

<b>1</b>	<b>Awarding Institution</b>	<b>University of Newcastle-upon Tyne</b>
<b>2</b>	<b>Teaching Institution:</b>	<b>As above</b>
<b>3</b>	<b>Final Award:</b>	<b>Masters of Business Administration</b>
<b>4</b>	<b>Programme title:</b>	<b>Masters of Business Administration</b>
<b>5</b>	<b>Programme Accredited by: The Association of MBA's (AMBA)</b>	
<b>6</b>	<b>UCAS Code:</b>	
<b>7</b>	<b>QAA Subject Benchmarking Group(s): Masters Awards in Business and Management</b>	
<b>8</b>	<b>Date of production/revision: July 2004</b>	

#### **9 Programme Aims:**

The overall educational aims of the programme which are in line with the QAA benchmark for Masters awards in Business and Management 30<sup>th</sup> September 2002 are:

- *The advanced study of organisations, their management and the changing external context in which they operate.*
- *The development of a career in business and management by developing the skills at a professional level.*
- *Development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice.*
- *Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and contribute to business and society at large.*

Specifically this programme aims are:

1. To provide for the students on the programme a supportive and stimulating learning environment within the context of the University of Newcastle upon Tyne Business School.
2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a post experience masters degree. Covering the main disciplines of management. These modules will be relevant to understanding the role and problems of business in a global context in order to equip graduates for a continuation of their successful careers in business.

3. To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analyses, and projects.
4. To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills and an appreciation of working in a multicultural environment.
5. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.
6. To develop students' analytical and critical abilities in dealing with business concepts and practices.
7. To meet the requirements the requirements of our accreditation by the Association of MBA's.
8. To produce highly marketable graduates who are able to contribute immediately to international organisations.
9. To meet the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications
10. To conform to University policies and to QAA codes of practice

#### **10(a) Programme Intended Learning Outcomes:**

##### **A Knowledge and understanding**

1. A knowledge and understanding of core business areas within an international context (finance, marketing, organisational behaviour/ human resource management, strategy, operations, information and knowledge management and leadership) as subjects of academic study and as practical activities.
2. A detailed understanding of the issues and problems appropriate to international business management.
3. An understanding of how to evaluate critically ideas, concepts and practices related to business and management.
4. A knowledge of the business environments and the institutions including business firms, governments, international organisations and the markets in which businesses operate.
5. Key research in the disciplines studied (including research by members of staff where relevant.)
6. Through elective modules knowledge and understanding of specialist areas within business.

<b>B</b>	<b>Subject-specific/professional skills</b>
	<ol style="list-style-type: none"> <li>1. Quantitative skills required for managing in a business environment.</li> <li>2. Critical analytical skills to relate theory to practice.</li> <li>3. Analysis of business information and operations for management decision making.</li> </ol>

<b>C</b>	<b>Cognitive skills</b>
	<ol style="list-style-type: none"> <li>1. Problem solving within the context of business and management.</li> <li>2. The ability to gather, synthesise and evaluate information.</li> <li>3. Independent critical analysis.</li> </ol>

<b>D</b>	<b>Key (transferable) skills</b>
	<ol style="list-style-type: none"> <li>1 Effective oral and written communication skills.</li> <li>2 Numeracy.</li> <li>3 Ability to work in a team.</li> <li>4 Ability to work independently, time manage, show initiative and adaptability.</li> </ol>

<b>10(b) Programme Intended Learning Outcomes:</b>	<b>Teaching and Learning Methods and Strategies</b>
<b>A: Knowledge and understanding</b>	The primary means of imparting knowledge and understanding is through interactive lectures which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (A1, A2, A6). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during the programme (A3, A4, A5).
<b>B: Subject Specific Skills</b>	Learning outcomes B1, B2,B3 are achieved via lectures where these skills are demonstrated and practiced. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.
<b>C: Cognitive Skills</b>	C1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations during some lectures. Later, students have the opportunity to practice C2,C3 through student-centred project work and

analysis of current research.
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<b>D: Key (transferable) Skills</b>	These are introduced to students through sessions in induction and within modules. Numeracy is delivered as specific modules (D2). Oral communications are developed specifically through presentations (D1). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities (D3). Students develop their time management skills through time constrained activities in class and through set work for seminars. Business games allow students to develop initiative and adaptability (D4).
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<b>10 (c) Programme Intended Learning Outcomes</b>	<b>Assessment Strategy and Methods</b>
A Knowledge and Understanding	Knowledge and understanding (A1- 6) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, business reports, case studies, presentations and dissertations.
B Subject specific/professional Skills	Subject specific skills are assessed by projects (B1,B2) and case studies and presentations(B3).
C Cognitive Skills	Cognitive skills are assessed by essays, projects and unseen examinations
D Key/ Transferable Skills	D1 is assessed through presentations, unseen examinations, essays and project work. Numeracy is assessed through project work. D3 is assessed as part of group work and group presentations. D4 cannot be assessed directly and is assessed as part of course work and group work.

### **11(a) Programme Features**

**Duration of the course:** The programme is studied over one year on a full-time basis, or 2.5 years part-time.

**Full-Time:** The full time programme comprises a total of 180 credits and is split into three phases.

**Phase 1:** This is the core element of the programme and provides the students with a broad understanding of the main areas of international management, including organisations in transition, managing financial performance, managing innovation and operations, strategy and marketing. There is also 20 credits worth of research methods training. These core elements contribute 100 credits.

**Phase 2:** This is the elective element of the programme this allows students to either develop specialist interests or maintain the broad perspective from the programme core. The elective element contributes 40 credits.

**Phase 3:** The dissertation is designed to allow students to demonstrate the full range of knowledge and skills they have gained within the context of a detailed study of a management problem. The dissertation contributes 40 credits.

**Executive:** The executive programme comprises a total of 180 credits and is split into three phases over 2 years.

**Phase 1 (Year 1):** The first year introduces some of the core management disciplines within the international context, including Financial and Management Accounting, Corporate Strategy, Strategic Marketing, Managing People And Organisations, Managing Information and Operations Management. Students will also undertake an international field trip. This year contributes 60 credits.

**Phase 2 (Year 2):** The second year builds upon this adding further key area such as Managing Complex Projects and Change, Leading Change, Business Innovation, E-Business as well as elective choices. This year contributes 60 credits.

**Phase 3:** The dissertation is designed to allow students to demonstrate the full range of knowledge and skills they have gained within the context of a detailed study of a management problem. The dissertation contributes 60 credits.

<b>Module</b>	<b>Unit of study Core/Op</b>	<b>Credits</b>	<b>Learning Outcomes</b>	<b>Progression requirements</b>
<b>Full-Time</b>				
<b>Phase 1</b>				
NSM795	Core	10	A1, A3, A5, B1-3, C1-2, D1, D2, D4.	
NSM923	Core	10	A1, A2, A3, A5, B2, C1-3, D1, D3, D4.	
NSM900	Core	10	A1-5, B2, C1-3, D1, D4.	
NSM792	Core	10	A1, A3, B1, B3, C1, D1-4.	
NSM970	Core	10	A1, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM796	Core	10	A1, A2, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM907	Core	10	A1, A2, A3, A5, B2, B3, C1-3, D1, D4.	
NSM908	Core	10	A1, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM939	Core	20	A2, A3, A5, B1-B3, C1-C3, D1-D4.	
<b>Phase 2</b>				
Electives on offer vary from year to year.	Op	40	A1-6, B1-3, C1-3, D1-4.	
<b>Phase 3</b>				
NSM966	Core	40	A1-6, B1-3, C1-3, D1-4.	
<b>Executive</b>				
<b>Phase 1+2</b>				
NSM792	Core	10	A1, A3, B1, B3, C1, D1-4.	
NSM795	Core	10	A1, A3, A5, B1-3, C1-2, D1, D2, D4.	
NSM796	Core	10	A1, A2, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM900	Core	10	A1-5, B2, C1-3, D1, D4.	

NSM907	Core	10	A1, A2, A3, A5, B2, B3, C1-3, D1, D4.	
NSM970	Core	10	A1, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM923	Core	10	A1, A3, A5, B2, C1-3, D1, D3, D4.	
NSM929	Core	10	A1, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM895	Core	10	A1, A3, A5, B2, B3, C1-3, D1, D3, D4.	
NSM928	Core	10	A1, A2, A3, A5, B2, B3, C1-3, D1, D4.	
NSM908	Core	10	A1-5, B2, B3, C1-3, D1, D3, D4.	
<b>Elective</b>	Op	10	A1-6, B1-3, C1-3, D1-4	
<b>Phase 3</b>				
	Core	60	A1-6, B1-3, C1-3, D1-4.	
NSM812				

## 12. Criteria for Admission

All students are expected to hold a good first degree, 2.1 or equivalent, from a recognised university. Equivalent professional qualifications can also be accepted. If the candidate does not meet these requirements a GMAT score of 550+ can be acceptable. Candidates are expected to have at least three years work experience, however exceptional candidates can be admitted to the programme with less experience than this. If English is not the first language of the candidate we would look for evidence of proficiency in English, either through an IELTS score of 6.5, TOEFL score of 580 or successful completion of the University's Language Centre's English language course.

Candidates might be requested to attend an interview prior to being made an offer. In the case of overseas students these interviews might be delegated to members of the University's International Office.

## 13. Support for Students and their Learning

- Induction programmes at the beginning of each Stage that are appropriate to the needs of those particular students – study skills, careers etc.
- Student handbook and module guides
- Departmental website
- Each student is allocated a personal tutor when they arrive on the degree

programme. The tutor system is the University's 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 be able to talk freely to their tutors.

- Blackboard for module support and E-Learning
- E-mail facilities and personal access to Degree programme director.
- In addition to tutorial assistance the University also runs 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.
- The Students' Union has a Welfare Office where a student 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.
- The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.
- The Language Centre provides a number of useful facilities, further information about which may be obtained from its web site:<http://www.newcastle.ac.uk/langcen/>
- The University Robinson Library and all of its facilities
- The 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 projects and essays. 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 given through workshops. All University Computing Service clusters are open to undergraduates.
- The Careers Service is located on the second floor of the Armstrong Building and is open Monday to Friday between 9am and 5pm throughout the year. It offers extensive programmes of events and activities and information on career and vacation work opportunities. You are advised to familiarise yourself with the full range of services available from the service at the earliest opportunity. Further details of all its services can be found on its website at <http://www.careers.ncl.ac.uk>



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

***Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:***

- Student questionnaires issued to all students on each stage of the degree programme.
- Module feedback questionnaires
- Annual course review
- Peer observation of teaching
- Internal subject review
- External examiners reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

***Committees with responsibility for monitoring and evaluating quality and standards:***

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Examination Boards

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

- Staff Student Committee and student representation on Board of Studies
- Student evaluation questionnaires

#### **15. Regulation of Assessment**

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

- 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 a mark of 50% to successfully pass the dissertation.

### ***Common Marking Scheme***

<b>Mark</b>	<b>Degree Class</b>
>70%	Pass with Distinction
60 – 69%	Pass with Merit
50 - 59%	Pass
<50%	Fail

### ***Role of the External Examiners***

The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University.

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### **16.Indicators of Quality and Standards**

**Professional Accreditation Reports:** The programme is accredited by the Association of MBAs.

**Internal Review Reports:** No previous reviews.

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. **It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While very effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.**

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