Queen Margaret University
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PROGRAMME SPECIFICATION

QMU Passport Masters' in Business Administration

ace international BUSINESS SCHOOL

JANUARY 1, 2016

ACE INTERNATIONAL BUSINESS SCHOOL
Sinamangal, Kathmandu, Nepal

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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**	
1.6	**Programme Title**	Queen Margaret University (QMU) Passport programme (leading to QMU MBA)
1.7	**UCAS code** (or other coding system if relevant)	
1.8	**SCQF Level**	10
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 Passport programme and the QMU MBA with AIBS have 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. During the 2 year period of study, the programme aims to develop key theoretical, subject and functional knowledge, alongside effective soft, group and team working capabilities that will enable graduates to enhance significant contributions to organisational objectives. Jointly the programmes seek to deliver a series of aims and outcomes that articulate between the QMU taught postgraduate framework on one hand, and the undergraduate framework on the other, with an emphasis on the organisational, management and leadership contexts within which these programmes will operate. The primary aim of the Passport programme, therefore, is to extend student learning to a level whereby they can benefit from an MBA programme of study. To support this aim, a relatively intensive programme of

study has been developed which includes both classroom study, professional experience and the development of a reflective consultancy report based on an internship.

2.1. Aims:

- Develop an integrated and critically aware understanding of management and organisations and assist students to take effective roles within them.
- 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 and implement responses to challenging, complex and uncertain environmental challenges
- Develop a capacity for applying judgment and analysis within a structured decision making process.

2.2. Objectives:

- Critically analyse and evaluate relevant knowledge about organisations, their external context, and how they are managed.
- Determine the critical importance of new and emerging issues in business, management, leadership and technology from both practical and theoretical perspectives
- Research, acquire and analyse data and information to evaluate their relevance and validity and synthesise insights into a variety of organisational contexts
- 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 implement change programmes in an organisational context
- Communicate effectively to diverse audiences through a range of media

- Critically reflect on the implications of management and leadership practices and decisions within a specific organisation.

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

Scottish Credit and Qualifications Framework

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 Passport MBA degree is at Level 10 in the SCQF Framework. The five areas of learning outcomes at Level 10 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 of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector.
- A critical understanding of the principal theories, concepts and principles.
- Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector.
- Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies.

4.2. Applied Knowledge and Understanding

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

- In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using a few skills, techniques, practices and/or materials that are specialised and/or advanced.
- In practising routine methods of enquiry and/or research.
- To practise in a range of professional level contexts that include a degree of unpredictability.

4.3. Generic Cognitive Skills

Critically identify, define, conceptualise and analyse complex/professional problems and issues:

- Offer professional insights, interpretations and solutions to problems and issues.
- Demonstrate some originality and creativity in dealing with professional issues.
- Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector.
- Make judgements where data/information is limited or comes from a range of sources

4.4. Communication, ICT and Numeracy

Graduates will be able to use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:

- Present or convey, formally and informally, information about specialised topics to informed audiences.
- Communicate with peers, senior colleagues and specialists on a professional level.
- Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

- Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.

4.5. Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in professional/equivalent activities:
- Exercise significant managerial responsibility for the work of others and for a range of resources.
- Practise in ways that show awareness of own and others' roles and responsibilities.
- Work, under guidance, in a peer relationship with specialist practitioners.
- Work with others to bring about change, development and/or new thinking.
- Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.
- Recognise the limits of these codes and seek guidance where appropriate

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 QMU Passport programme structure can be considered as two phases, one of which covers QMU Semester 1 and the second covers QMU Semester 2 and an extended time period thereafter referred to in Nepal as Semester 3. For reference, the manner in which this links to the structure of the QMU MBA programmes is reflected in the diagram below. The QMU Passport Programme comprises 8 taught modules each worth 15 credits, plus an internship worth 60 credits, and is located at SCQF level 10. The Passport programme, therefore, sits between SCQF level 9, (BA degree) and Level 11 (Masters Level). It is anticipated that the majority of the proposed students will have been educated either at Ace International Business School (AIBS), Ace Institute of Management (a management school of high local repute offering undergraduate management programmes of Pokhara University) or at another university within Nepal. See Table 2 (Page 15) for further detail on routes to entry.

QMU Passport MBA Programme Structure

Taught Programme: 1 Year	
Semester 1	SCQF Level
Advanced Management Concept Analysis	10
Data Analysis for Managers	10
Global Sustainable Development	10
Organizational Behavior for Managers	10

Taught Programme: 1 Year	
Semester 2	
Accounting for Managers	10
Business and Management Consultancy & Research	10
Internship with Business Consultancy Project & a Reflective Portfolio	10
Leadership: Power & Policy for Managers	10
Strategic Marketing for Managers	10

QMU MBA

Leading into QMU MBA*	
Semester 1	Business Impact and Practice
HM 007 Financial Management	
HM 017 International Marketing	
HM 019 Operations and Supply Chain Management	
HM 209 Managing People	
Semester 2	
HM 005 Business Economics	
HM 011 Effective Manager	
HM 010 Managing Strategy for Value Creation	
HM 015 New Business Development	

* Validated modules for the QMU MBA programmes are available as a separate book

The modules in the Passport programme will facilitate access to SCQF Level 11 and are designed to enhance the competencies developed in the students' previous educational programmes and to develop new competencies in areas that will be required for the following year of study on the QMU MBA.

The **Advanced Management Concepts Analysis** module recognizes that students will enter the Passport programme with either practical managerial experience and/or learning experiences in a range of management areas from their previous study. This module is designed to critically evaluate a range of advanced management concepts and techniques in the areas of motivation, control, decision making and organisation and will encourage students to deconstruct, assess and evaluate contemporary management theory, and as such serves to underpin MBA modules such as HM 209 Managing People and HM011 The Effective Manager. The **Organisational Behaviour for Managers**

module in Semester 1 will build upon the students' previous understanding of management strategy and focusses on the dynamics of managing group processes in an organisational context in addition to addressing issues such as power, teamwork, conflict and organisational change. This module dovetails neatly with the Semester 2 module in **Business and Management Consultancy and Research** developing the students' awareness and understanding of the complex interplay of these issues with their ability to prepare a consultancy report during their internship in Semester 3. Additionally the **Organizational Behaviour for Managers** module will prepare students with the theoretical underpinning required for the MBA modules HM 010 Managing Strategy for Value Creation, HM 011 The Effective Manager and HM 209 Managing People.

The module **Data Analysis for Managers** is a programme of study in which the knowledge and understanding of the types of data used in contemporary management are developed through the analysis of raw data either sourced by the student (perhaps through industrial connections) or provided to the student. As the students progress into the MBA, Data Analysis for Managers provides a necessary conceptual and practical grounding for the Business Impact and Practice module which forms the core of the QMU MBA. There is no stand-alone research methods module within the second part of the MBA, so both of this module addresses data analysis *per se*. Knowledge and understanding of one of the key types of data are further developed within the module **Accounting for Managers** in semester 2.

A further module undertaken in Semester 1 of the Passport programme is **Global Sustainable Development**, which links closely into the ideology of QMU and the School of Arts, Social Sciences and Management but issues from which are, more importantly, located firmly at the heart of development within Nepal in particular and also within AIBS. A broad range of sustainable development issues are embraced within this module, linking into both previous study and practical experiences. Whilst these issues are of a global nature, students will be encouraged to contextualise them to Nepal in discussions and in the assessment wherever possible. These issues and the students embracement, analysis,

evaluation and reflection of them, will prepare them for further discussion and connection in MBA modules such as HM 015 New Business Development, HM 019 Operations and Supply Chain Management and also the Business Impact and Practice module.

In Semester 2 in the Passport programme, students will further develop their knowledge of leadership through the module **Leadership: Power & Policy for Managers**. This module draws upon contemporary leadership theories and encourages the students to relate theory to practice in a variety of ways, most notably through the assessment which requires students to interview a business leader on a range of leadership issues, compare the issues raised with theory and then present the findings formally to the group. This theory/praxis connection links strongly into the ethos of the MBA and will prepare students for a range of issues that they will encounter in the following years' study, and in particular in the Business Impact and Practice module. Similarly, **Accounting for Managers** is designed to prepare students for HM 007 Financial Management which forms a core part of the MBA programme and leads on from the study students undertake during semester one of the QMU Passport. Where in semester 1 students consider the In the second semester, students will also undertake the module **Business and Management Consultancy and Research** which will build upon their prior knowledge of the development of strategy and allow students, through the use of theory and advanced analytical techniques, to identify issues in their workplace (during the internship) which need to be addressed and upon which they can provide some input. This module is therefore closely linked to the internship module, and whilst the teaching for this will take place before the internship, the assessment for this is based around their experience during the early stages of the internship, with guidance being given during this period by the tutors. The module **Strategic Marketing** builds upon the students' previous marketing knowledge and requires the students to critically evaluate the contributions made by value-drivers in the marketing of products and services across a range of business contexts. Knowledge acquired in this module will underpin modules such as HM017 International Marketing,

HM015 New Business Development and HM0 10 Managing Strategy for Value Creation which form part of the following years' study.

The **Internship** module takes place in what is termed the 3rd semester and students will spend a period of time (6 months) working in a business organisation to develop new skills or to improve established skills in a specific area. During the internship, students are required to critically evaluate workplace practices in relation to contemporary management theory, at the end of which a critical reflective portfolio is produced. As mentioned previously, the **Internship** module links closely with the **Business and Management Consultancy and Research** module and the organisation chosen for the internship becomes the focus of the assessment for both modules. It is anticipated that the students will take up primarily local internships and they will continue to study the Semester 2 modules at the same time. This will benefit the students in so far as they can work on the Business and Management Consultancy and Research project with input and guidance from AIBS staff and in practice this also makes the management of the Internship much easier as the students will have regular contact with the AIBS staff. Should students wish to take up an internship further afield from Kathmandu, or internationally, then they would be required to complete Semester 2, followed by the internship, then commence the following years' study in January. Please see the Internship handbook for further details on this aspect of the Passport programme.

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.

These ends will be met through the following stages of the admission process:

8.4.1. Computer Based Test (CBT)

The Computer Based Test will be of 120 minutes duration and will have two components which will allow the candidates to demonstrate their aptitude with regards to suitability for AIBS MBA programme. The entire CBT and each component within will have predetermined maximum time limits. The underlining idea is to measure basic language, quantitative and analytical skills that a prospective student has developed over the years of education received. Ideally, CBT will help MBA admission committee to assess academic suitability of applicants for graduate study in business and management. Candidates will have the option of not taking CBT, provided they have valid GMAT scores and are willing to substitute the same with CBT. CBT will specifically measure:

- Reductive reading and logical reasoning skills.
- Ability to solve math with resourcefulness and insight.
- Ability to perform tasks independently with time constraints.

8.4.2. Group Discussion (GD)

All candidates will be required to participate in a Group Discussion with other candidates. The purpose of Group Discussion is to allow a candidate to demonstrate their ability and to meaningfully contribute in a group setting and arrive at a consensus. Candidates will be evaluated on the following criteria:

- Participation Level: In this component, the assessors will evaluate how well the candidate has utilized time for information search, understanding of the content and their ability to put forth well-reasoned arguments.
- Information Exchange: Candidates will be assessed on the basis of how well they listen to, respectfully question and counter against arguments made by other participants. They will also be judged on whether they can arrive at a consensus with other participants.
- Delivery Skills: In this component, assessors will evaluate the candidate's ability to put across their message in the group with clarity.

8.4.3. Self-directed Learning

The international MBA program at Ace International Business School requires MBA candidates to be engaged in self-directed learning throughout the two years. In this stage of the MBA admission process, candidates are required to make a power-point presentation about any skill they have previously acquired or plan to acquire through self-directed learning.

Self-directed learning describes a process by which individuals take the initiative- with our without the assistance of others- in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating

learning outcomes. The objective at this stage is to allow the candidates to demonstrate their self-learning aptitude. Self-learning presentation will be evaluated on the following criteria:

- Authenticity of the presentation.
- Demonstration of the rigors required for self-directed learning.

8.4.4. Interview

The Interview panel will have three members and the Principal will chair the panel. In the absence of Principal, a person nominated by the Principal will take up the responsibility.
To assess **Behavioral Compatibility** with norms, values and culture of Ace International Business School the panelists will refer to “Self-Statement” by the prospective candidate and ask inquisitive questions addressing the purpose of this stage.
There will be no rating for this stage. The panelists will key in subjective comments. They will also have to mention 'Yes' if they feel that behavior is compatible and 'No' if they do not think so. The subjective comments must be reflective of their Yes/No decision and the decision by majority will hold.

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.

The support system in place for ingraining these values are:

9.1. Oreintation

One of the many factors that help a new student flourish when arriving on campus and remain prosperous is Orientation. Orientation aids in the successful transition for students who are eager to start their new experience and continue successfully through their college journey. It is a program that helps students prepare for their transition into campus life as well as the challenges and opportunities that lie ahead—intellectually, emotionally, academically, and socially.

Components of AIBS Orientation Program assist students in gaining the attitudes, knowledge, skills and opportunities that will assist them in making a smooth transition into AIBS, thereby allowing them to become engaged and productive ‘Acers’. AIBS Orientation programme which is usually of two days in duration, primarily it:

- Provides information and resources that will allow students to make informed and appropriate academic plans and healthy social choices;
- Creates a welcoming environment that builds a sense of camaraderie among the incoming class and connects them to faculty, staff and other students;

- Provides a framework of success through the communication of expectations, norms and standards.

9.2. Induction

The academic programmes at AIBS are very intensive and the pace of learning is often a challenge to students. Our approach to learning and teaching may also be different for a student at first. Students might find the academic programme stretching if they are not properly inducted. An induction program which is designed to prepare students for the intensive workload ahead is another critical component of the student support system at AIBS. The course is compulsory for all the students who have been offered admission and have accepted the offer. The intensive induction programme, which may last for a duration of 2-3 weeks, provides students with the opportunity to brush up their quantitative, business writing and presentation skills before the start of the programme. The induction program, depending on need assessment of each new cohort, may also include sessions that enable students to get acquainted with basic knowledge in accounting and statistics, which students would find very helpful once the regular classes in these courses start.

9.3. 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.

9.4. 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.

9.5. 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.

9.6. 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.

9.7. 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.

9.8. 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.