



MSc Engineering Management  
STUDENT HANDBOOK  
October 2019

Teesside University in partnership with Kaplan Myanmar University College

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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 Masters of Science in Engineering Management programme.

The first of its kind in Myanmar, this Master's Degree programme was developed in consultation with industry leaders, local institutional educators, and current engineering students and graduates. This is to ensure that you will receive the highest quality learning experience, gain industry-relevant knowledge with real-world insights and develop skills that will benefit your career.

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 MSc Engineering Management 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. The MSc programme is a unique combination of modules from the Business School and our School of Science, Engineering and Design that has been developed in consultation with Kaplan Myanmar University College, and universities in Myanmar.

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](http://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 MSc Engineering Management course is suitable for students wishing to enter management careers within the engineering sector, and also as a foundation for further research-based study. The course provides the basis for students from engineering disciplines who wish to move into engineering management careers but who do not yet have significant management experience as well as professional-level knowledge and skills in key engineering practices. This is supported in particular by the modules Managing in a Challenging Environment and Developing Self and Others, where a critical and comprehensive understanding of and an opportunity to study recent advances in management theory, research and practice is developed to advanced level. The course also develops a higher level understanding and application of key engineering management practices; Project Planning and Visualisation, Supply Chain Management and Risk Management.

In addition to these established aims, the MSc Engineering Management seeks to:

- Develop the ability to operate as a critically reflective professional in terms of leadership and management and an approach to continuous learning based on reflection upon professional practice.
- Develop a comprehensive and critical understanding of current debates, practices and theories in management and leadership for deployment within the professional arena.
- Equip students with a critical and comprehensive understanding and ability to successfully apply theories and practices within engineering risk management, project planning and supply chain management for deployment within the professional arena.

- Equip students with the ability to produce advanced research work that is a blend of both current leadership and management strategies and engineering practices in order to develop potentially innovative approaches to current practice.

<b>Learning Outcomes</b>	
The course will enable students to develop the knowledge and skills listed below.	
<b>Personal and Transferable Skills</b>	
<b>PTS1</b>	Identify, evaluate and maintain capabilities and qualities to support effective communication in a range of complex and specialised contexts
<b>PTS2</b>	Demonstrate critical self-awareness, self-reflection and self-management including sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
<b>PTS3</b>	Competency in the numeracy and IT skills in ways that are appropriate to engineering management
<b>PTS4</b>	Use judgement to make evidence-based decisions within complex and academic and/or professional contexts
<b>Research, Knowledge and Cognitive Skills</b>	
<b>RKC1</b>	Demonstrate a critical and comprehensive understanding of current debates, theories and practices within leadership and management in organisations
<b>RKC2</b>	Demonstrate a critical and comprehensive understanding of current debates, theories and practices within engineering risk management, project planning and supply chain management.
<b>RKC3</b>	Demonstrate a critical and comprehensive understanding of research methods
<b>RKC4</b>	Integrate, synthesise and reflect upon diverse knowledge and concepts in theory and/or practice
<b>RKC 5</b>	Demonstrate a systematic and critical understanding of the breadth and depth of knowledge in the discipline and critical awareness of current problems/ and or new insights, much of which is aimed at, or informed by, the forefront of their academic discipline or area of professional practice

	<b>RKC 6</b>	Show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of the award
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<b>Professional Skills</b>	
<b>PS1</b>	Operate ethically in complex situations and have a critical understanding of issues governing good practice
<b>PS2</b>	Act autonomously in the planning, development and implementation of theoretical and/or practical task at a professional level
<b>PS3</b>	Critically evaluate and apply leadership and management concepts to the practice of engineering management
<b>PS4</b>	Successfully apply specialist technical skills in risk management and project planning practices and supply chain management.

### **Key Learning & Teaching Methods**

The programme is taught through a mixture of lectures and seminars as appropriate to the subject matter of each module as well as disciplinary area. This approach delivers a varied learning experience to suit a wide range of learning styles.

Developing the Self and Others and Managing and Challenging Environments takes a suitable, professional approach to learning through group discussion, interactive workshops and role-play activities, structured debates in order to explore complex and ethical challenges and as such is entirely seminar-based to enable discussion and collaboration. Given the nature of the subject matter and required IT/software applications, the modules Advanced Project Planning and Visualisation and Risk Management in Projects takes a lecture-led approach alongside IT workshop sessions in order to deliver the required skills and knowledge. Supply Chain Management employs a mix of lectures and seminars, including case-studies and student-led short seminar presentations both individually and in groups that explore key issues.

The Postgraduate Business Research Methods module employs a seminar and Computer Lab based approach in which seminars are utilised to explore key concepts through tutor led discussions, student led class debates and discussions and student presentations. The Computer Lab sessions are used to develop research skills.

In the third semester, student will be supported by a designated supervisor, in person or via telephone and/or online video services in the development and completion of their Dissertation

Students will be encouraged to use the cohort as a resource to support their research activities and supplement the help given by the supervising tutor. Each participant will be allocated a supervising tutor. Each participant will be allocated 10 hours supervision. There will be a further 4 hour contact with the dissertation tutor who will conduct workshops [which may be delivered online or on campus] in relation to dissertation preparation. These workshops will be delivered at intervals through the year, covering the dissertation topic outline, ethics form, dissertation process, preparation, content, presentation, submission arrangements and assessment criteria.

## Programme Structure

You will study three modules in each semester before moving into your Dissertation.

### Semester one:

Developing Self and Others

Postgraduate Business Research Methods

Advanced Project Planning and Visualisation

### Semester two:

Managing in a Challenging Environment

Supply Chain Management

Risk Management in Projects

### Semester three:

Dissertation

<p><b>Developing Self and Others</b></p> <p>The purpose of this module is to encourage students to develop a strong self-awareness of their skills and values. Throughout the module, students will engage with a range of alternative debates on individual, group, leader and organisational behaviour. Students will complete a range of self-diagnostic tools and engage in a range of role play scenarios to help them evaluate their personal strengths and areas for development. As part of the assessment for the module, students will complete a self-development plan to help them plan appropriate action to enhance their organisational performance.</p> <p>The assessment for this module is a 100% weighted 3000 word professional portfolio made up of reflective statements based on peer reviews and self-assessment activities, and a self-development plan.</p>	20 Credits
<p><b>Postgraduate Business Research Methods</b></p> <p>The aim of this module is to develop students' understanding of methodology, research design and a range of business research skills, as well as ethical conduct in research. The module is designed to address challenges frequently faced by postgraduate research students, including linking theory and research literature to practice using contemporary business examples, framing correct research questions and objectives, identifying and applying appropriate research methods and data analysis techniques. On successful completion of this module students</p>	20 Credits

<p>should be able to design and implement a research project which addresses a contemporary business issue.</p> <p>The assessment for this module is a 100% weighted 4000-word research proposal.</p>	
<p><b>Advanced Project Planning and Visualisation</b></p> <p>This module is concerned with engineering project planning problems and solutions and seeks to extend knowledge in emerging technologies used in advanced project planning. The aim is to provide students with planning skills and knowledge of the key concepts and tools used in traditional and advanced project planning. In particular, students will familiarize with: principles of project planning, multi-constraints project planning techniques, and advanced 4D visualisation techniques.</p> <p>Learning and teaching will take place through a variety of mechanisms, including lectures, student-led and tutor-led seminars, specialist guest lectures and case studies. Topics will be introduced in lectures and discussed through seminar activities and guided learning activities.</p> <p>The assessment is a technical report (10 pages)</p>	20 Credits
<p><b>Managing in a Challenging Environment</b></p> <p>The purpose of this module is to develop a systematic knowledge and understanding of the internal and external challenges facing contemporary organisations. The module will encourage critical analysis of the management processes that enable organisations to evaluate and adapt to their dynamic environments.</p> <p>The assessment for this module is a 30% weighted 1000 word critical analysis of management style based on a case study and a 70% weighted 2500 word critical analysis of internal and external organisational challenges based on a case study.</p>	20 credits
<p><b>Supply Chain Management</b></p> <p>This module investigates a range of applied Quality Management techniques and has been designed to enable students to develop the skills necessary to apply these techniques to their own work environment. This module also examines the appropriate statistical techniques in Quality Control, Auditing, Supply Chain Management and a range of Accreditation Schemes (including BRC, EFSIS, ISO, and UKAS) and Industry Standards.</p> <p>The module will be delivered through the use of a combination of lectures, seminars and IT laboratories in order to explore the principles, practice and application of Supply Chain Management and support student engagement with the material.</p> <p>Assessment will be the submission of a quality management report (100%).</p>	20 credits
<p><b>Risk Management in Projects</b></p>	20 credits

<p>This module is designed to present an advanced level of study in Risk Management in projects. Students will explore a range of tools and techniques used in risk identification, qualitative and quantitative risk analysis, risk planning responses, PERT and risk monitoring. Students will learn about financial risk, project appraisal methods and the application of a decision tree within a project. Students will gain awareness of probability theory that represents the cornerstone of risk management. Invited speakers from the industry will give an overview of risk management in different projects (e.g. IT, Finance, Construction, and Oil &amp; Gas). Students will be required to work in group on project case studies which apply risk management theory. In addition, students will gain a hands-on experience in applying an industry standard software tool to variety of scenarios of risk factors. Students will develop a deep understanding of the systematic process of Risk Management and application of industry standard software.</p> <p>The assessment consists of a report (100%) assessing student application of risk management methods on several case studies</p>	
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<p><b>Dissertation</b></p> <p>This module requires individuals to integrate learning and development and synthesise knowledge and understanding of theory and practice through its application to organisational issues, which are demonstrably concerned with development within the organisation(s). Students work towards this through undertaking a major project related to a business issue of significance within the organisation(s).</p> <p>The output from this module is a written report. Students will be supported throughout the process by a supervising tutor who will monitor progress and ensure that the participant is appraised of his/her ongoing performance. The minimum permitted length for the Body of Text is 12,000 words, normally it will be 12,000-16,000 words.</p>	60 credits
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## 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

**Semester 1 (4 months; 15 weeks) - 23 Sept 2019 to 5 Jan 2020**

<b>Developing Self and Others(24 contact hours)</b>	
<b>Week 0</b>	<b>Welcome Orientation</b>
Week 1 (23 Sept)	Welcome & Induction/ Reading Preparation (Individual Study)
Week 2 (30 Sept)	Teaching Weekend(20 hours lectures/seminars)
Week 3 (7 Oct)	*SKYPE/ In-Class Facilitation(4 hours)
Week 4 (14 Oct)	Preparation for Assessment
Week 5 (21 Oct)	Assessment Submission
<b>Postgraduate Business Research Methods(24 contact hours)</b>	
Week 6 (28 Oct)	Reading Preparation (Individual Study)
Week 7 (4 Nov)	Teaching Weekend(12 hours lectures/seminars/ 8 hours IT Lab)
Week 8 (11 Nov)	*SKYPE/ In-Class Facilitation(4 hours)
Week 9 (18 Nov)	Preparation for Assessment
Week 10 (25 Nov)	Assessment Submission
<b>Advanced Project Planning and Visualisation(36 contact hours)</b>	
Week 11 (2 Dec)	Reading Preparation (Individual Study)
Week 12(9 Dec)	Teaching Weekend(8 hours lectures/seminars/ 12 hours IT Lab)
Week 13 (16 Dec)	*SKYPE/ In-Class Facilitation(16 hours)
Week 14 (23 Dec)	Preparation for Assessment
Week 15 (30 Dec)	Assessment Submission

**Semester Break from 6 Jan -12 Jan 2020**

**Semester 2 (4 months; 15 weeks) – 13 Jan 2020 to 26 Apr 2020**

<b>Managing in a Challenging Environment(24 contact hours)</b>	
Week 1 (13 Jan)	Reading Preparation (Individual Study)
Week 2 (20 Jan)	Teaching Weekend(20 hours lectures/seminars)
Week 3 (27 Jan)	*SKYPE/ In-Class Facilitation(4 hours)
Week 4 (3 Feb)	Preparation for Assessment
Week 5 (10 Feb)	Assessment Submission
<b>Supply Chain Management(36 contact hours)</b>	
Week 6 (17 Feb)	Reading Preparation (Individual Study)
Week 7 (24 Feb)	Teaching Weekend(10 hours lectures/seminars/ 10 hours IT Lab)

Week 8 (2 Mar)	SKYPE/ In-Class Facilitation(16 hours)
Week 9 (9 Mar)	Preparation for Assessment
Week 10 (16 Mar)	Assessment Submission
<b>Risk Management in Projects(36 contact hours)</b>	
Week 11 (23 Mar)	Reading Preparation (Individual Study)
Week 12 (30 Mar)	Teaching Weekend(4 hours lectures/seminars/ 16 hours IT Lab)
Week 13 (6 Apr)	*SKYPE/ In-Class Facilitation(20 hours)
Week 14 (13 Apr)	Preparation for Assessment
Week 15 (20 Apr)	Assessment Submission

**Semester Break from 27 Apr 2020 – 3 May 2020**

**Semester 3 (4 months; 15 weeks) – 4 May 2020 to 16 Aug 2020**

<b>Dissertation</b>	
Week 1 (4 May)	Reading Preparation (Individual Study)
Week 2 (11 May)	Teaching Weekend (6 hours lectures/seminars)
Week 3 (18 May)	Student Dissertation Preparation/ Student Consultations with Supervisor (Max 10 hours/student)
Week 4 (25 May)	
Week 5 (1 Jun)	
Week 6 (8 Jun)	
Week 7 (15 Jun)	
Week 8 (22 Jun)	
Week 9 (29 Jun)	
Week 10 (6 Jul)	
Week 11 (13 Jul)	
Week 12 (20 Jul)	
Week 13 (27 Jul)	
Week 14 (3 Aug)	
Week 15 (10 Aug)	

## Teaching Faculty

Name	Module Leader for	Profile
Mr Salman Ali Hyder	<ol style="list-style-type: none"> <li>1. Developing Self and Others</li> <li>2. Dissertation</li> </ol>	<p>Mr Hyder, with <b>more than 30 years of industrial experience</b>, is a globally accomplished corporate leader with a strong focus on Financial Services. He acts as an advisor to institutions on Strategy, Business Transformation, Operational Excellence, Organizational Design, and Human Capital Management; and is also a specialist in global and regional Strategic Initiatives &amp; Implementation, post M&amp;A Integration, and Performance Enhancement. He started <b>teaching 5 years ago</b> and has since lectured for Murdoch University Australia, University of Wollongong Australia, Birmingham University UK, University of Essex UK, Northumbria University UK and other private schools in Singapore. Mr Hyder holds an MBA from University of Chicago Booth School of Business, a BSc in Electrical Engineering and a BSc in Economics both from Massachusetts Institute of Technology.</p>
Dr Ajit Prasad	Postgraduate Business Research Methods	<p>Dr Prasad holds a <b>Doctorate in International Business</b>, a Masters of Commerce (Marketing), a Postgraduate Diploma in Business (Public Relations) and a Bachelors of Commerce (Public Relations). He has <b>taught for the last 19 years</b> in</p>

		<p>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 peer-reviewed 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>
Dr Lim Chin Guan	Advanced Project Planning and Visualisation	<p>Dr Lim holds a <b>Doctor of Business Administration</b> from University of Northampton, UK; a <b>Masters of Engineering</b> from University of South Australia and a Bachelor of Engineering (Mechanical) from National University of Singapore. He has extensive background lecturing experience in polytechnics, institutes and academies <b>for more than a decade</b>, along with entrepreneurship experience and professional expertise in the industry. Dr Lim is also an accomplished engineering professional with six years of experience in leadership role in product/process design and development; also possesses excellent experience in product/process design development life cycle through design briefing, concept proposal sketches, marketing review,</p>

		mechanical design, tooling fabrication, pilot run and mass production.
Mr Dinesh Dhaliwal	Managing in a Challenging Environment	Mr Dinesh has been <b>lecturing for the past 10 years</b> , 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 <b>18 years of industrial experience</b> spans across many positions especially in the areas of Sales & Marketing.
Mr Victor Hoon	Supply Chain Management	Mr Victor Hoon has <b>over 16 years of lecturer experience</b> teaching in various institutions such as University of South Australia, University of Southern Queensland, Curtin University of Technology, University of Sunderland as well as numerous private institutions in Singapore. His multiple specialities lie in Logistics Management, Supply Chain Management, Purchasing and Procurement, Inventory Management, Operations Management, Marketing Management, Warehouse Management, Distribution Management, Human Resource Management and International Business. He also has another extensive <b>17 years of industrial experience</b> managing projects in

		areas of Logistics and also dispensing advice as a business consultant in areas of supply chain and and resource planning.
Mr Ramadass Muruganandam	Risk Management in Projects	Mr Rama possesses <b>9 Years Lecturing Experience as Adjunct Lecturer</b> at various schools in Singapore, in the area of Mechanical, Electrical and Electronics Engineering for Diploma and Degree programmes. He also has <b>17 Years Industrial Experience</b> in managing projects from concept to completion, with 10 Years' Experience in Automation machine design and Machine integration in SMT, Automobile, Semi-conductor, Optical, Electro-Mechanical and Hard Disk products; 3 Years in Product - Process design for Electronics and Consumer products; and 4 Years in bioengineering projects in Tremor compensation, Exoskeleton and Cell manipulation.

## 8. Teesside University Regulations, Policies & Procedures

As the programme is delivered in partnership with Teesside University, all students enrolled in the MSc in Engineering Management 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

For each module that you study on the programme there will a specific assessment, which needs to be completed successfully. It could be a project which you complete by the end of the module (which are called End-course assessments) or it could be combination of assessments, where one element is delivered within the semester (In-course assessment) and one element, which is completed at the end (end-course assessment).

For example, the in-course assessment might be a presentation and the end-course assessment could be a written report.

**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](http://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.tees-su.org.uk/advicerepresentation/suss](http://www.tees-su.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 self-reflection. 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 and 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](mailto: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 (e.g. 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>

For Engineering research resources - <https://libguides.tees.ac.uk/engineering>

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**

<b>Academic Advisory Board</b>	<b>Examination Board</b>
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](mailto:rhys.johnson@kaplan.com)

Ms Khine Khine Lin, Principal – [khinekhine.lin@kaplan.com](mailto:khinekhine.lin@kaplan.com)

Ms Witt Yie Mon, Manager – [wittyie.mon@kaplan.com](mailto:wittyie.mon@kaplan.com)

Ms Win Min Thaw, Programme Manager - [programme.management@kaplan.com](mailto:programme.management@kaplan.com)