Queen Margaret University
EDINBURGH

PROGRAMME SPECIFICATION

Bachelors' in Business Administration

ace international
BUSINESS SCHOOL

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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	BA
1.5	Subsidiary Exit Awards	
1.6	Programme Title	BBA
1.7	UCAS code (or other coding system if relevant)	
1.8	SCQF Level	9
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

2.1. To prepare and develop graduates for a business administration/management career in the private, public or voluntary sector.

2.2. To examine a range of organisations – private, public, voluntary and international – in order to understand their purposes, conditions of operation and the way in which the external environment impacts upon the business and management of organisations.

2.3. To develop students' intellectual capabilities: analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and problem-solving.

2.4. To develop graduates who can demonstrate effective management, technical, numerical, communication and research skills.

2.5. To produce graduates who have a range of generic transferable attributes enabling them to communicate effectively, work individually

and in teams to deadlines, be innovative and adaptable to change, to be entrepreneurial in their approach, to manage and reflect on their learning; and who can contribute and respond effectively to the demands of their chosen profession.

2.6.   To provide the student with a range of both "hard" and "soft" skills which are required of the contemporary business administrator/manager.

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 BBA degree is at Level 9 in the SCQF Framework. The five areas of learning outcomes at Level 9 and their indicative brief is as follows:

4.1.   Knowledge and Understanding

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

- An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.
- A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.
- Knowledge of one or more specialisms that is informed by forefront developments.

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

Graduates will be able to:

- Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector.
- Identify and analyse routine professional problems and issues.
- Draw on a range of sources in making judgements.

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 on standard/mainstream topics in the subject/discipline/sector to a range of audiences.
- Use a range of ICT applications to support and enhance work.
- Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

4.5.   Autonomy, Accountability and Working with Others

Graduates will be able to:

- Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.
- Exercise 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, with specialist practitioners.
- Seeking guidance where appropriate, manage ethical and professional issues in accordance with 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, we 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. This assessment criteria will be applicable to all modules in:

- Year 1: Foundation
- Year 2: AIBS Higher Education Certificate; Equivalent to SCQF Level 7
- Year 3: AIBS Higher Education Diploma; Equivalent to SCQF Level 8 &
- Year 4: QMU BBA; SCQF Level 9.

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)**

Students will commence the BBA programme with foundation course for a duration of one year. Based on the principle of award of credits and recognition of prior learning, they will progress from year two to year three and finally awarded a BBA degree by QMU in year four. Progression from first year of foundation to award of degree requires meeting of the following conditions:

- The candidate is a registered student of AIBS/QMU at the time of his or her assessments and has fulfilled all financial obligations to AIBS/QMU;

- The candidate has completed a programme approved by AIBS/QMU as leading to the award being recommended;

- The award has been recommended by a Board of Examiners convened, constituted and acting under regulations approved by Senate.

The BBA programme is delivered and managed by AIBS, but the degree is awarded by QMU.

Year 1: Foundation	
Semester 1 @ AIBS	**Semester 2 @ AIBS**
Basic Mathematics for Business	Basic Mathematics for Business 2
Computer & IT Applications	Financial Accounting & Reporting
English	Foreign Language Level 2
Foreign Language	Management of Business & Organizations
Nature of Business in Nepal	Sociology in Business & Management
Year 2: Certificate of Higher Education	
Semester 3 @ AIBS	**Semester 4 @ AIBS**
Business Communication	Business Law
Foundations of Marketing	Business Statistics
Management Accounting	Human Resource Management
Microeconomics	Macroeconomics
Psychology in Business & Management	Operations Management
Year 3: Diploma of Higher Education	
Semester 5 @ AIBS	**Semester 6 @ AIBS**
Data Analysis for Business Decisions	Marketing in Practice
Financial Management	Work Based Learning
Taxation and Tax Laws in Nepal	
Retail Management	
International Business	

Year 4: Semester 7
Semester 7 @ AIBS
International Relations
Total Quality Management
Business Ethics
Media & Public Relations
Microfinance

Year 4: QMU BBA	
Semester 8 Trimester 1 @ AIBS	**Semester 8 Trimester 2 @ AIBS**
Business Research Methods	Logistics and Supply Chain Management
Exploring Strategy	Organizational Behaviour
New Enterprise Creation	Value Driven Marketing

8. <u>Admission Criteria</u>

8.1. Admission to AIBS Higher Education Diploma

Goal of Admission Process of AIBS is to attract, identify and retain candidates who demonstrate the best potential to successfully complete undergraduate programmes offered by AIBS. The process strives to achieve diversity in personality and thoughts in the student cohort. The uniformities which are ideally sought in the student cohort are:

- Vigor – enthusiasm for involvement

- Creativity – progressiveness in imagination

- Fortitude –faith in oneself

- Self-awareness – modesty to introspect.

The approach to admission is holistic in nature. Academic performances of the past, co and extracurricular vitality and personal context all combine as indicators of potential. An honest representation of 'self' is the strongest application because each admission application is met with sincere respect.

The minimum requirement for eligibility of enrolment in AIBS Higher Education Diploma is successful completion or fair expectation to successfully complete Higher Secondary or equivalent before the given academic session formally begins. There is no specific eligibility

requirement of work experience for admission into AIBS Higher Education Diploma.

AIBS is respectful, receptive and open to mature students seeking enrolment to the programme. Mature students being defined as those who have 5 or more than 5 years of gap between the time they completed their 12 years of education and their seeking enrolment in AIBS Higher Education Diploma. However, the same admission criteria and process will apply to mature students seeking enrolment as is applicable to regular students.

Admission process into Higher Education Diploma offered by AIBS allows students to demonstrate:

- Knowledge

  Knowledge base of the candidates will be assessed as evidenced from their past academics (Year 10, 11 and 12 of their education), as well as their performance in Computer Based Test (CBT). CBT will be of 90 minutes duration and will have three components (Language Proficiency, Quantitative Proficiency and General Knowledge) which will allow the candidates to demonstrate their academic aptitude with regards to suitability for AIBS Higher Education Diploma. 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 BBA admission committee to assess academic suitability of applicants for undergraduate study in business and management.

- Skill

  The key objective within the learning and teaching strategy is the acquisition and application of both knowledge and skills, where the approach is student-centred with an increasing reliance on students taking responsibility for their own learning. In order to maximize fit between learning-teaching objectives, it is of primary importance that

candidates have the skill to form opinion on a subject matter, be open to suggestions and also willing to share this in one-to-one or one-to-many settings. It is equally crucial that the candidate has a vibrant Extra and Co Curricular profile.

Each candidate will have the opportunity to demonstrate this skill through a 7-10 min presentation. Presentations will be planned in a manner such that candidates get sufficient time to prepare for presentation (one day or more), but not so long as to lose their interest. This presentation component will allow the students to demonstrate their ability to introduce the topic, their delivery skills and quality of content used to put their idea across. At the same time, the students will also be assessed for their EC/CC. Evidence for judgment will be the information provided by the candidate in the application form regarding EC/CC activities and questions asked during interview.

- Interview (Behavioural Compatibility)

Although a positive indicator of interest, invitation to the interview does not guarantee admission. The interview is one of many elements that are considered before a final admission decision is made. As a tool it is used by the admission committee to understand an applicant better through a conversation. To assess Behavioural compatibility with norms, values and culture of AIBS reference will be made to "Self-Statement" by the prospective candidate and inquisitive questions addressing the purpose of this stage.

In the next page, a flow chart is presented detailing the Admission Process into AIBS Diploma of Higher Education

Admission Criteria into AIBS Diploma in Higher Education
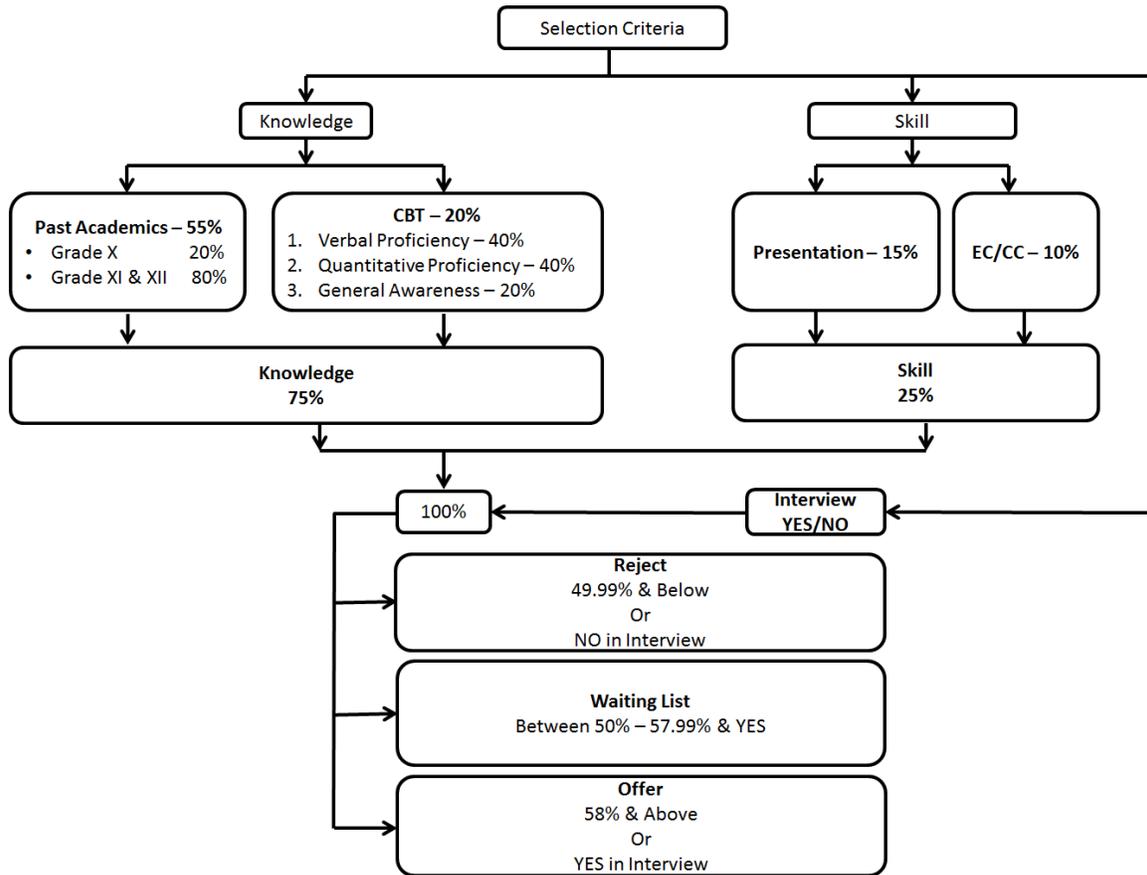
8.2. Admission to Level 3 Business Administration programme

Admission to Level 3 of the above programme will be dependent upon the applicant successfully passing the Higher Education Diploma in Business Administration at AIBS.

8.3. Widening Access and Participation

Students from diverse backgrounds will be encouraged to apply and there is social assistance provided by AIBS. The expected cohort of 70 students, will be offered 'Performance Based' and 'Need Based Scholarships'. However, no student will qualify to avail both scholarship schemes at the same time.

8.3.1. Performance Based Scholarships

'Performance Based Scholarship' to deserving students will be provided regardless of whether or not they have requested for the same. Performance based scholarships will be offered to student taking enrolment in the AIBS Higher Education Diploma will be based on following guidelines:

- **10 + 2** pass outs (after 10 + 2 results are declared):
  - ➢ 70% – 75%: 10 % waiver in tuition fees for 1st Semester only.
  - ➢ 75% and above: 20% waiver in tuition fees for 1st Semester only.
  - ➢ For those who do not have final scores in percentages, conversion will be applied based on the most reliable information accessible. Principal will ensure authenticity of conversion and will be accountable for the same.

8.3.2. Need Based Scholarship

Based on the applications received for Need Based Scholarships, the Principal will make a recommendation to the BOD of AIBS. It is predicted that the students availing scholarship under this scheme will be 5% of the total intake. The requirements for making any such recommendations are as follows:

- An application by the prospective candidate for the scholarship in prescribed format.
- Letter or recommendation by relevant authorities:
  - ➢ Previous head of the institute.
  - ➢ Local government representative

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 SMGBS 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.