

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	International Business Management
5	UCAS/Programme Code	4047
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	Master Awards in Business and Management
8	FHEQ Level	M
9	Date written/revised	28 February 2007

10 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.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Masters Awards in Business Management.

Knowledge and Understanding

On completing the programme students should:

- A1 Contemporary issues in International Business Environments
- A2 Theories in interpersonal perception, and 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 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 for long term decision making and change

Teaching and Learning Methods

The primary means of instruction and imparting knowledge and understanding (A1 to A7) is through lectures supported by seminars, tutorials and practical classes whereby students can check their understanding 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.

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.

Assessment Strategy

Knowledge of the subject is assessed formatively through discussions, case studies, group exercises, role play etc. Summative assessments are in the form of individual assignments (A1, A2, A3, A6), group assignments (A5), and unseen exams (A4, A7)

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.

Intellectual Skills

On completing the programme students should be able to:

- B1 The ability to critically evaluate issues in the context of the activities of business, government and 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, procedure, operationalise and evaluate a marketing plan.
- B4 The ability to prepare, analyse and interpret accounting statements.
- B5 The ability to advise within the workplace on HRM policy development and strategy.

B6 The ability to design, structure, organise 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.

Teaching and Learning Methods

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 reinforced and developed.

Assessment Strategy

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.

Practical Skills

On completing the programme students should be able to:

- 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

Teaching and Learning Methods

Cognitive skills are developed through lectures, group discussions, group activities/exercises and independent study. All cognitive skills are exercised significantly during the production of assignments and especially during the research and production of the dissertation. C1, C2 and C4 are also experienced during examinations. The teaching/learning methods employed recognise the range of experience that participants bring to the programme and aim to encourage and 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.

Assessment Strategy

These skills are formatively assessed through discussions, case studies, group activities, role play etc. Summative assessments are in the form of individual/group and dissertation.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 The ability to communicate effectively by means of written and oral methods.
- D2 The ability to work effectively within a team and the ability to use individuals contributions in group processes, as appropriate
- D3 The ability to conduct research into business and management issues using quantitative

and qualitative methods.

D4 The ability to work independently, showing creativity and initiative.

D5 Numeracy and quantitative skills

Teaching and Learning Methods

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 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 the individual assignments and particularly by the dissertation. D5 is developed through specific programme modules (A4 and A5)

Assessment Strategy

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 and 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.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

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.

NBS8045 International Business Environment (10 credits)

NBS8061 Managing Across Cultures (10 credits)

NBS8088 Marketing (10 credits)

NBS8227 Analysis of Company Accounts (10 credits)

NBS8074 Managing HR for International Context (10 credits)

NBS8062 Research Methods in Business and Management (20 credits)

NBS8060 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 NBS8044. 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
- (ii) All other modules are essentially qualitative
- (iii) The dissertation concentrates on research

Students are required to pass all elements of the programme.

Key features of the programme (including what makes the programme distinctive)

A key feature of the IBM programme is its focus on multicultural working. As well as the inclusion of specific modules addressing cross-cultural business practices, a range of the module assessments give students the opportunity to develop and practice intercultural communication and learning, harnessing the international experience of both international cohort and staff teaching the modules.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

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.

Admissions policy/selection tools

Non-standard Entry Requirements

Additional Requirements

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

Level of English Language capability

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.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/agss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

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.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

- The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)
- The School Brochure (contact enquiries@ncl.ac.uk)
- The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)
- The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes
A1	NBS8045, NBS8044
A2	NBS8061, NBS8044
A3	NBS8088, NBS8044
A4	NBS8227, NBS8044
A5	NBS8074, NBS8044
A6	NBS8062, NBS8044
A7	NBS8060, NBS8044
B1	NBS8045, NBS8044
B2	NBS8061, NBS8044
B3	NBS8088, NBS8044
B4	NBS8227, NBS8044
B5	NBS8074, NBS8044
B6	NBS8062, NBS8044
B7	NBS8060, NBS8044
C1	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
C2	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
C3	NBS8045, NBS8061, NBS8088, NBS8074, NBS8062, NBS8060, NBS8044
C4	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
C5	NBS8045, NBS8061, NBS8088, NBS8074, NBS8062, NBS8060, NBS8044
C6	NBS8045, NBS8061, NBS8088, NBS8074, NBS8062, NBS8060, NBS8044
C7	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
D1	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
D2	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
D3	NBS8045, NBS8061, NBS8088, NBS8227, NBS8074, NBS8062, NBS8060, NBS8044
D4	NBS8045, NBS8061, NBS8088, NBS8074, NBS8062, NBS8060, NBS8044
D5	NBS8227, NBS8044