

## BASE-ROOM REQUIREMENTS

### Set-Up

- The base room should provide sufficient desk space to enable 4/5 people to work with large volumes of documentation.
- Luggage may also need to be stored in the base room.
- The base room should ideally not be used for any meetings during the visit.
- The base room must include at least one working pc/laptop with internet access.
- The base room must include a printer located in the base room so that assessors can print securely.
- Wi-fi codes should be provided for the assessor team.
- Full student and teacher access to the virtual learning environment (if applicable) should be available for the assessment panel in the base room.
- If possible a key to the base room should be provided so that personal items may be left in there during meetings.
- An internal telephone should be provided in the base room.

### Contact:

- The institution should nominate someone as the assessment team's contact person during the visit. This contact should be accessible at all times during the visit and provide an e-mail address and telephone number so the assessment team can contact them if needed.

### Contents

Documentation to be made available in the base room should include items generally too bulky to include in the self-audit documentation. **The base room should include all of the following items of evidence / documentation where they exist, and are listed below against the relevant AMBA criteria.**

### The Institution

- Marketing materials for all programmes that are being assessed
- Marketing strategy for School / programmes seeking accreditation
- Evidence of teaching quality, to include details of;
  - national teaching audits (if applicable);
  - management research;
  - consultancy;
  - research contracts;
  - involvement in industry;
  - external examiners' reports (where they are used).
- Evidence of satisfactory outcomes from the institution's own internal, external and national audit processes. This might include minutes of relevant meetings over a period of three years.

- Examples of student feedback and response to student reactions to course delivery and content. An audit trail of relevant committee meeting minutes should be made available.
- Teaching materials – examples of key books; texts and classroom teaching supports such as power point material etc.
- Minutes of all relevant committee meetings at School and programme level for the last three years must also be available. This would include for example Strategic planning committee meetings, faculty meeting, programme committee meetings, student/staff meeting and external advisory board meetings.

## Faculty

If not already supplied in the form of appendices in the self-audit documentation, the assessment team needs to be able to examine the following:

- CVs of all key teaching staff on the MBA programme(s) including local staff in instances of off-campus or DL provision\*
- Publication record of all teaching staff on the MBA programme(s) – for the last three years.
- Separate list of all adjunct teaching staff including their qualifications to teach at MBA level.
- Faculty Handbook

\*The base room documents should facilitate the easy reference of faculty via their unique ID number provided in the SAF and other documents.

## Programme Management & Student Engagement

- Student handbook (as provided to all students on arrival at the institution).
- Job Description for MBA Director / equivalent
- Details of any career / alumni / stakeholder surveys for the programmes under assessment.
- Full details of most recent programme review

## Students

- Accredited prior learning information must be supplied, of all instances of credits having been awarded for 'accredited prior learning' over the previous three years. Details must include:
  - name of student,
  - title of programme to which admitted,
  - qualification being recognised for accredited prior learning,
  - institution where this qualification was obtained,
  - number of credits granted.
  - Tables a, b and c should already have been supplied in the Self Audit Report and Self Assessment Form.
- Details of any careers data survey
- Details of any surveys of students offered places on programmes, but declined
- General student data (in an anonymised format) will have been provided in advance via the SAR and SAF – however peer review panels may request during the visit for more detailed individual information to be made available.

## Curriculum

- Module descriptors for **every core/mandatory module** should be available for all programmes that are being assessed. Module descriptors should also be made available for every **elective/optional module which has been delivered in the last academic year**. Attention will

be especially paid to the coverage and assessment of the core-curriculum against AMBA's criteria 7.5 i-xiii. All core modules should have module descriptors translated into English if applicable.

- Course outlines for any formal study trips including details of assessment and calendar of activities including academic study, company visits, and cultural immersion.

In addition, for **every module** (compulsory and those options/electives which have run in the last academic year) and for each programme submitted examples of the following must be provided:

- marked coursework to include borderline passes, as well as average and high scoring examples, and evidence that this has been used to provide feedback to students.
- student examination papers; to include borderline passes, as well as average and high scoring examples, and evidence that this has been used to provide feedback to students.
- both individual and group projects (with marking sheets), to include borderline passes, as well as average and high scoring examples.
- literary based dissertations with marking sheet, (if applicable) to include borderline passes, as well as average and high scoring examples.
- Examples of capstone or integrative element of the programme (such as project) with marking sheet to include borderline passes as well as average and high scoring examples.
- Teaching and Learning Strategy
- For Distance Learning / Blended Learning provision, examples of any specific / bespoke learning materials provided.
- Sample of Teaching materials (core text etc.)