Table of Contents

1. Summary

1.1	Awarding Institution	Queen Margaret University (QMU)
1.2	Teaching Institution	Ace International Business School (AIBS)

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.

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

Work, under guidance, with specialist practitioners.

contexts as possible. In this way, students w

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

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

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

Microfinance

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

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

-

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

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.

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

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
    Semester Supervisors

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

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

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. Th