	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA Honours
4	**Programme Title**	Business Management
5	**UCAS/Programme Code**	N200
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Business Management
8	**FHEQ Level**	6
9	**Date written/revised**	July, 2007

10   Programme Aims

In accordance with QAA guidelines the overall educational aims of the programme are:

- To study organisations, their management and the changing external environment in which they operate. Organisations include a wide range of different types, e.g. private, public and not-for-profit, together with a variety of sizes and structures.
- To prepare students for a career in business and management.
- To enhance lifelong learning skills and personal development to contribute to 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 a social science faculty.

2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules appropriate to a first degree level and 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 successful career in business or in the further study of business, or in other careers where the degree will provide a general educational preparation.

3. To increasingly reflect the output of original research as students progress through the degree programme.
4. To expose students to a variety of teaching and learning experiences including lectures, seminars, case analyses, projects and a virtual learning environment.
5. To develop students' transferable skills including numeracy, literacy, report writing skills, leadership, group working skills and an appreciation of working in a multicultural environment.
6. To enable students to effectively gather data, both qualitative and quantitative, from libraries, IT and other sources.
7. To develop students' analytical and critical abilities in dealing with business concepts and practices.
8. To support students in acquiring a work placement that will provide an opportunity for the skills and understanding acquired during Stages 1 and 2 to be applied to actual situations in a business environment, *Or*
   to support students in securing a place on the Erasmus European Exchange Programme to enable them to further develop their transferable skills (including language skills) and experiences of living and studying in an international environment.

To produce highly marketable graduates who can contribute immediately to an employing organisation through their application of the knowledge and practical skills gained on the programme which are grounded firmly upon a sound conceptual base and an understanding of relevant institutional frameworks.

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 Business Management (M).

Knowledge and Understanding

On completing the programme students should demonstrate:

A1 Knowledge and understanding of core business areas (finance, economics, marketing, organisational behaviour/ human resource management) as subjects of academic study and as practical activities.

A2 A detailed understanding of the issues and problems appropriate to business management.

A3 An understanding of how to critically evaluate ideas, concepts and practices related to business and management.

A4 Knowledge of the business environments and institutions, including business firms, governments, international organisations, and the markets in which businesses operate.

A5 Knowledge and understanding of key research in the disciplines studied (including research by members of staff where relevant).

A6 Knowledge and understanding of specialist areas within business through optional modules.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through lectures and seminars 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 projects, business games and analysis of case studies during their progression over the three stages (A3, A4, A5).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
A1	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A2	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects, business game.
A3	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A4	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A5	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A6	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.

Intellectual Skills

On completing the programme students should be able to:

B1 Solve problems within the context of business management.

B2 Gather, synthesise and evaluate information for management decision making.

B3 Undertake independent critical analysis.

B4 Use quantitative skills required for managing in a business environment.

Teaching and Learning Methods

Intellectual skills are developed, in the first instance, via lectures where these skills are demonstrated and then followed up in seminar groups. Seminars are essential to enable students to practice and master the requisite problem solving, decision making, critical analytical and quantitative skills related to particular business problems. Later, students have the opportunity to further practice these skills through project work and a business game.

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
B1	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects, business game.
B2	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects.
B3	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects, business game.
B4	Yes	MCQs, unseen exams, essays, case studies, oral presentations, business game.

Practical Skills

On completing the programme students should be able to:

C1 Identify, locate and retrieve business management materials in paper and electronic form.

C2 Apply knowledge to practical situations.

C3 Orally present information.

C4 Produce business reports.

C5 Undertake independent qualitative/quantitative research using an appropriate range of methodologies.

Teaching and Learning Methods

Practical skills are developed via lectures where the theory is demonstrated (C1, C4, C5) and then followed up in seminar groups. Seminars are essential to enable students to practice and master the ability to apply knowledge to practical situations (C2), and orally present information (C3).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
C1	Yes	Essays, case studies, oral presentations, research projects.
C2	Yes	Case studies, oral presentations, research projects, business game.
C3	Yes	Group/individual oral presentations, business game.
C4	Yes	Essays, case studies, research projects, business game.
C5	Yes	Dissertation.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate effectively both orally and in writing.

D2 Apply mathematical skills.

D3 Use Information technology.

D4 Work in a team.

D5 Manage time and prioritise tasks.

D6 Carry on their independent learning and take responsibility for their own personal and professional development.

Teaching and Learning Methods

These skills are introduced to students through sessions in induction and within modules. There is also a specific module at Stage 1 related to developing these skills (D1, D2, D3, D4, D5 and D6). Oral communication skills are further developed in seminars and through presentations (D1). IT and mathematical skills are further developed through specific modules (D2, D3). Team working skills are further developed through group based activities both inside and outside of seminars (D4). Time management skills are further developed through time constrained activities in class and through set work for seminars (D5).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
D1	Yes	Portfolio work, essays, case studies, oral presentations, unseen exams, project work.
D2	Yes	Portfolio work, MCQs, essays, unseen exams.
D3	Yes	Portfolio work, project work, essays, unseen exams.
D4	Yes	Portfolio work, project work, oral presentations, essays, case studies, business game.
D5	Yes	Portfolio work.
D6		Portfolio work.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

Duration of the course: The programme is studied over three or four years on a full-time basis. This consists of 30 weeks attendance per annum.

Stages: Each stage of the course requires students to study modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, seminars, private study, completion of coursework and revision. Modules can vary in size from 10 to 20 credits.

Stage 1 provides students with a general foundation in the main disciplines of management including accounting, IT, quantitative techniques, economics, marketing, and organisational behaviour within the context of a social science faculty. All modules at Stage 1 are compulsory.

Stage 2 focuses on the business operations and systems of organisations as well as human resource management. This is complemented by a more in depth understanding of organisational behaviour. Students may select options at Stage 2 which allow them to begin to specialise in certain management areas, develop entrepreneurial skills or take a modern

foreign language. There are 60 credits of compulsory modules and 60 credits of optional modules at Stage 2.

Stage 3 has compulsory modules in business strategy and human resource management. There is also a compulsory research-based module (i.e. Management Studies Dissertation or Marketing Dissertation or Marketing Consultancy Project) that allows students to further develop their independent learning and research skills. Options may be selected that allow further specialisation. There are 70 credits of compulsory modules and 50 credits of optional modules at Stage 3.

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

Between Stages 2 and 3 students may have an optional year out in a work placement or studying at a European partner institution as part of the Erasmus European Exchange Programme. This option is designed to enhance student employability.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/BusinessMannagementBAHonours_000.pdf

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13	Criteria for admission

Entry qualifications

ABB from 18 units including a minimum of two A levels and excluding General Studies. AVCE (Double Award) in Business accepted if offered with an A level. GCSE Mathematics minimum grade B required.

Scottish Qualifications

AAABB at Higher Grade. Mathematics required at Standard Grade (or Intermediate 2).Combinations of Highers and Advanced Highers accepted.

Other Qualifications

For candidates offering Access courses, modules in Business and Marketing desirable (at Distinction level for courses which are graded).

Admissions policy/selection tools
Students to whom offers are made are invited to an open day to meet staff and students and see the Department and University. Attendance is not compulsory. Applicants with non-standard qualifications will be interviewed

Non-standard Entry Requirements
Mature Students
Each case is considered on its merits, although evidence of successful recent study is normally required (e.g. access course). Relevant work experience is also useful.

Additional Requirements
Overseas students
Appropriate overseas qualifications will be considered, as well as A levels. Evidence of adequate English language skills (minimum IELTS 6.5) to complete the programme successfully

Level of English Language capability

IELTS 6.5 or equivalent

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-sessional 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/aqss/qsh/internal_subject_review/index.php

Accreditation reports
None.

Additional mechanisms
None.

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16   Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)
The pass mark is 50 (Postgraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

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.

Weighting of stages
The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 25%:75%.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	**Non-honours**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

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

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
ACC1003	Comp	1	1, 2, 4.	1, 2.	1, 2.
ACE1002	Comp	1, 3,	1, 2, 3,	1, 2, 4.	1.
BUS1001	Comp	1, 2, 3, 4,	1, 2, 3,	1, 2, 3.	1.
BUS1005	Comp		4.	1, 2, 3, 4.	1, 2, 3, 6.
ECO1017	Comp	1,	1, 2, 4.	1, 2.	1, 2.
MAS1403	Comp	1,	1, 2, 4.	1, 2.	1, 2.
ACC2009	Core	2,	1,2,3	2	1,5
BUS2012	Core	1, 3, 5.	1, 2, 3.	1, 2.	1.
BUS2013	Core	1, 3,	1, 2, 3.	1, 2.	1.
BUS2018	Core	1, 3, 5,	2, 3.	1, 2.	1, 2.
BUS2019	Core	1, 2, 3, 4, 5.	1, 2, 3.	1, 2.	1.
ACC2002	Op.	1,2,3,4	2,4,	2,4	1,3,5
ACC2021	Op.	1, 6.	1, 2, 4.	1, 2.	1, 2.
ACE2002	Op.	1, 2, 3, 4, 5, 6.	1, 2.	1, 2, 3, 4.	1.
ACE2007	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2, 4.	1.
BUS2011	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2.	1, 4.
BUS2014	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2.	1, 3, 4.
BUS2017	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2.	1, 4.
BUS2022	Op.	1, 2, 3, 5, 6.	1, 2, 3.	1, 2.	1.
BUS2023	Op.			2,3	1,4,5
LAW1054	Op.	1, 6.	1, 2, 3.	1, 2.	1.
BUS3002	Comp	1, 2, 3, 5.	1, 2, 3, 4.	1, 2.	1, 4.
BUS3021	Comp	1, 3, 5.	1, 2, 3.	1, 2.	1.
BUS3022	Comp	1, 3, 5.	1, 2, 3.	1, 2.	1.
BUS3028	Core/Op.	1, 3, 5.	1, 2, 3, 4.	1, 2, 5.	1, 2.
ACE3091	Core/Op.	1, 3, 5.	1, 2, 3, 4.	1, 2, 5.	1, 2.
ACE3092	Core/Op.	1, 3, 5.	1, 2, 3, 4.	1, 2, 3.	1, 2, 4.
ACC2003	Op.	1,2,4,5,6	1,2,	2	1,2,4
ACC2005	Op.	1,2,4,6	1,2,	2,3,4	1,2,3,4
ACC2020	Op.	2,6	1,2	2	1,2,5
ACC3009	Op.	1, 6.	1, 2, 4.	1, 2,	1, 2.
ACE3001	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1.
ACE3002	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2, 3, 4,	1.
ACE3011	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3004	Op.	1,3, 5, 6.	1, 2, 3.	1, 2,	1, 3, 4.
BUS3015	Op.	1, 2, 3, 4, 6.	1, 2, 3, 4.	1, 2, 3,	1, 2, 4.
BUS3016	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1, 4.
BUS3018	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3019	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3024	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3027	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1, 4.
BUS3030	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3031	Op.	1, 2, 3, 6.	1, 2, 3.	1, 2, 3,	1, 2, 3, 4.
BUS3032	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3033	Op.	1, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1.
BUS3034	Op.	1, 2, 3, 6.	1, 2, 3.	1, 2, 3,	1, 2, 3, 4.