Queen Margaret University
EDINBURGH

PROGRAMME SPECIFICATION

QMU Masters' in Business Administration

ace international
BUSINESS SCHOOL

Table of Contents

Programme Specification

1. Summary

1.1	**Awarding Institution**	Queen Margaret University (QMU)
1.2	**Teaching Institution**	Ace International Business School (AIBS)
1.3	**Professional Body Accreditation**	N/A
1.4	**Final Award**	
1.5	**Subsidiary Exit Awards**	PgCert Business Administration PgDip Business Administration
1.6	**Programme Title**	Queen Margaret University (QMU) MBA
1.7	**UCAS code** (or other coding system if relevant)	
1.8	**SCQF Level**	11
1.9	**Mode of delivery and duration**	Taught Programme – One year
1.10	**Date of validation/review**	January 2016

2. Educational Aims of the Programme

The QMU MBA with AIBS has been designed to develop in individuals an integrated and critically aware understanding of management and organisations, and assist them in taking on a variety of effective roles within them. The programme also aims to develop along with key theoretical, subject and functional knowledge, strong soft, group and team working capabilities that will enable graduates to enhance significant contributions to organisational objectives. The MBA programme seeks to deliver a series of aims and outcomes that align with the QMU taught postgraduate framework while also emphasising the organisational, management and leadership contexts within which these programmes will operate.

2.1.   The programme aims to enable learners to:

- Develop an integrated and critically aware understanding of management and organisations, and assist them to take effective roles within them.
- Develop high level skills and capabilities within a group, team and project environment and be able to take initiative in fulfilling a variety of roles in these situations; in shaping purpose and delivering objectives.
- Develop an enhanced ability to lead, sustain, manage and deliver effective change in increasingly international and high change environments
- Develop an on-going, lifelong approach to learning; and to take responsibility for their own learning development though personal development planning
- Develop the ability to advance implementable responses to challenging, complex and uncertain environmental challenges
- Develop a capacity for applying judgement and analysis within a structured decision making process
- Develop the ability to support and harness innovation and creativity in systematic ways.

2.2.   MBA Programme Learning Outcomes
Upon successful completion of the programme, graduates will be able to:

- Demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed
- Shape and influence the purpose and performance of groups, of different type and purpose, from different assumed positions and roles.
- Systematically apply relevant knowledge and concepts to a range of complex situations, taking into account relationship and interactions with other interrelated aspects within and beyond the organisation.

- Determine the critical importance of new and emerging issues in business, management, leadership and technology; from both practice and scholarship

- Demonstrate systemic understanding of how strategies for research and enquiry can create knowledge and value for practicioners

- Demonstrate a critical understanding of the strategic value of effectively management projects and be able to focus and deliver projects to both key objectives and towards broader organisational priorities

- Exercise responsibility, initiative and self-direction to support and further develop independent study and professional development

- Research, acquire and analyse, data and information, to evaluate their relevance and validity and synthesise insights into organisational strategic context.

- Critically reflect on personal knowledge, practice and skills; and continually develop self-appraisal and insight into development plans and outcomes

- Identify, critically analyse and respond creatively to complex problems and design and lead structured change programmes

- Communicate effectively to diverse audiences through media appropriate for management and leadership practice

- Critically reflect on the implications of management and leadership practices and decisions on the wider community.

3. **Benchmark statements/professional and statutory body requirements covered by the programme**

A number of key external reference points have been used to inform the philosophy, rationale and eventual design and development of the programme and modules. The influence of these sources is embedded throughout this document; however it is important to draw attention to their particular influence. The major sources referenced were:

UK Sources

- QAA Subject Benchmarks (2007) for Master's degrees in business and management

- SCQF Frameworks for Level 11 Master Degrees

- Chartered Management Institute

- Enhancement Themes Scotland

- Market Research with Partner / Competitor Universities (UK and International)

- Higher Education Academy for Hospitality, Leisure, Sport and Tourism

- Institute of Hospitality

Nepalese Sources

- Nepal Chamber of Commerce

- Confederation of Nepalese Industries

- Federation of Nepalese Chamber of Commerce and Industry

- Institute of Chartered Accountants of Nepal

The requirements and details of both the QAA subject benchmarks and the SCQF statements on the characteristics of learning outcomes for level 11 have been used as consistent sources of reference and inspiration during the development process. The team has ensured at each stage, and at all levels **(**from philosophy to module descriptors) to ensure that the detail and spirit of these documents are deeply embedded within the programme. Examples of this can be demonstrated both in the process undertaken and in the evidence supplied within this documentation.

4. **Learning Outcomes of the Programme**

   All QMU awards are designed to correspond with the Scottish Credit and Qualifications Framework (SCQF) characteristic learning outcomes at the corresponding level. The MBA degree is at Level 11 in the SCQF Framework. The five areas of learning outcomes at Level 11 and their indicative brief is as follows:

4.1. Knowledge and Understanding

Graduates will be able to demonstrate and/or work with:

- Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical understanding of a range of specialised theories, concepts and principles.
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.
- A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

4.2. Applied Knowledge and Understanding

Graduates will be able to apply knowledge, skills and understanding:

- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In planning and executing a significant project of research, investigation or development.
- In demonstrating originality and/or creativity, including in practices.
- To practise in a wide and often unpredictable variety of professional level contexts.

4.3.   Generic Cognitive Skills

Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.

- Identify, conceptualise and define new and abstract problems and issues.
- Develop original and creative responses to problems and issues.
- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information

4.4.   Communication, ICT and Numeracy

Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- Communicate with peers, more senior colleagues and specialists.
- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
- Undertake critical evaluations of a wide range of numerical and graphical data.

4.5.   Autonomy, Accountability and Working with Others

Exercise substantial autonomy and initiative in professional and equivalent activities.

- Take responsibility for own work and/or significant responsibility for the work of others.
- Take significant responsibility for a range of resources.
- Work in a peer relationship with specialist practitioners.

- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.
- Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
- Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

5. **Learning and Teaching Methods & Strategies**

The key objective within the learning and teaching strategy is the acquisition and application of both knowledge and skills, set in appropriate business contexts, with an integrated framework of the multi-disciplinary subjects contributing to business management. The approach will be student-centred with an increasing reliance on students taking responsibility for their own learning, to encourage the development of a professional approach to lifelong learning and, moreover, to facilitate a move from the passive learner to that of the active learner.

As a wide range of subjects that contribute to studies in business management are explored, specific focus will be attached to the nature, dimensions and characteristics of business within a national and international and global context with emphasis on the operational and managerial aspects of businesses. This will be executed in a multi-faceted direction, namely from an operational, managerial and theoretical basis thereby facilitating the possibilities for a 'deep' understanding of the subject matter.

The ethos that informs learning, teaching and assessment will derive from the wider missions of QMU and the philosophy and focus of the School of Arts, Social Science and Management within QMU and AIBS. By increasing the focus on the economic, environmental and social sustainability of business, the developed approach to business and management learning is broad in its context and thus in tune with events in the wider economic environment within which graduates will work. Further, the focus of this programme is on the development of knowledge and skills which equip graduates for employment and self-

employment. To implement this strategy, a variety of learning, teaching and assessment methods will be employed to allow students to demonstrate their mastery of theory, practice and to celebrate achievement in as wide a variety of contexts as possible. In this way, students will be encouraged to develop confidence in and demonstrate mastery of selecting, transforming and applying theory in a range of different situations.

One of the key goals of this approach is to place the student at the centre of the learning experience and to empower them to take ownership of the learning process. This approach encourages the practice of critical thinking and reasoning, encourages challenges to claims and assumptions and encourages understanding of the limits and uncertainties of knowledge. It is also used to provoke an attitude of enquiry and the development of personal qualities such as self-management, self-reflection, initiative, enterprise and team-working.

This approach to learning and teaching links very closely to the QELTA vision for QMU summarised as:

'We will continuously enhance our high quality student experience, ensuring that it is supportive, challenging and transformational. We will promote inter-disciplinary and research-informed education which is professionally, socially and economically relevant'.

6.   **Assessment Strategies**

Assessments form a judgment about the quality and extent of learning in relation to the intended learning outcomes of the programme of study. It is accepted that there is a need for a variety of forms of assessment, which should reflect aims of the programme of study.

The assessment strategy is designed to provide students with practice and opportunities to demonstrate their mastery of learning outcomes, provide feedback for improved learning and offer diagnosis of strengths and weakness to develop reflective practice.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a

number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals etc. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches. Whatever the type of assessment, it will be fair, valid, reliable, useful and transparent. In addition to its role in relation to the maintenance of academic standards, an equally important function of assessment will be to develop effective student learning. In this context assessment is both integrated into the learning experience and that it motivates the learner.

Besides assessment components as specified in the module descriptor, all other assessment components will be considered as 'Formative Assessments'. Being formative in nature, they will not be a part of assessment component/s as specified in the module descriptor, but will function as 'qualifiers' to those components. These additional formative assessment components will usually be scheduled with 25, 50, and 75% course completion respectively. Eligibility to participate in the these formative assessment components will require 80% attendance, while for the component/s delineated in a Module Descriptor, it will require 80% attendance for the entire session AND pass grade in at least ¾ formative assessment components.

The language of assessment will be English. As a minimum requirement, a student must submit a digital copy of all assessments, wherever this is practicable and this digital copy will act as the archive copy of that assessment. To maximise accuracy and fairness of assessment, AIBS procedures for marking, moderation and blind double marking, will be governed by the assessment policy adopted by QMU for the given academic session.

7. **Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

The named award being proposed for validation at AIBS is The QMU MBA. This MBA is a modular programme, with a single module credited with 15 points at

SCQF level 11. All modules apart from the Masters Project and the module Managing Strategy for Value Creation are single weighted, holding a value of 15 credits. The Masters project, which is affiliated with the Business Impact and Practice module, is a triple weighted module, holding a value of 45 credits, while Managing Strategy for Value Creation holds a value of 30 credits. The Business Impact and Practice module and to a lesser extent the Managing Strategy for Value Creation module are positioned as a capstone experience within the MBA programme, as they offers the opportunity to both integrate modular learning and develop substantial pieces of work and reflection to be completed.

S.N	Module	Credits
1	Managing People	15
2	Financial Management	15
3	Business Economics	15
4	Operations and Supply Chain Management	15
5	The Effective Manager	15
6	International Marketing	15
7	New Business Development	15
8	Managing Strategy for Value Creation	30
9	Business Impact & Practice	45

7.1.   Subsidiary Exit Points

For the award of Postgraduate Certificate in Business Administration (*PgCert BA*) or the award of the Postgraduate Diploma in Business Administration (*PgDip BA*); students must successfully complete study in modules equivalent to 60 or 120 credit points (respectively) at SCQF level 11. Table below summarises the advised module combination for each award, however, given that the PgCert is limited to 60 credits, the opportunity for students to customise the profile of modules exists and the programme team will be flexible in meeting individual students requests.

Post Graduate Certificate

S.N	Module	Credits
1	Managing People	15
2	Financial Management	15
3	International Marketing	15
4	Operations and Supply Chain Management	15
Total Credits		60

Post Graduate Diploma

S.N	Module	Credits
1	Managing People	15
2	Financial Management	15
3	International Marketing	15
4	Operations and Supply Chain Management	15
5	Business Economics	15
6	The Effective Manager	15
7	Managing Strategy for Value Creation	30
Total Credits		120

7.2.   The MBA Project (Business Impact & Practice Module)

The MBA project, defined loosely by the QAA as a capstone experience and substantive piece of individual work, is connected to the Business Impact and Practice (BIP) module. The module includes a business project, the focus of which is to be selected and defined by the student. The module has a clear narrative and assessment structure of three integrated assessments that combine to:

- Provide a context for practicing applying management skills and knowledge

- Making an impact and positive contribution to the host the organisation and related stakeholders
- develop through two reflective learning and PDP activities, a plan for enhancing overall personal capabilities and profile, and finally
- Provide an experience that builds (through the applied and reflective elements) confidence and employability.

    7.2.1.   Timing and Structure of Assessments in BIP

BIP will run throughout the delivery of the programme and is deeply embedded with the programme experience. The taught elements of this module will over two semesters focus on; leading groups and projects, critical reflection, personal development planning, client management, research and analysis skills; and presentation and negotiation skills. The three assessments (and the project) are timed and structured as follows:

- Semester Part 1 1:
  Group assessment, to develop a web based toolkit and understanding of critical reflective practice and personal development planning (2,500 words)
- Semester Part 2 2:
  Individual Presentation and supporting project plan, detailing key project details, stakeholders, resources, methods. (3,000 words)
- Semester Part 3 3[1]:
  Individual reflective report, consisting of three parts: a) Impact analysis; b) Personal reflection; c) PDP (4,000 words)

---

[1] When the traditional dissertation would be completed

The team believes that the platform of integrated assessments and the portfolio of works that this represents will enable students to maximise their potential and demonstrate engagement on a substantive body of work to an employer. In summary, the integrative platform allows the experience and learning to be greater than the sum of the individual parts.

7.2.2.   Academic Support on the BIP Project

A member of the divisions academic staff, and where possible programme team, will be assigned to each student as an 'academic partner and mentor' for the project element of the Business Impact & Practice module. The academic partner will support the student in identifying and shaping a focus for the project and will be available as a source of support throughout, to help in planning, evaluation and synthesising lessons learnt and reflections. The allocated time that academic partners will have to support students will be equivalent to the time supervisors on masters dissertations receive (ten hours).

7.3.   Developing Masters Management Skills and Benchmarks:
Building a students knowledge, understanding and skills are critical aspects of the QMU MBA programmes. Throughout the duration of the programme, students will be exposed to activities and situations that will help them develop skills including:

- Solving problems and making decisions
- Managing the change process
- Working with costs and budgets
- Managing employee performance
- Communicate priorities and expectations clearly
- Building teams and fostering more effective groups
- Leading and delegating teams

- Motivating and rewarding employees
- Structure and manage creative processes
- Use information, knowledge and technology effectively

A range of activities are designed to help students feel more confident about their ability to make decisions and operate at a strategic level. Programme activities will help students work well with others; foster their mentoring and coaching skills and build upon the skills necessary to lead an effective team. Thus, the programme exposes students to both the theory and practice of management and leadership practice. It will help students understand their own strengths and weaknesses and consolidate upon the core skills needs to become an effective leader and manager. Management and Leadership skills will be deeply embedded into the Managing People and Managing Strategy for Value Creation modules. These modules specifically address (through significant use of case study and problem based learning approaches) the challenges managing, leading and the development and refinement of organisational strategy; and the shaping of organisational structure and systems, coordinating practices and the importance and influence of groups and teams.

Entrepreneurial knowledge and skills will specifically be covered within the International Marketing, Effective Manager and Managing Strategy for Value Creation modules. International Marketing challenges students to create a plan for the launch of a product or service into a new international market. Students must therefore complete a detailed study and analysis of the context, before creating a specific plan to launch and develop the market for the product or service. Managing Strategy for Value Creation will explore the need for and value of developing and managing powerful resources and assets for competing. It will along with the Effective Manager, also explore the need of learning, adaptability and creativity for contemporary organisations. It will further focus on the different methods that managers and leaders can employ to deliver these characteristics; as

well as the challenges and barriers that history, content and culture often present.

8. **Admission Criteria**

As part of the development of the recently validated MBA programme, the routes by which students might enter the QMU Passport programme have been the subject of some discussion. This discussion has since developed further with the Admissions team at QMU, within BEaM and with the team at AIBS as a result of which a number of potential routes into the MBA programme are outlinted in the table below:

Route

Candidate has an Honours degree	Two years post graduation work experience in any job *OR* One years post graduation work experience in any job with supervisory responsibilities *OR* Work experience gained during degree studies - a minimum of one year part-time work with supervisory responsibilities (e.g. team leader in a call centre or bar manager or restaurant manager) *OR* - a minimum of three months internship with substantial managerial responsibilities (e.g. internship with a large company managing a project or a team of staff)
Candidate with an ordinary degree	Two years post graduation work experience in a job with supervisory or managerial responsibilities. *OR* One year post graduation work experience in a job with supervisory or managerial responsibilities plus experience gained during degree studies as above. *OR* Successful completion of designated 'QMU MBA 'Passport Programme', to include 6 months internship and the successful completion of a reflective academic project.

The regulations for Admission onto the MBA programme through various routes are located on the Quality website (http://www.qmu.ac.uk/quality). These regulations provide the framework for the management of the admission of students onto academic programmes, the progression of students through the programmes, and their various exit points.

8.1.   Entry Requirements
The following section presents the main issues to consider in determining applicant suitability for the MBA programmes. These are listed as academic and English language requirements.

8.2.   Academic Entrance Requirements
Candidates will be required to meet the regulations for admission within QMU's Taught Postgraduate Framework. These can be found on the QMU Quality website:

http://www.qmu.ac.uk/quality/qm/AZindex.htm#t

8.3.   English Language Requirements
All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 6.0 or above. Applicants must have evidence of attainment in listening and reading at grade 5.5 or above (or equivalent) and grade 5.0 or equivalent in written English.

8.4.   Admission Process
The development of a number of routes to entry is described in the previous section. Once applications are received, they will be assessed by the Programme Leader at AIBS and, where required, the IAL at QMU.

In addition to verifying academic and professional qualifications, it should be established through admission processes that the student:

- Is capable of independent learning;

- Can demonstrate evidence of recent academic study or relevant post qualification study (within five years);

- Has demonstrated a sufficient level of motivation to sustain study over a period of years;

- Understands the nature of a modular programme at masters level;

- Has the ability to fulfill entry requirements in each of the specialist modules leading to the intended named award.

- These requirements must be read in conjunction with the QMU general admissions regulations. These can be found on the QMU Quality website:
  http://www.qmu.ac.uk/quality/gr/default.htm

- Where a topic is not addressed in this document the relevant section of the University regulations should be referred to.

8.5.   Regulations

Unless otherwise stated, the University Regulations apply. Standard assessment regulations can be found at:
http://www.qmu.ac.uk/quality/gr/default.htm#regs

9.   **Support for Students and their Learning**

With each new intake, students with varied goal and talent become a part of AIBS. If our strive for maximum diversity in personality and thoughts of a new student cohort is one extreme then the other are the uniformities in their vigor, creativity, fortitude and self-awareness. An excellent Ace Experience we believe, will bridge the gap between these extremes. "Ace experience" is characterized by the following simple learning beliefs and values that get gradually ingrained in our students as they go through their academic programs at AIBS:

- An Acer takes responsibility for his/her learning, actions, behavior, and relationships.

- An Acer has respect for self and for others.

- An Acer keeps his mind open for learning.

- An Acer has the humility to accept ignorance and courage to admit mistakes.

- An Acer adheres to honesty in work and behavior, irrespective of the consequences.

- An Acer appreciates good grades but values holistic development more.

9.1.   Personal Development Planning

Both AIBS and QMU embrace the concept of Personal Development Planning (PDP). At the diploma level in AIBS, students are introduced at an early stage to the Career Management Portfolio, which is used to help guide the students through various issues in regard to their future career, recording various issues such as the construction of the Curriculum Vitae, knowledge of various aspects in regard to business administration/management provision within Nepal, etc. Within the QMU Level 3 programme, this is developed further, as QMU recognises that Personal Development Planning is a key component of today's Life Long Learner's Continuous Professional Development. It is designed to support the attainment of personal and professional objectives and to help plan short and long term career, personal and professional goals. There is an emphasis on learners making sense of what they are learning and how they are learning it and ultimately taking responsibility for what they learn.

The purpose of PDP is to:

- Help all learners understand what they are learning and contextualise this to their wider learning;

- Develop study skills;

- Improve employability;

- Encourage learners to become more articulate about their achievements and their future goals;
- To develop a positive attitude to learning throughout an individual's professional life

(Source: Higher education Academy: PDP and employability)

QMU guidelines suggest that all programmes should have some form of PDP embedded within them, and at AIBS it is envisaged that this will be delivered in a number of ways. Initially, this concept will be made manifest through the medium of the Personal Academic Tutor system (PAT) and the discussions with each student formally documented, containing some form of PDP type agenda relating to goals, aspirations, and importantly reflection on achievements and how this will fit into the student's future career. Other activities in which PDP will be introduced is through the process of reflection on learning which can be done either on an individual basis or in class. Within the Level 3 modules there is ample opportunity for such critical reflection and this can be recorded through the use of the eportfolio. This tool will be introduced to the students as part of longitudinal induction/academic development and will form part of the learning experience. Appendix 7 provides a case study example of how the eportfolio has been used in a module. Further detail on the use of portfolios can be found at:
http://www.qmu.ac.uk/eportfolio/develop.htm.
AIBS will endeavour to develop a very good relationship with many of the key business organisations in Nepal. This will support the use of guest speakers from business and visits to organisations of relevance to the BBA curriculum and facilitation of PDP.

9.2.   Placement

The placement, career guidance and support cell of the institute ensures that our graduates are capable of tapping the best opportunities the job market offers. The key responsibilities of this cell is advisory. It is there

to guide the graduates to make an informed career decision. The Placement Cell also conducts a career planning workshop for the final term students to orient the students about expectations of the job market and to prepare them to take on these job opportunities. The cell also ensures that graduates are adequately exposed to the job market and it liaises with the alumni and executives to enhance opportunities of employment. To meet talent acquisition needs of potential employers, our placement cell partners with them to help them source talent that can fulfil their requirement and expectations. This partnership makes available the following opportunities:

- Potential Employers can bring in real business/ management problem/situation cases. The cases can be discussed in classroom and/or as group assignments in the relevant subject and course, and reports with recommendations can be shared. On a mutual basis, potential employers might as well be a part of the case review class during which they can observe students' presentations and offer suggestions/ insights along with their questions to challenge students' minds. This way students get to deal with Nepal's real business cases and as potential employer, they have an opportunity to brand yourself, attract prospective graduates and get new and fresh perspectives to business problems/situations.

- Potential Employers can make a corporate presentation about their organization primarily focusing on your HR strategy and careers offered by your organization so that our students get to know you and decide whether your organization can be the place to meet their career aspirations.

- Potential Employers can check our event calendar which will have information about the Career Fair. During the fair, they can participate as an employer to interact with recent graduates of the institute and offer jobs to suitable ones, if any.

- If Potential Employers wish to fulfill your vacancy instantly, they can post a request to us along with job specifications. We will help them by screening suitable candidates and organizing interviews for you. You can also advertise your vacancies into our network, and get students to apply for the positions.
- You can offer internship and part-time job offers to our current students and recent graduates.

9.3. Personal Academic Tutor (PAT) system

Personal Academic Tutors are already in place at AIBS but are known as 'Semester Supervisors'. They function in the same manner as the PAT system at QMU and provide general first-point of contact to students who may require pastoral help or academic inputs for a range of issues or challenges that the student may be facing. Some of the activities that the PAT (or Semester Supervisor) will undertake at Level 3 would be:

- Periodic review of the progress of each student;
- Advice and assistance with any difficulties which may arise in connection with a student's studies;
- Keeping a brief record of the meetings discussed and action agreed at each meeting;
- Identification of any student who may be at risk in relation to achieving the requirements of the BBA award;
- Directing students, where applicable, to other sources of help in AIBS.

9.4. Student Staff Consultative Committee

There are already mechanisms in place for AIBS students to give feedback in line with QMU procedures and policies and a Student Staff Consultative Committee will be established. This committee will meet at least once a semester, in advance of the Programme Committee.

9.5. Resources

The resources at AIBS include classrooms, computer workshops and a library with e-library access. Students and Staff will have full access to the QMU Citrix system with its full range of learning and teaching resources and access to the e-library and electronic databases. The physical library stock at AIBS is currently being updated to reflect more closely the core texts and reading lists for the various QMU Level 3 modules. This will be completed prior to the commencement of the programme. Students in AIBS also have in-country access to the British Council library and to its range of basic and advanced English classes. From a financial perspective, AIBS has already submitted their financial details to the QMU Portfolio Development Group for scrutiny.

9.6. Programme Management

A Senior Lecturer within QMU's Division of Business, Enterprise and Management will take on an International Academic Leadership (IAL) role in this partnership. The rationale being that since the early negotiations commenced, they have been instrumental in agreeing the effective operational delivery of this programme plus have extensive experience working with international partners. The identified IAL will facilitate continuous support both from Edinburgh and as appropriate in-country visits. They will liaise with an appointed PL in Nepal and endeavour to ensure equitable teaching and learning is carried out in AIBS. Additionally they will liaise with external examiners and QMU's Quality Enhancement Unit to ensure that regulations are being implemented appropriately and rigorous methods are used to ensure systems are utilised correctly and are appropriately monitored.

The Board of Examiners and Joint Board of Studies will convene at least once a year to examine student marks, progression and award attainment. Issues, challenges and problems will be highlighted and

recorded with a pro-active approach prescribed to attempt to resolve any outstanding considerations before the next academic year.

A Programme Committee will be set up in AIBS and will meet on a regular, basis at least twice a year, to discuss student progress, reflect upon learning and consider what may need to be changed or altered to tailor teaching to the local market. In addition, the minutes from the Student Staff Consultative Committee will be discussed. At AIBS the Programme Committee will be chaired by the Programme Leader and relevant members of the teaching team will be required to be in attendance. Minutes from these meeting will be recorded and discussed at the annual Joint Board of Studies meeting.

Module co-ordinators in both countries will be required to liaise regularly to discuss all issues relevant to the successful delivery of the teaching materials in an equitable manner. Co-ordinators in Edinburgh will be required to discuss assessment details with opposite numbers and empower colleagues overseas to contextualise teaching materials in a relevant manner to local issues.

It is envisaged that there will be regular staff exchanges where possible, particularly in the early years of the partnership to support the 'roll-out' of modules and engage in staff development duties at AIBS.

10.   **Quality Assurance Arrangements**

Queen Margaret University aims to provide the highest quality of programme and learning experience and continually reviews and enhances its procedures to ensure that these are maintained on a regular basis.

10.1.   Quality Assurance Procedures

Academic quality documents have been made available to the team at AIBS, and the procedures to be adopted at AIBS are based on these documents and are designed to both ensure and enhance the quality of the student experience via a reflective iterative cycle. Reference has been made above to arrangements for programme management, the

Student Staff Consultative Committee and the role of the Programme Leader and Academic Link Person. Along with these, the following quality assurance procedures will operate at AIBS.

10.1.1.   Assessment

The University's general assessment regulations are available at the link below:

http://www.qmu.ac.uk/quality/gr/default.htm#reg

All programmes are compliant with these regulations except where programme specific regulations are agreed at the point of validation or, alternatively between review events, by the School Academic Board. Programme specific regulations are only approved in exceptional circumstances (for example where there are professional body requirements), the reasons for which need to be fully documented.

Procedures for the development of assessment instruments are available at the link below:

http://www.qmu.ac.uk/quality/pm/default.htm

Guidance on the arrangements for extenuating circumstances is published separately at the link below:

http://www.qmu.ac.uk/quality/gr/default.htm#pol

10.1.2.   External Examining

The BBA Level 3 programme will have one External Examiner. The External Examiner will moderate all Level 3 work across the 6 modules. An annual report will be prepared by the External Examiner providing feedback on the curriculum, management of assessment and standards of student achievement. The programme team at AIBS is required to respond to feedback from the External Examiner, indicating any action to be taken or points to note. Additionally, a

summary of issues arising from a number of reports is considered by senior University committees.

Further information on External Examining is available at the link below:

http://www.qmu.ac.uk/quality/ee/default.htm

10.1.3.   Annual Monitoring

Each year an Annual Monitoring report will be prepared for the BBA Level 3 programme. The annual monitoring process is designed to evaluate the continued effectiveness of taught provision of the programme and to identify future actions needed to address shortcomings or further enhance the quality of the student experience. Annual monitoring is also used as a means of sharing good practice with colleagues across AIBS and the Division/School at QMU. The primary audience for the report is the Programme Committee. The Annual Monitoring template is available at the link below:

http://www.qmu.ac.uk/quality/fm/others.htm

AIBS is committed to the development, implementation and management of the processes and systems to ensure the quality of its courses. It views the development and management of teaching and learning as an integral component to a wider focus on quality assurance and standards.