IBM – Programme Specification

1	**Awarding Institution**	University of Newcastle upon Tyne

2	**Teaching Institution**	University of Newcastle upon Tyne

3	**Final Award**	MA

4	**Programme title**	International Business Management

5	**Programme Accredited by**:	N/A

6	**UCAS Code**	N/A

7	**QAA Subject Benchmarking Group(s)**	Masters Awards in Business & Management

8	**Date of production/revision**	March, 2003

9	**Programme Aims:**	

The overall aim of the programme is to provide a pre-experience Masters qualification in business management with a strong international dimension. The international dimension of the programme is provided by the focus and orientation of the core and elective modules, and the option of studying a European language at an advanced level. The specific aims of the programme are fourfold and are explicitly in line with the QAA benchmark standards for Masters Awards in Business and Management (30th September, 2002).

1. To provide an opportunity for participants to engage in the advanced study of organisations, their management and the cultural context(s) in which they operate.
2. To enable participants to prepare for and/or develop a career in business and management.
3. To enable participants to develop the ability to apply their knowledge and understanding of international business management to complex issues, both systematically and creatively.
4. To promote the enhancement of lifelong learning skills and personal development so that participants will be able to work with self-direction and originality and contribute to business and society at large.

Attributes of students successfully completing the programme include:
- Advanced knowledge and understanding of how to improve the quality of management, leadership and practice in organisations.
- Enhanced general intellectual development, including the improved capacity for enquiry, problem solving, critical thinking and analysis.
- A self-managed approach to learning and the ability to work independently.
- The acquisition of relevant professional attributes (ethical practice, confidentiality, etc.)
- Enhanced employability

The programme clearly reflects the knowledge, understanding and skills specified for specialist Masters Degrees of Programme type A (career entry) and the level of the programme has been informed by the Higher Education qualifications framework. In this way the programme explicitly meets the relevant external referents. The programme also meets the relevant benchmarks from the academic standards for Masters Awards in Business and Management in relation to organisations, the external context in which they operate, and how they are managed.

10(a) Intended Learning Outcomes:	b) Teaching/Learning Methods & Strategies	c) Assessment Strategies/Methods
A Knowledge and understanding		
1. Contemporary issues in international business environments.		
2. Theories in interpersonal perception, and appropriate behaviours when interacting with people of different cultures.	The primary means of instruction and imparting knowledge and understanding (A1 to A7) is through	Knowledge of the subject is assessed formatively through discussions, Case
3. Marketing theory concepts, international aspects of marketing and the importance of the external environment.	lectures supported by seminars, tutorials and practical classes whereby students can check their understanding	studies, group exercises, role play, etc. Summative assessments are in the form
4. Key concepts, current thinking and issues In financial and management accounting	through group work and problem solving exercises. Students are encouraged to enhance this input by independent reading for which they are given guidance on relevant reading materials and how to use them.	of individual assignments (A1, A2, A3, A4, A6), group assignments (A5, A7), and unseen exams (A1, A2, A3, A4)
5. Key features of managing human resources In the different phases of the organisational life cycle and the relationship between corporate strategy and HRM.	Extensive training is also provided in appropriate research methods. The use of case Studies during the programme also aids understanding by encouraging students to consider the context(s) within which management operates.	Additionally, there is a dissertation by which students are encouraged to demonstrate their learning from the programme and apply their research and skills to a significant management or business issue.
6. an understanding of the nature and scope of advanced research in business and management, including literature searches		
7. Differences between competing perspectives of strategy, the extent to which managers exercise strategic choice in practice and the implications of internationalised competition for long-term decision-making and change.		

B Subject specific/professional skills

1. The ability to critically evaluate issues in the context of the activities of business, government and non-governmental organisations.
2. The ability to diagnose and analyse problems and issues in international managerial situations.
3. The ability to conduct a marketing audit, produce, operationalize and evaluate a marketing plan.
4. The ability to prepare, analyze and interpret accounting statements.
5. The ability to advise within the workplace on HRM policy development and strategy.
6. The ability to design, structure, organize and carry out a research project at an advanced level.
7. The ability to critically analyse the concepts and practices of business strategy within an international context.

Intended learning outcomes B3 and B4 are achieved by lectures where these skills are demonstrated and practiced. These and the other intended learning outcomes are practised and developed through a variety of means including group exercises, group activities, role play, case studies, independent study, and skills practice - giving feedback, making presentations, producing reports, etc. In this way, the learning from lectures, seminars and tutorials is reinforced and developed.

Formative assessments of these skills are by means of tutor and peer group feedback. Participants also carry out a significant level of self-assessment which is encouraged during tutorials, seminars, etc. Summative assessment is through individual and group assignments, presentations and examinations.

C   Cognitive skills
1. Critical thinking and creativity.
2. Problem solving and decision making.
3. Research/investigative skills.

Cognitive skills are developed through lectures, group discussions, group activities/exercises and independent study. All cognitive skills are exercised

4. Critical evaluation of data/information/ evidence.
5. Ethics and value management.
6. Ability to conduct research into business and management issues.
   assignments,
7. Learning through reflection.

significantly during the production of assignments and especially during the research and production of the dissertation. C1, C2, and C4 are also exercised during examinations. The teaching/learning methods employed recognise the range of experience that

participants bring to the programme and aim to encourage the sharing of that experience. They also encourage participants to develop a self-managed approach to learning and the ability to work as part of a group or independently, as appropriate.

These skills are formatively assessed through discussions, Case Studies, group activities, role play, etc. Summative assessments are in the form of individual/group

and the dissertation.

D   Key (transferable) skills
1. The ability to communicate effectively by means of written and oral methods.

2. The ability to work effectively within a team and the ability to use individual's contributions in group processes, as appropriate.
3. The ability to conduct research into business and management issues using quantitative and qualitative methods.

4. The ability to work independently, showing creativity and initiative.
5. Numeracy and quantitative skills.

Key skills are introduced to participants in sessions throughout the Induction period and within modules of the programme. D1 and D2 are developed through group discussions/activities/exercises and through the production of assignments. Oral communication skills are developed specifically through presentations. D3 is developed by the extensive training provided in research methods and exercised by participants in the production of the dissertation. D4 is developed by the

production of individual assignments and particularly by the Dissertation. D5 is developed through specific Programme modules (A4 and A5).

D3 is assessed through the Dissertation.

Attainment of all other key skills outcomes is not directly assessed but is seen as ancillary to the production of assessed work – the performance of communication skills, planning & organising is a necessary precondition for meeting other intended learning outcomes. It follows, therefore, that It is not possible to graduate without meeting the key skills outcomes.

11   Programme Curriculum, Structure, and Features:

(i)   Programme Features
This is a modular programme which is studied over one year on a full-time basis. It is designed for students who generally have little or no experience
and aims to develop Masters level knowledge, understanding and skills in business and management subjects. The programme aims to prepare individuals for employment and therefore generally attracts recent graduates (cognate or relevant first degree) but there are also generally some mature entry students.

There are three distinct phases of the programme.

Phase 1. This is the core element of the programme representing 80 credits of study and provides participants with a broad understanding of the main areas of international business management.
M1 NSM 801   International Business Environment (10 credits)
M2 NSM 802   Managing Across Cultures (10 credits)
M3 NSM 803   Marketing (10 credits)
M4 NSM 797   Financial and Management Accounting (10 credits)
M5 NSM XXX Managing HR for International Advantage (10 credits)
M6 NSM 939   Research Methods in Business and Management (20 credits)
M7 NSM 936   International Business Strategy (10 credits)

Phase 2. Students are required to choose 40 credits of study from a list of elective modules selected from a master list available to all postgraduate students in the Business School. The electives offered each year are dependent on the availability of staff and they are designed to enable students to develop areas of specialist knowledge and abilities within a framework of choice over a broad range of management disciplines. This programme is unusual in that it offers a European language within the elective track.
Phase 3. Students are required to carry out 60 credits of study by means of a dissertation M8 NSM XXX. The dissertation is designed to enable students to demonstrate their knowledge, understanding and skills gained from the programme within the context of a detailed study of a management or business issue.

The programme modules fall into three broad groups with related skills sets:
(i)   the Finance and Accounting module concentrates on quantitative aspects M4..
(ii)   All other modules are essentially qualitative M1, M2, M3, M5, M6, M7.
(iii)   The dissertation concentrates on research M8.

Students are required to pass all elements of the programme.

Curriculum and Structure

Intended Learning Outcomes.

Knowledge and Understanding

	M1	M2	M3	M4	M5	M6	M7	M8
A1 Contemporary issues in international business environments.	✓							✓
A2 Theories in interpersonal perception, & appropriate behaviours when interacting with people of different cultures.			✓					✓
A3 Marketing theory concepts, international aspects of marketing and the importance of the external environment.				✓				✓
A4 key concepts, current thinking and Issues in financial and management Accounting				✓				✓
A5 Key features of managing human resources in the different phases of the organisational life cycle and the relationship between corporate strategy and HRM.						✓		✓
A6 an understanding of the nature and scope of advanced research in business and management, including literature searches						✓	✓	
A7 Differences between competing perspectives of strategy, the extent to which managers exercise strategic choice in practice and the implications of internationalised competition.							✓	✓

B Subject-Specific/Professional Skills

	M1	M2	M3	M4	M5	M6	M7	M8
B1 The ability to critically evaluate issues in the context of the activities of business, government/non-governmental organisations.	✓							✓
B2 The ability to diagnose and analyse problems and issues in international managerial situations.			✓					✓
B3 The ability to conduct a marketing audit, produce, operationalize and evaluate a marketing plan.				✓				✓
B4 The ability to prepare, analyze and interpret accounting statements.						✓		✓
B5 The ability to advise within the workplace on HRM policy development & strategy.						✓		✓
B6 The ability to design, structure, organize and carry out a research project at an advanced level							✓	✓
B7 The ability to critically analyse the concepts and practices of business strategy within an international context.							✓	✓

C Cognitive Skills

C1 Critical thinking and creativity. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C2 Problem solving and decision making. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C3 Research/investigative skills. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C4 Critical evaluation of data/information/
   evidence. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C5 Ethics and value management. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C6 Ability to conduct research into business
   and management issues. ✓ ✓ ✓ ✓ ✓ ✓ ✓
C7 Learning through reflection. ✓ ✓ ✓ ✓ ✓ ✓ ✓

D Key Skills

D1 Effective communication – written/oral. ✓ ✓ ✓ ✓ ✓ ✓ ✓
D2 Team working. ✓ ✓ ✓ ✓ ✓ ✓ ✓
D3 Qualitative/quantitative research
   methods. ✓ ✓ ✓ ✓ ✓ ✓ ✓
D4 Working independently, showing creativity
   and initiative. ✓ ✓ ✓ ✓ ✓ ✓ ✓
D5 Numeracy and quantitative skills. ✓   ✓

12   Criteria for Admission:

All applicants are expected to hold a good first degree (2:1 or above) from a UK University, or equivalent from a non-UK institution.

For applicants with a non-UK degree a GMAT test may be required (minimum score 550).

Applicants wishing to follow the European language track must have at least an A-level or equivalent standard of either French, German or Spanish.

Overseas applicants should have, or expect to obtain, an IELTS score of 6.5 or above, or a TOEFL score of 580 (240) or above. The University provides pre-sessional and foundation courses in English Language and successful completion of one of these may be a condition of entry.

These criteria are applied to ensure that candidates have the potential to attain the intended learning outcomes of the programme.

13   Support for Students and their Learning:

Induction
All students participate in an extensive induction programme which provides an opportunity to get to know and work with colleagues on the programme and start the process of peer support. A Programme Handbook is issued to each student which gives details of the programme timetable, regulations and requirements and sources of support and guidance. Students are also advised to access the Department's website for module details and the University's website for further details of systems and procedures.

Study skills support
Study skills support is available within each module and also via the Robinson Library's website (STaN).

Academic support
All students have access to the Programme manager and support staff, both by traditional means and by e-mail.

Pastoral support
All students are allocated a personal tutor to provide guidance and monitor progress. The personal tutor system is the principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. This advice may be academic or non-academic. The relationship between a tutor and tutee is confidential and students should feel able to talk freely to their tutors. In addition to tutorial support, the University also provides a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.

Support for Special Needs
The University's Disability Unit is available to advise and support students who require their services. The Unit is headed by a Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit also has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Students' Union also has a Welfare Office where students may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building.

Learning resources
Students have access to the University's extensive library and computer resources and increasing use of Blackboard is being made for module support and e-learning. The Language centre also provides a number of useful resources and facilities, further information may be obtained from its web site: http://www.newcastle.ac.uk/langcen/
Additionally, the Business school has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on assignments, reports and dissertations. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the computing facilities is provided through workshops.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews
Computer-read student questionnaires are issued to all students at the end of each module. Additionally, individual lecturers complete module review forms and these are considered annually at the appropriate Board of Studies meeting.

Programme reviews
The programme is reviewed continuously by the Degree Programme Director/Programme Manager. There is also an annual review of progression rates and degree classifications achieved. The programme is formally reviewed at the Board of Studies meeting held towards the end of each academic year.

External examiner reports
These are fed back into the review process and are formally considered at the appropriate Board of Studies meeting.

Accreditation reports
Not applicable to this programme.

Student evaluations
Student evaluations are obtained through the Staff:Student Committee which meets once per semester.

Feedback Mechanisms

The Staff:Student Committee business is fed into the Board of Studies meeting, which then feeds back to the Staff:Student Committee to "close the loop". There is also student representation at the Board of Studies meeting, although student representation is not allowed for the reserved business part of the meeting.

Faculty and University Review Mechanisms

The programme is reviewed by the usual Faculty and University mechanisms, i.e. Degree Programme Review, Faculty Teaching and Learning Committee, University Teaching Committee.

15   Regulation of Assessment

Pass Marks

Candidates must normally pass the assessment for each module with an overall mark of not less than 50%.

The overall mark returned by the examiners shall be an amalgam of written examinations and course work in the ratio prescribed in the respective module outline.

Candidates must normally achieve a mark of at least 40% in any individual assessment.

Candidates must normally achieve a mark of 50% to pass the dissertation.

Course Requirements

Only those students who satisfy the examiners that they have attained the required pass marks in the taught modules they have studied may normally proceed to the dissertation.

Weighting of Stages

There is no weighting of stages for this programme.

Common Marking Scheme

Mark	Degree Class
70% + >	Distinction
60 – 69%	Merit
50 – 59%	Pass
49% + <	Fail

Role of the External Examiner

External Examiners are distinguished members of the academic community appointed by Faculty teaching and Learning Committee and their role is to

review samples of students' work to check assessment procedures and standards, attend the standards the Examination Board meetings and report back to the University.

16   Indicators of Quality and Standards:

Professional Accreditation Reports

This programme is not externally accredited by a Professional Body.

Internal Review Reports

No previous internal reviews have been carried out.

Previous QAA Reports

No previous QAA reviews have been carried out.

This specification provides a concise summary of the main features of the   programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus
The Departmental Prospectus
The University and Degree Programme Regulations
The Degree Programme Handbook
QAA Subject Review Report