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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	

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 through 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

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

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.

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,

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

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**

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

HM015 New Business Development and HM0

Route

Candidate has an Honours degree	<p>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 –</p> <ul style="list-style-type: none">- 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) <p>OR</p> <ul style="list-style-type: none">- 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	<p>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.</p>

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.

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

learning outcomes. The objective at this stage is to allow the candidates to demonstrate their self-learning aptitude. Self-

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. Orientation

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

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 **1466.27ring. Ondn**

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;

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

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.