Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution** Queen Margaret University
2	**Teaching Institution** Metropolitan College (AMC)
3	**Work-based learning** Metropolitan College (AMC)
4	**Programme accredited by**
5	**Final Award** MBA Hospitality
6	**Programme** MBA Hospitality
7	**UCAS code (or other coding system if relevant)**
8	

priorities

Exercise responsibility, initiative and self-

economic information

4. Apply communications and information technology within business management context

5. Apply the practical elements of business management within different organisational contexts and cultures

6. Plan, conduct and present the results of independent investigations and develop autonomous, reflective and self-learning skills

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

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

Developing skills for business leadership (0 credits module)	Business economics	
Year 2		
Semester 1	**Semester 2**	
Financial management	Inspirational leadership in hospitality	
Global issues and challenges for hospitality		
Business impact and practice (project)		

12   Support for students and their learning

Consideration of non standard entry will be based on the following criteria but should be read in relation to regulation for admission within QMU's Taught Postgraduate Framework (noted above and in the admissions process sub section below)

Appropriate work experience and supporting CPD type activity;

look at teaching methods on a module, identify areas of excellence that can be disseminated throughout AMC and areas for improvement. Special attention is made to whether the lecturer is communicating efficiently to all students, differentiating when different levels of ability are evident and making use of a variety of teaching methods to communicate and maintain interest and

Board of Examiners is responsible for making decisions about students' performance including decisions about progression and award. Analytically, it is responsible for agreeing the level of performance for each student on each module under consideration, confirming marks for modules and deciding whether a student should be awarded a pass or fail in any module within their jurisdiction and the mechanisms for re-assessment especially in cases of extenuating circumstances. The Board reviews the students' whole performance across all the modules and makes decisions. The Board, in reaching its decisions, is guided by the University's academic regulations and, exceptionally, any programme specific regulations approved at the time of validation and as laid out in the definitive programme document.

Normally, there are at least two meetings of the Board of Examiners each year, one at the end of Semester 2 and the other after the re-examinations prior the beginning of the new academic year in order to decide on the students' performance in the re-examinations.

Joint Board of Examiners

After the completion of each academic year and prior the beginning of the new academic year, a Joint Board of Examiners takes place which thoroughly analyses the Annual Monitoring Report, a document written by the Programme Leader with the participation of the programme team where needed. The AMR consists of a review of the academic year that has just been completed, a report by the Programme Leader as a reply to the External Examiner's report, which refers to the progress of the course according to the Exam Board, the minutes of the Student and Staff Consultative Committee meetings as well as a table with the issues that have to be resolved and the kind of action that will be taken. During this Board, final decisions are taken and start to get materialized after the official approval by the responsible QMU Committees. The Delegate of QMU (convener), the Programme Leader, the Programme Team and the External Examiner take part in the Joint Board of Studies.

Student-Staff Consultative Committees

A Student-

programme monitoring report.

Subject Group Teams

Each Programme belongs to a Subject division. The Programme Leader, within this group is responsible for the day-to-day running of the programme. The Subject Group is responsible for the overall management of the Programmes within its grouping. The programme BSc (Hons) BA/ BA (Hons) International Hospitality and Tourism Management [Athens] belongs to the QMU Division of Business, Enterprise and Management. The programme leader and the programme committee refer and report to the QMU Dean and Head of Division.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

Module evaluation forms

Module evaluation forms completed anonymously by the students, once per semester are used for monitoring and development purposes. The questionnaire seeks to elicit information with regards to learning objectives, the degree of support and guidance available to students, the quality and consistency of feedback on coursework and progress received by students, as well as the adequacy of IT and library resources.

Student Survey

An interdisciplinary student survey is conducted once a year, whereby feedback is gained with regards to:

- Description of the respondents
- Communication and interaction with lecturers
- Feedback on assignments, class work and exams.
- Quality of teaching and

Each student can refer to the Personal Academic Tutor who is responsible for discussing and appraising his/her progress. Both parties work together so as to mutually find ways to surpass any difficulties that the student may have. Students must at least once a semester meet their year tutors, according to the QMU philosophy and regulations, and discuss their progress. This meeting usually takes place in the middle of semester in order tutors to have a clear picture of the students and be able to guide them. Students can also contact their tutors through e-mail for a more direct communication. The information obtained by the PAT meetings is gathered and discussed in the Programme Committee, which is held once per semester, and is combined by the feedback obtained at the SSCC meeting, which always takes place prior to the PC Meeting.

Staff development priorities include
AMC has in place effective measures to monitor and assure the proficiency of staff and identify any training needs.

On the other hand, QMU has a responsibility to provide opportunities for staff training to partner institutions. AMC Metropolitan College can ask the Centre for Academic Practice to support the Academic Link Person in providing:

>   advice on setting assessments
>   advice on drawing up module descriptors and defining learning outcomes
>   advice on producing programme documents for validation
>   advice on provision of student feedback

More advanced training, such as use of information and communication technology, can be negotiated with the University. AMC staff consistently attends workshops run by QMU's staff, which take place at the College's premises, These are part of the normal staff development programme. The Short Course in Learning, Teaching and Assessment is particularly recommended for staff of partner organisations.

Finally, the Centre for Academic Practice offers specialised 3-day workshops in teaching and learning for new members of staff at AMC.

15	Material used in designing the programme

16	Key sources of information about the programme can be found in

The **QMU regulations**