>	20 Credits
<p>Dissertation (Level 6)</p> <p>Undergraduate Dissertation is a 40 credit module featuring across undergraduate programmes within the Department of Business Management, which fulfils the need for each student to produce a substantive submission founded on extended self-guided study into a subject area which is associated with their degree programme. The topic focus of the submission will be informed by the personal interest of the student as guided by academic advice received from their dissertation supervisor who will support the student formally during the module.</p>	40 Credits

<p>The module comprises of one summative end assessment:</p> <p>The submission of a completed Dissertation of between 8,000 and 10,000 words. In accordance with University regulations, and where appropriate, students will need to ensure ethical clearance is in place before they undertake any primary research into their topic area.</p>	
<p>Contemporary Issues in Business Management (Level 6)</p> <p>The purpose of this module is to develop an understanding of the challenges faced by organisations in a complex and dynamic environment and it explores the controversies and dilemmas of contemporary management thinking and practice.</p> <p>The module is structured around three key interrelated contemporary issues facing businesses: internationalisation; technological innovation; and sustainability. The module is designed to synthesise contemporary conceptual discussion and to further develop students' diagnostic, analytical and communication skills for effective human interaction and decision making and therefore a variety of teaching approaches are used.</p> <p>The assessment for the module is a 100% end course assessment related to the key themes explored during the module (equivalent to 4000 words or 20 minute presentation + 1000 word summary).</p>	20 Credits

<p>Strategic Management and Responsible Leadership (Level 6)</p> <p>This module is designed to equip students with the necessary knowledge and skills in effective strategic management and responsible leadership in the wider context of business and enterprise. The current context of the macro environment will be explored and contemporary issues will be considered by students specifically relating to leading change along with leading and implementing strategy. Students will identify personal leadership qualities and skills and improvement strategies which will promote change and organisational development. Student centered learning and teaching strategies will be used to facilitate the effective integration of current leadership theory with practice.</p> <p>Assessment is ICA (50%) - Individual reflective 3000 word essay and ECA (50%) - 10 minute group presentation</p>	20 Credits
<p>Emerging Technologies for the Enterprise (Level 6)</p> <p>This module provides an insight into the development and implementation of new emerging technologies in relation to current information management and technological aspects of business enterprise, and how these affect all organisations in the wider business and technology context.</p> <p>This module examines the dynamic business environment for new and emerging technologies. Assessment is via a 100% assignment comprising a group presentation (20%) and individual report (80%).</p>	20 Credits
<p>Global Economics & Business Operations (Level 6)</p> <p>This module examines business operations in the context of the global economy. One part investigates the operation of the global economy, looking particularly at international trade, the importance of multinational enterprises and foreign investment, and the growth and development of economics, especially the emerging economies of the BRIC group, among others. Other internationally important global economic issues are also examined, such as globalisation and environmental policy. In the business operations part of the module, the emphasis is on the management methods used to aid resource allocation and decision making in organisations. The nature of the operational process is examined and techniques are developed and applied in practical settings.</p> <p>Assessment takes the form of an individual assignment (2,000 words) based on a pre-released case study for the global economics part of the module (50%), and an individual report of 2000 words (50%) for the business operations side of the module.</p>	20 Credits

6. Scheduled classes and independent study

Timetabled hours

University regulations state 'students admitted to any course of study are required to attend regularly and punctually'. Missing a significant number of timetabled classes normally results in poor performance at the end of the term of study or can lead to exclusion from the university. If you know in advance that you may be absent from classes you should let your lecturer or Academic Contact at Kaplan know. If you are absent for a period longer than three days please notify your programme manager at Kaplan.

Independent study hours

Each unit requires a significant amount of individual study. Classes are very interactive, therefore it is expected students prepare for sessions by completing set self-study tasks. Independent study hours increase when you prepare for submission of coursework or revise for examinations.

Programme Schedule

Term 1 (3 months; 12 weeks) – 30 Dec 2020 to 29 Mar 2020

Research Methods	
Week 0 (30 Dec)	Welcome Orientation and Induction
Week 1 (6 Jan)	Reading Preparation (Individual Study)
Week 2 (13 Jan)	Intensive Teaching Weekend (3 days – 24 hours (Classroom and IT Lab))
Week 3 (20 Dec)	SKYPE/ In-Class Facilitation (12 hours) Preparation for Assessment (Individual Study)
Week 4 (27 Dec)	
Week 5 (3 Feb)	
Week 6 (10 Feb)	Assessment Submission – 3000 words research
Agile Management	
Week 7 (17 Feb)	Reading Preparation (Individual Study)
Week 8 (24 Feb)	Intensive Teaching Weekend (3 days – 24 hours)
Week 9 (2 Mar)	SKYPE/ In-Class Facilitation (12 hours) Preparation for Assessment (Individual Study)
Week 10 (9 Mar)	
Week 11 (16 Mar)	
Week 12 (23 Mar)	Assessment Submission – 4000 word essay

Term Break for 1 week (30 Mar 2020 to 5 Apr 2020)

Term 2 (3 months; 12 weeks) – 6 Apr 2020 to 5 Jul 2020

Enterprise & Practice	
Week 1 (6 Apr)	Reading Preparation (Individual Study)
Week 2 (20 Apr)	Intensive Teaching Weekend (3 days – 24 hours)
Week 3 (27 Apr)	SKYPE/ In-Class Facilitation (4 hours)/

Week 4 (4 May)	Scheduled Sessions with Business Partners (6 hours) Group Discussions (6 hours)/ Preparation for Assessment (Individual Study)
Week 5 (11 May)	
Week 6 (18 May)	Assessment Submission –2,500 word Personal Reflective Report and 1 x A3 Group Poster Presentation
International Business and Management	
Week 7 (25 May)	Reading Preparation (Individual Study)
Week 8 (1 Jun)	Intensive Teaching Weekend (3 days – 24 hours)
Week 9 (8 Jun)	SKYPE/ In-Class Facilitation (12 hours) Preparation for Assessment (Individual Study)
Week 10 (15 Jun)	
Week 11 (22 Jun)	
Week 12 (29 Jun)	Assessment Submission – 200 words assignment and 2000 words report

Term Break for 1 week (6 Jul 2020 to 12 Jul 2020)

Term 3 (3 months; 12 weeks) – 13 Jul 2020 to 4 Oct 2020)

Global Business Dynamics	
Week 1 (13 Jul)	Reading Preparation (Individual Study)
Week 2 (20 Jul)	Intensive Teaching Weekend (3 days – 24 hours)
Week 3 (27 Jul)	SKYPE/ In-Class Facilitation (12 hours) Preparation for Assessment (Individual Study)
Week 4 (3 Aug)	
Week 5 (10 Aug)	
Week 6 (17 Aug)	Assessment Submission – 3500 words reports on a case study.
Global Digital Business	
Week 7 (24 Aug)	Reading Preparation (Individual Study)
Week 8 (31 Aug)	Intensive Teaching Weekend (3 days – 24 hours Lab)
Week 9 (7 Sep)	SKYPE/ In-Class Facilitation (24 hours) Preparation for Assessment (Individual Study)
Week 10 (14 Sep)	
Week 11 (21 Sep)	
Week 12 (28 Sep)	Assessment Submission – web project and 2500 word portfolio report.

Term Break for 2 weeks (5 Oct 2020 to 13 Sept 2020)

Term 4 (3 months; 12 weeks) – 5 Oct 2020 to 27 Dec 2020)

1. Contemporary Issues in Business Management 2. Dissertation (Lectures)	
Week 1 (5 Oct)	Reading Preparation (Individual Study)
Week 2 (12 Oct)	Intensive Teaching Weekend (3 days – 20 hours for Contemporary Issues in Business Management; 4 hours for Dissertation)
Week 3 (19 Oct)	SKYPE/ In-Class Facilitation (16 hours for Contemporary Issues in Business Management; 8 hours for Dissertation) Preparation for Assessment (Individual Study)
Week 4 (26 Oct)	
Week 5 (2 Nov)	
Week 6 (9 Nov)	Assessment Submission for Contemporary Issues in Business Management – 4000 words or 20 minute presentation + 1000 word summary
1. Strategic Management and Responsible Leadership 2. Dissertation (Supervision)	
Week 7 (16 Nov)	Reading Preparation (Individual Study)
Week 8 (23 Nov)	Intensive Teaching Weekend (3 days – 20 hours for Strategic Management & Responsible Leadership; 4 hours for Dissertation)
Week 9 (30 Nov)	SKYPE/ In-Class Facilitation (28 hours for Strategic Management & Responsible Leadership) Dissertation Supervision hours for students (6 hours/student)/ Preparation for Assessment (Individual Study)
Week 10 (7 Dec)	
Week 11 (14 Dec)	
Week 12 (21 Dec)	Assessment Submission for Strategic Management and Responsible Leadership – 3000 words essay and 10min presentation

Term Break for 1 week (28 Dec 2020 – 3 Jan 2021)

Term 5 (3 months; 12 weeks) – 4 Jan 2021 to 28 March 2021

1. Emerging Technologies for the Enterprise 2. Dissertation (Supervision)	
Week 1 (4 Jan)	Reading Preparation (Individual Study)
Week 2 (11 Jan)	Intensive Teaching Weekend (3 days – 24 hours)
Week 3 (18 Jan)	SKYPE/ In-Class Facilitation (24 hours) Dissertation Supervision hours for students (6 hours/student)/
Week 4 (25 Jan)	

Week 5 (1 Feb)	Preparation for Assessment (Individual Study)
Week 6 (8 Feb)	Assessment Submission for Emerging Technologies for the Enterprise – group presentation and individual report
1. Global Economics & Business Operations 2. Dissertation (Supervision)	
Week 7 (15 Feb)	Reading Preparation (Individual Study)
Week 8 (22 Feb)	Intensive Teaching Weekend (3 days – 24 hours)
Week 9 (1 Mar)	SKYPE/ In-Class Facilitation (24 hours) Dissertation Supervision hours for students (6 hours/student)/ Preparation for Assessment (Individual Study)
Week 10 (8 Mar)	
Week 11 (15 Mar)	
Week 12 (22 Mar)	Assessment Submission for Global Economics & Business Operations – 2000 words assignment and 200 words individual report. Assessment Submission for Dissertation – 8000-1000 words

Teaching Faculty

Name	Module Leader for	Profile
A/Prof Abdul Raof	International Business and Management	A/Prof Raof possesses a Master in Finance by University College Dublin. He was appointed as an Associate Professor of Management by Zhejiang Technical Institute of Economics (Hangzhou, China) for outstanding academic achievements in May 2012 and is currently a registered doctorate candidate pursuing Doctorate in Business Administration with Southern Cross University (currently on hold, due to personal commitment). He coheaded the project to bring University of Teeside (UK) to Singapore and is the appointed Module Leader and Adjunct Head in MDIS for the faculty of Hospitality and Tourism.

Dr Ajit K Prasad	<ol style="list-style-type: none"> 1. Research Methods 2. Dissertation 	Dr Prasad holds a Doctorate in International Business , a Masters of Commerce (Marketing), a
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		<p>Postgraduate Diploma in Business (Public Relations) and a Bachelors of Commerce (Public Relations). He has taught for the last 19 years in various institutes and private schools in Singapore. He is also currently a Director of Research at Nacomex Research Institute. His academic accomplishments included publishing in peerreviewed academic journals the following: “Thematic Analysis of Management Practices of Sri Lankan Women Entrepreneurs towards Empowerment: University of Morotuwa Sri Lanka International Journal Publication, 2015, 26 Pages” and “Factors affecting halal food purchasing by non-Muslims in a multicultural society: A case study in Singapore: International Journal of Islamic Marketing , 2017, 30 Pages”</p>
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Mr Christopher Francis Leong	Enterprise and Practice	Mr Leong holds a Master in International Business by University of Wollongong, Sydney Australia. He has lectured for the past 18 years for both Australian, UK and Singapore programs ranging from Certificates to Bachelor degree levels. He also possesses 8 years of experience in procurement and 5 years in accounting.
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Mr Dinesh Dhaliwal	Agile Management	Mr Dinesh has been lecturing for the past 10 years , for institutions like James Cook University, Murdoch University, Royal Holloway University of London and other private schools Singapore; at levels ranging from Undergraduate to Postgraduate studies. His various areas of teaching cover Entrepreneurship, Marketing
		Management, Organisational Behaviour, Consumer Behaviour, International Business, Sales & Marketing and Principles of Management. His 18 years of industrial experience spans across many positions especially in the areas of Sales & Marketing.
Dr Lim Charlie	Emerging Technologies for the Enterprise	Dr Lim has more than 22 years experience in Financial Trading and has been teaching since 2005 in various educational organisations. His strength in teaching lies in modules in the areas of International Finance, Global Finance, Corporate Governance, Strategic Marketing, Entrepreneurship & Globalisation, Leadership & Organisational Behaviour, New Venture Creation and Strategic Human Resource Management.

Mr Mogan S/O P S Swamy	Global Business Dynamics	<p>Mr Swamy has been teaching for the past 15 years. He holds an MBA from Oklahoma University and is currently a PhD candidate at Lancaster University. He has previously published in peer reviewed journals, co-authoring with Dr Graeme Heron, and presented an award-winning paper at the 2nd Global Conference on Business Management (GCBM2014) in Singapore (Jun 12-13, 2014) on Supply Chain Value Chain Analysis, Value Stream Mapping, the Theory of Constraints to Micro, Small and Medium Sized Manufacturing Enterprises to Mitigate for Downstream Demands. He also Co-authored with Dr. David Bennett; Newcastle Business School, Northumbria University, Dr. Graeme Heron;</p>
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		<p>Newcastle University, Dr. Simon Yuen; Hong Kong Polytechnic, a paper titled Kaizen group enquiry based learning, primary data analysis & research led outputs; lessons from an undergraduate final year module based upon strategic supply chain management investigation utilizing a hybridised Kaizen group model for plural participatory inclusion: A summary of the research was submitted to the Society for Research in Higher Education Conference, 9th-11th December 2014, Newport, UK.</p>
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<p>Mr Paramesvaran S/O PARAM ALAHAKONE</p>	<p>Contemporary Issues in Business Management</p>	<p>Mr Alahokone holds a Master in Strategic Marketing awarded by University of Wollongong Australia. He has been teaching since 2007 and for the past decade plus has lectured on topics including Marketing Management, Strategic Marketing, Strategic Management, Strategic Human Resource Management and Marketing Communications and Consumer Behaviour. He has also previously supervised dissertations of Masters level students in James Cook University.</p>
<p>Mr Rodney Sim</p>	<p>Global Economics & Business Operations</p>	<p>Mr Sim has been teaching for the past 9 years in private education institutions and is an Adjunct Lecturer with Kaplan Academy, Marketing Institute of Singapore as well as the Singapore College of Insurance. He attained a Bachelor of Business (Second Upper Honours) awarded by the Nanyang Technological University (NTU), Singapore and also has a postgraduate diploma in Marketing Communication, conferred by the</p>

		<p>Marketing Institute of Singapore. He subsequently took up a full-time postgraduate study in a leading European business school, the Warwick Business School in the United Kingdom and was awarded a Master of Business Administration with Distinction. In order to update his knowledge on economics development and key economic issues, Mr Sim has attained a parttime Master of Science (International Political Economy) at the S. Rajaratnam Institute of International Studies in NTU in July 2012. To further sharpen his teaching skills, Mr Sim completed a Cambridge International Diploma in Teaching and Training in 2014.</p>
Mr Rohaizatul Anuar	Global Digital Business	<p>Mr Anuar holds an MBA as well as a Bachelor of Science Majoring in Business Information Systems, Minor in Electronic Commerce from Murdoch University Australia and has been teaching since 2007. His work experience includes being a Digital Marketing Director as well as a Business Process Manager. He has experience teaching in local institutions such as Raffles Design, Singapore Institute of Management as well as Kaplan Singapore. His subject areas of expertise are in the field of IT, IS, Business, Marketing and Human Resource.</p>
Mr Yee Kok Wah Frankie	Strategic Management and Responsible Leadership	<p>Mr Yee has a teaching experience of 18 years and have delivered lectures for institutions such as James Cook University Australia, University College Dublin Ireland, Northumbria University UK, Murdoch University Australia and SIM University. He has delivered</p>

		lecturers in areas of Strategic Management, Organisational Behaviour, Leadership and Change Management as well as Marketing Management.
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8. Teesside University Regulations, Policies & Procedures

As the programme is delivered in partnership with Teesside University, all students enrolled in the BA(Hons) International Business degree are obliged to adhere to the general and academic regulations of the University. Kaplan has fully integrated the following policies into its own, but in the event of any inconsistency or dispute, the Teesside University regulations will apply.

Teesside University regulations are posted on the Teesside University website – and are available here - <http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations>

9. Academic assessment

Overview

The programme assessment strategy has been designed to assess students' subject specific knowledge as well as their cognitive, practical, intellectual skills and transferable skills applicable to the workplace. The strategy ensures students are provided with formative assessment opportunities throughout the programme which support their summative assessments. The overall assessment load has also been considered to prevent overload or bunching of assessments.

Within modules assessments have been selected to match the expressed learning outcomes. The distribution of learning outcomes has been considered to ensure the stage 3 outcomes have been assessed within the modules in that stage and that all programme outcomes have been met by the end of this top-up programme. A variety of assessment tools have been used to ensure that the overall strategy provides a range of different opportunities to demonstrate learning, these include:

- Formal examinations.
- Individual assignments.
- Group and individual presentations.
- Analysis of case studies.
- Business project

Assignment – An assignment that is completed during or after the teaching period for the module. It may involve solving a problem, writing a report or giving a presentation.

Timing

The dates that assignments and test/examinations are due are indicated on your separate student academic year plan.

Assessment

There are many regulations concerning in-course assessments. Please read the following carefully – students who submit assignments late are penalised and the University does not accept ignorance of regulations as an excuse.

Submission

The coursework submission mechanism will be clearly specified at the start of the programme, in order that students are in no doubt about the procedure to be followed.

All assignments must be submitted to the Ground floor Kaplan Program Management Reception at KMUC campus **by 6.00pm** on the stipulated submission deadline. In some cases online submissions may be required. The information on how to do this will be included in your unit study guide. Submission deadlines are available in the Unit Study Guide as well as intake timetable.

- Complete an Assignment Cover Sheet and attach it to your assignment before submission. Assignment Cover Sheets can be collected from the Kaplan Programme Management Reception.
- Students are required to staple their assignments and indicate their student number, intake and module title on the cover page.
- Coursework is marked anonymously and **your name must not be visible** to the marking lecturer. Including your name on coursework assignments is classified as an assessment offence within Teesside University regulations.
- Due dates for assignments set by the University are the dates by which assignments must be received by the School. Students are expected, under normal circumstances, to accept the responsibility of organising their affairs to meet deadlines.

Students are strongly advised to keep a copy of all coursework, either hardcopy and/or disk copy, whichever is the most appropriate.

Retention of Work

Assessments are **not** returned to students. You should keep a copy of each assignment.

Submission of Electronic Material

For any assessment involving the submission of electronic media (computer disk, DVD etc.), you will be required to submit two separate copies, neither of which will be returned to you. The two copies must be submitted in a sealed folder or envelope.

It is your responsibility to ensure that the two disks submitted for assessment are both readable. Any student submitting two corrupt disks will normally be awarded a Fail grade. You are strongly advised to:

- Ensure that the disks only contain the assignment being submitted;
- Ensure that both disks are clearly labelled with your name and module title and securely attached to any paperwork that is also being submitted;
- Keep a copy of the work being submitted;
- Check that both disks operate on the college's computers.

Deadline Extensions

Extensions for up to seven days can be approved by the Programme Leader.

Extensions for more than seven days have to be approved by the Head of School - your Programme Leader can negotiate on your behalf.

Extensions are normally granted only for personal circumstances such as illness or family bereavements. A short-term breakdown in any college computer system (or your own computer) is not a valid reason for an extension because you are expected to plan your work so as to allow for such events.

Applications for extensions should be made as soon as possible. Any application made after a deadline may be refused.

Penalties for Late Submission

Any assignment submitted late will be subject to a penalty. For work submitted within one calendar week of its deadline (taking into account any extension), the highest grade available will be a minimum Pass 50%. Work submitted more than one week late will not be assessed and a fail grade (zero mark) will be recorded. Work submitted for reassessment must be handed in by the due date, otherwise it will be recorded as a fail.

Other Forms of Assessment

There may be in-course presentations that require your attendance at a set time on some modules. If you miss such an assessment without good reason you will be marked as absent, and have zero marks. If you have a genuine reason for absence e.g. illness, you may apply to the Mitigating Circumstances Board by completing and returning the Mitigating Circumstances form.

Academic Misconduct

What follows is only a brief summary of the University's Academic Misconduct procedure and should be read in conjunction with the Regulations relating to Academic Misconduct (Taught Components and Programmes) available at:

www.tees.ac.uk/academicregulations

You are strongly recommended to read those Regulations. They provide a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

Academic misconduct is defined by the University as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.

In order to avoid academic misconduct, the University is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Advice and guidance from The SU Link based in the Students' Union www.teessu.org.uk/advicerepresentation/suss
- The Learning Hub (formerly DISSC), where academic tutors provide writing and study skills support <http://lis.tees.ac.uk>
- Facility for students and staff to use plagiarism e:detection software

- Briefings on academic misconduct provided at student induction events and during relevant modules

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following three types:

Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, submitting work which has already been submitted for another assignment, and subsequent cases of Academic Negligence.

Academic Cheating: This is regarded as the most serious offence and covers Plagiarism in dissertations/final year projects/taught doctorate modules, collusion with other students, theft, commissioning/purchasing work, falsification of results/data, and all examination irregularities.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the University. The processes and penalties are described in Appendix 2 of the Regulations. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The University has an Exceptional Cases Procedure, which can be used when it is suspected that a piece of work submitted by a student is not their own work. You could be interviewed to determine the authorship of work. You are therefore strongly advised to retain materials used in developing work.

The following tips may help you to avoid academic misconduct:

Do

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).

- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing websites don't always keep their promises and have been known to inform universities of students who have purchased).

Feedback

Feedback is intended to help you improve your work and some cases it may appear to be very direct and critical but you should accept this as constructive criticism. If you are unsure about the feedback you receive you are encouraged to discuss it with the tutor concerned.

You will receive feedback throughout your programme of study, this will normally be either:

- Formative Feedback - normally delivered during tutorial and practical sessions, one-to-one sessions with your tutor or online through contributions and comments of peers and tutors. This feedback may take the form of written or verbal comments from your tutor or your peers on work done to-date, peer critiques of your work, and tutor-supported selfreflection. Formative feedback is designed to support your development and improve your work prior to formal submission of an assessment. It does not normally involve the grading or marking of work.
- Summative Feedback - this is more 'formal' feedback and will be received after you have submitted an assignment. You will receive a mark and/or grade with your feedback and the feedback will explain why you have got the mark you have and give suggestions for further improvement.

External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An External Examiner is generally an experienced lecturer from another University who offers an independent view as to whether the work of students on the course is of the correct standard. The External Examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified.

Please note that students are not permitted to contact External Examiners directly and External Examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Program Manager.

10. Passing and Progression

Overview

The detailed assessment regulations can be found on the University website at:

<http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations>

These regulations are quite complicated and you don't need to understand them during your first week! However, you should try to make sense of them fairly soon, and seek clarification from your Programme Manager if you don't understand them.

Assessment Re-sits

Students who fail an assessment may re-sit the assessment once at the next agreed assessment opportunity period. If the assessment is failed again, the student will need to repeat the given module. On a re-sit the student may only earn up to 50 %.

Guidelines and information on re-sits:

1. You must attempt all assessments at the first opportunity.
2. You must do each assessment (essay, project, report, portfolio or examination) for every module. You should do this even if you don't think you can fully complete them. 3. You do not have an automatic right to re-sit or to repeat a year of study.
4. An Assessment Board (which meets at the end of the academic year to look at all your marks) will decide whether you can re-sit or repeat study. The Assessment Board will take into account whether you have attempted all assessments. It is much more likely to give you an opportunity to take re-sits or repeat study if you have attempted all assessments. It is less likely to give you this opportunity if there are some assessments which you did not attempt at the first opportunity.
5. If you are unclear about this information or feel you are at risk of not being able to attempt any assessment you should contact a member of academic staff (module teacher, programme leader or learning development tutor) for further advice before the hand-in / examination date as there are a variety of ways in which support can be given.

Class and assessment make-up policy

Students with excused absences due to illness, the death of an immediate family member and other long-term health related situations are considered as excused absences if the student provides acceptable documentation. The student will be given a chance to make up the any work missed. The make-up assessment must be held at the place and time agreed to by the lecturer and the student, and must not interfere with the class schedule of the student. In the event that the entire class must be made up, the make-up class will be held at a time convenient for the lecturer and the greatest number of students in the class.

11. Student involvement & feedback on courses

If you have a problem or complaint regarding your degree programme, your Programme Manager is the first person you should contact. You may also wish to raise the issue with the Student Representative for your degree.

Student survey

As part of Kaplan and the Teesside University's commitment to maintaining and improving the learning experience, feedback exercises in form of taking a student survey happen at the end of term. The feedback evaluates:

- Effectiveness of Lecturer
- Effectiveness of Course/Module Materials

- Quality of Kaplan's Facilities & Infrastructure
- Service Touchpoints Support
- Program Management Support

Students are encouraged to provide constructive comments and feedback for the purpose of further improvement on the program. The feedback will be treated in strictest confidentiality and will only be informed to the lecturers after the final results of the main and supplementary examinations (where applicable) have been released.

In addition, students can also provide their feedback anytime during the course to the Program Manager or directly to info.kmuc@kaplan.com

13. Communicating with you

As a student at Teesside we endeavour to communicate with you in the most effective way, using a mix of printed and online information. We will provide you with a student email account. Your email account is delivered to you by Google Mail along with other Google services such as Calendar and Drive. You need to be aware of the following communication channels and use them as a means of keeping informed about important University and course related issues and events.

Moodle

Kaplan Myanmar University College's virtual learning environment – Moodle – is accessible via a desktop, laptop or smartphone. Here you will find your online course content. You will be provided with the link during Welcome Orientation.

Communicating in an emergency

In the event of an emergency, depending on the nature of the incident, Kaplan and the university will use all means available and appropriate to contact you and to keep you informed of the situation.

Please ensure you comply with any instructions given to you and regularly check your email, the student website and any notice boards or screens for further updates. If necessary we will also contact you via text, so please ensure your mobile phone number is up to date in our records by keeping our Programme Manager informed where applicable.

Use of social networking sites, other websites and online forums

Many of you may already regularly use blogs or social networking sites such as Facebook or Twitter or create your own websites. Mostly, the means by which you wish to communicate with your peers or the wider world is not the concern of the University, however the University requires you to use these sites responsibly. Freedom of academic enquiry and expression are valued by the University and at the same time we expect ethical and responsible behaviour from our students and staff. The University expects that you will not write abusive material about fellow students and/or staff in emails, on web pages and/or social networking sites. It is your responsibility to ensure that you do not act to bring the Teesside University into disrepute or in a way that is offensive or discriminatory to others. When statements or views are expressed online that are considered to be abusive, libellous or damaging to the reputation of the University, action can be taken against the author or publisher.

The University logo is a registered trademark of the Teesside University and is protected under copyright law. It is not permitted to use the logo, online or in any publication, without the prior

consent of the University. You might also want to bear in mind your 'digital footprint' – the trail, traces or 'footprints' that people leave online. This is information online – such as forum comments, emails and attachments, uploaded videos or digital images – all of which leave traces of personal information about you available to others, including possible future employers.

The University and Kaplan have Facebook pages and Twitter feeds, which you may wish to follow, however they are not primary channels with which to communicate with you. The University will only use the means of communication outlined at the beginning of this section to communicate important and essential information to you.

14. Campus and Student Resources

Campus

Kaplan Myanmar University College's opening hours are as follows:

Mondays to Fridays: 9am to 6pm

Saturdays: 9am to 1pm

Sundays: Open only when required (eg Scheduled Weekend Classes)

Classrooms

Kaplan Myanmar University College's campus has 9 classrooms located on Levels 4, 5 and 6 of the campus building, with an average capacity of 30 students. The classrooms are wifi-enabled and installed with a projector and screen. Access to the classrooms are via the building lift or staircase next to the lift.

Students are advised not to reserve seats for friends. Food and drinks are not allowed in the classroom. Students are advised to turn off their mobile phones or switch them to silent mode during class. For using other electronic devices during class, students should seek permission from lecturers in advance.

All our classrooms are air-conditioned and have been set for optimum comfort for all students. We seek the students' cooperation not to adjust the temperature controls. Students should approach lecturers or the facilities staff to request for the temperature to be adjusted when necessary.

Computer Labs

Kaplan Myanmar University College has 2 computer labs of a capacity of 40 in total. Opening hours of computer labs mirror the campus opening hours. Necessary software required to support your course learning will be made available to students.

Synergy Pods

Kaplan Myanmar University College's Synergy Pods – 'Classroom of the Future' are comprehensive blended learning platforms that integrate conventional classroom learning with technologically-mediated resources to enhance the student learning experience and engagement. These modern classrooms were built in mind to encourage teacher-student discussions and peer-to-peer collaboration, providing a dynamic and interactive learning experience for our students.

Teesside University online learning resources:

In addition to the learning resources at the Kaplan Myanmar University College; you also have access to Teesside University's online learning resources (academic journals, e-books and associated study-skills resources)

For Business research resources - <https://libguides.tees.ac.uk/business/home>

You will be given an induction to these resources in the early stages of your programme.

Textbooks

Copies of all essential and recommended books for each of your modules will be made available for periodic loan on-campus at KMUC.

15. Kaplan Myanmar University College Academic & Examination Boards

Academic Advisory Board	Examination Board
Assoc Professor Rhys Johnson (Chair)	Mr Christopher Harris (Chair)
Mr Christopher Harris (Deputy Chair)	Mr Djon Manuhutu (Deputy Chair)
Mr Djon Manuhutu (Member)	Mr Nelson Ang (Member)
Ms Yvonne Wee (Member)	Ms Evelyn Wu (Member)
Ms Khine Khine Lin (Member)	Assoc Professor Rhys Johnson (Member)

16. Kaplan Myanmar University College Contacts

Associate Professor Rhys Johnson, Provost – rhys.johnson@kaplan.com

Ms Khine Khine Lin, Principal – khinekhine.lin@kaplan.com

Ms Witt Yie Mon, Manager – wittyie.mon@kaplan.com

Ms Win Min Thaw, Program Manager – programme.management@kaplan.com