


PROGRAMME SPECIFICATION	 <b>Newcastle University</b>
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1	Awarding Institution	Newcastle University and University of Groningen
2	Teaching Institution	Newcastle University and University of Groningen
3	Final Award	MA Advanced IBM and MSC IB AND M
4	Programme Title	Dual Award in Advanced International Business and Management
5	UCAS/Programme Code	4107
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Master Awards in Business and Management
8	FHEQ Level	7
9	Date written/revised	Revised July 2013

10	Programme Aims	<p>The overall aim of the programme is to provide a pre-experience Masters qualification in business management with a strong international dimension. Specifically the programme aims to provide participants the opportunity to engage with the issues experienced by internationally oriented organizations. The international dimension of the programme is provided by the focus and orientation of the programme of study. Within this focus, specific attention is paid to comparative analyses of countries, institutions, cultures and, of course, companies and their strategies. 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 (30<sup>th</sup> September, 2002).</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To enable participants to prepare for and/or develop a career in international business and management.</li> <li>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.</li> <li>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.</li> </ol>
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Students will be trained to apply this knowledge to the development of company strategies, instruments and processes. Students will also learn how to analyze the markets in different countries, understand various institutional environments and develop a sharp eye for processes within multinational enterprises. Strategies are often related to country selection, entry strategies, marketing approaches and to questions related to company currency policies.

Additionally, students will develop skills to efficiently communicate and cooperate with people from different cultural backgrounds. On completion of the programme students will have enhanced employability for a wide range of business management careers in international, multinational or transnational companies. The programme will also provide students with the skills, knowledge and expertise appropriate to a career in the nonprofit organizational setting.

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 outcomes have references to the benchmark statements for Masters Awards in Business and Management and provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of their subject area and combines theory with the application of skills required to generate solutions within their discipline.

## Knowledge and Understanding

On completing the programme students should have an understanding of:

- A1 Contemporary issues in International Business Environments
- A2 Economic and sociological perspectives of the roles of institutions and market co-ordination mechanisms for the organisation, structure and development of economic activity.
- A3 Multi-stakeholder perspectives of the strategic management challenges of increased globalisation, including the implications of international organisation (mergers/acquisitions and alliances), relationships between Headquarters and subsidiaries and international aspects of corporate governance.
- A4 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
- A5 The implications of leadership and top management team composition for managing within and across national borders.
- A6 Theories in interpersonal perception, and appropriate behaviours when interacting with people of different cultures.
- A7 Key features of managing human resources in the different phases of the organisational life cycle and the relationship between corporate strategy and HRM
- A8 Marketing theory concepts, international aspects of marketing and the importance of the external environment.
- A9 Key concepts, current thinking and issues related to International institutional environments, Oligopolistic interactions in an international context and the effects of taxation and exchange rate fluctuations on MNCs' activities
- A10 Major theories in the field of International Entrepreneurship
- A11 The nature and scope of advanced research in business and management, including literature searches,
- A12 Ethical issues and their implications in management practice.
- A13 The key components of countries' business environment and give examples of how environmental components differ across countries
- A14 Key themes in the field of international business strategy.
- A15 The macro-, meso- and micro-level features of an emerging economy .

### Teaching and Learning Methods

The primary means of instruction and imparting knowledge and understanding (A1 to A15) is through lectures supported by seminars, tutorials and practical classes whereby students can check their understanding through group work, discussion 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, A6, A8, , A11, A12, A13), group assignments (A2, A3,A4, A5, A9, A10, A11, A13, A15), Individual presentations (A2, A6, A9, A10) Group presentations (A2, A4, A5,A9, A10 A13) multiple choice exams (A10), Participation (A9) and seen/unseen exams (A3, A4,A5, A7, A9,A10, A12,A13, A14, A15) .

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. Conceptualise real world problems using analytical frameworks drawn from international business theory.

B2. Problem solve within the context of international business and management.

B3. Critically evaluate issues in the context of the activities of business, government and non-governmental organisations.

B4 Critically analyse the concepts and practices of business strategy within an international context.

B5. Advise within the workplace on HRM policy development and strategy in both national and international contexts.

B6. Diagnose and analyse problems and issues in international managerial situations.

B7. Conduct a marketing audit, procedure, operationalise and evaluate a marketing plan.

B8. Design, structure, organise and carry out a research project at an advanced level.

#### Teaching and Learning Methods

The intended learning outcomes are practised and developed through a variety of means including group discussions, group exercises, 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.

#### 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 demonstrate:

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 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.

<b>Assessment Strategy</b>
<p>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.</p>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to demonstrate:</p> <p>D1 The ability to use appropriate verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.</p> <p>D2 The ability to work effectively within a team and the ability to use individuals' contributions in group processes, as appropriate</p> <p>D3 The ability to conduct research into business and management issues using quantitative and qualitative methods.</p> <p>D4 The ability to work independently, showing creativity and initiative.</p> <p>D5 Quantitative skills and numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results.</p>
<b>Teaching and Learning Methods</b>
<p>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 outcomes embedded in modules (A9, A11)</p>
<b>Assessment Strategy</b>
<p>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.</p>

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

#### Programme Features

This is a 180 Credit/ 90 ECTS modular programme which is studied over a 17 month period on a full-time basis. It is designed for students who generally have limited related 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 will generally attract recent graduates (cognate or relevant first degree) but there may possibly be some mature entry students. Students will undertake Semester One at Newcastle University Business School and Semester Two at the Faculty of Economics and Business at the University of Groningen. Students will have a choice of where to undertake their dissertation. The supervision of the dissertation will be joint.

#### Semester One – Undertaken at Newcastle University Business School

This element of the programme represents 60 credits/30 ECTS of study and provides participants with a broad introduction to the main areas of international business management.

NBS8045	International Business Environment (10 credits/ 5ECTS)
NBS8078	Foundations of Business Strategy (10 credits/5ECTS)
NBS8110	Strategic Perspectives of HRM at Work (10 credits/5ECTS)
NBS8061	Managing Across Cultures (10 credits/5ECTS)
NBS8515	Marketing Research for Dual Award-Sem 1(10 credits/5ECTS)
NBS8268	Quantitative Methods for Business Research(10 credits/5ECTS)

#### Semester Two – Undertaken at University of Groningen

This element of the programme represents 70 credits/35ECTS of study and provides participants with the opportunity to develop their knowledge and abilities in more advanced and specialist aspects of international business management.

GRON121	International Business Strategy (10 Credits/ 5ECTS)
GRON 122	Foreign Direct Investment and Trade (10 Credits/5ECTS)
GRON 103	International Entrepreneurship (10 Credits/5ECTS)
GRON104	Comparative Corporate Governance(10 Credits/ 5ECTS)
GRON105	Competing in and from Emerging Economies (10 credits/5 ECTS)
GRON106	Research Seminar for IB&M (10 Credits/5ECTS)

All candidates shall take further optional modules to a value of 10 credits/ 5ECTS from an elective list approved by the Degree Programme Director.

Semester Three – Provided jointly by Newcastle University and University of Groningen

NBS8199 International Business Management Dissertation  
(50Credits/25ECTS)

Students are required to carry out 50 credits of study by means of a dissertation NBS8199 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 students can complete this at Newcastle University or the University of Groningen. They will be allocated a supervisor from each University and the joint nature of the dissertation is supported with workshops run jointly by the two Universities during this period. The dissertation will be marked by both supervisors and the students will be required to participate in an oral defence as part of this process.

Students are required to pass all elements of the programme.

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

This programme provides students with the opportunity to study at two highly respected Universities and experience living in two different countries. The key feature of this distinctive dual award programme is its focus on international management and 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 their programme and the international cohort and staff teaching the modules. Students learning will be enriched by the culturally and academically diverse experience of living and studying at two Universities in different countries. The programme will provide students with skills in international business and management and develop their intercultural competences for their future careers.

Programme regulations (link to on-line version)

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

### 13 Criteria for admission

#### *Entry qualifications*

- a. 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. The programme should be of interest to graduates with a background in related subject areas. In certain circumstances graduates from other disciplines will be considered by the DPD.



- b. Groningen students will be accepted to the Newcastle part of the programme when they:
  - i. have completed a Bachelors degree at 2.1 level (for Dutch Bachelor students this means an average grade of 7 or higher);
  - ii. meet the English language proficiency requirement (IELTS 6.5 / TOEFL 580)
- c. Newcastle students will be accepted to the Groningen part of the programme when they:
  - i. have completed a Bachelors degree at 2.1 level (for Dutch Bachelor students this means an average grade of 7 or higher);
  - ii. can demonstrate they have some at least some first introduction in the field (preferably statistics, management, finance, and research methodologies).
  - iii. meet the English language proficiency requirement (IELTS 6.5 / TOEFL 580)
- d. 4-year bachelor degrees from a Dutch University of Applied Science (“polytechnic”) will not be recognised for direct entry to the Dual Award.

#### *Admissions policy/selection tools*

- a. Candidates will apply to and are admitted by the partner where they will start their programme, based on the regular admission requirements and procedures.
- b. DPDs at both institutions will consult on borderline cases.
- c. Offers of places be made to suitably qualified candidates following an assessment of applicants’ application forms and are conditional upon applicants: achieving a minimum of an upper 2nd class honours degree or overseas equivalent (if they do not hold such a degree at the time of assessment); supplying evidence of study or experience in a related field of study; and satisfactory references.

#### *Non-standard Entry Requirements*

Applicants who have not previously studied a related subject area may be considered on an individual basis by the DPD.

#### *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*

International students whose native language is not English or who have not completed a full degree programme taught in English will also need a TOEFL or IELTS qualification. Applicants should have, or expect to obtain, an IELTS score of 6.5 or equivalent TOEFL scores, with a minimum of 6.5 in writing. Newcastle 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

The Student Services portal provides links to key services and other information is available at: <http://www.ncl.ac.uk/students/>

### *Induction*

At Newcastle University, 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 principal 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/tutorials/etc. At this time they will also receive information about the University of Groningen and be provided with relevant materials and resources. At a later point in the term, a further session will be held to facilitate their transition to Groningen.

On arrival in Groningen for Semester Two students will attend an induction programme for the University of Groningen and the Faculty of Economics and Business. They will be given a general introduction to University life and general information about the School and the programme. They will also be given detailed programme information and the timetables of lectures/practical/tutorials etc.

Induction will be an ongoing process supported throughout the programme by a programme community page on blackboard.

### *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. Further study skills support is available from the central support services at both Universities.

### *Academic support*

At Newcastle University Business School, 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.

At the Faculty of Economics and Business of the University of Groningen, the initial point of contact for a student is with a lecturer or module leader. Thereafter the Degree Programme Coordinator or Director may be consulted. The content and structure of a teaching programme, and the rights and obligations of students are set out in the Teaching and Examination Regulations (TER). The Rules and Regulations set out how the TER is implemented in practice. The Board of Examiners is the first body to deal with complaints by students concerning the TER and its implementation. They decide on requests for dispensation from the rules.

### *Pastoral support*

At Newcastle University all students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

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.

At the Faculty of Economics and Business of the University of Groningen, the Study Advice Department provides study advice and tutoring as well as student mediation and career counselling. For questions about courses, exams, applications, degree ceremonies, etc., students can consult the Faculty's Education Desk. The University also offers a range of other supporting services, including the faculty Career Office, the central university Student Service Centre and Student Service Desk, the Student Counselors, the Centre for Study Support and Academic Careers (SO) and The Psychological Counseling Service.

### *Support for students with disabilities*

Newcastle 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.

At Groningen University students with a disability can consult the Faculty Study Advisor. Also, the Centre for Study Support and Academic Skills offers support in study planning. The Student Psychologists can help you if you have psychosocial problems. In all other cases you can make an appointment with a Student Counsellor, who will help you find out what you are entitled to and what is the best way to deal with the situation.

### *Learning resources*

Newcastle 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.

All new students whose first language is not English are required to take the University English Language Assessment with the INTO Newcastle University Centre. Where appropriate, in-session language training can be provided. See the In-Sessional English web pages for further details.

The Newcastle University Open Access Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange.

The library of the University of Groningen consists of the University Library and 15 faculty libraries. Documents can be easily located using the online Catalogue which can be consulted via the <http://www.rug.nl/bibliotheek/index?lang=en>.

Computer facilities for students include a number of PC rooms that can be used for computer practical's for teaching and course-related purposes. The RUG computer network enables students to access one of the world's most advanced networks with trouble-free connections to the major Dutch, European and transatlantic networks. The University's Electronic Learning Environment is called Nestor and is used to post course information, download course documents (assignments, slides, old exam papers), find course schedules, exchange ideas with the lecturer and other students via e-mail, chat rooms and online discussions, etc.

Whether you want to improve your English language skills, learn Dutch, or wish to study any foreign language independently, the <http://www.rug.nl/talencentrum/index> of the Faculty of Arts offers various opportunities at several levels.

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

Newcastle University

*Module reviews*

At Newcastle University, 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 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.

*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.

*Accreditation reports*

### *Additional mechanisms*

University of Groningen

The Faculty of Economics and Business of the University of Groningen operates a quality assurance system, ensuring that all aspects of the degree programmes are systematically checked and amended where necessary. It comprises a number of evaluation instruments including course evaluation, curriculum evaluation, curriculum audit and indicators.

#### **Course evaluations**

These are carried out online at the end of every study block. The results are published on Nestor. Follow-up discussions are held between lecturers and programme directors on the basis of the results.

#### **Curriculum evaluations**

An evaluation form is issued to all propaedeutic students halfway through their first year and to all students who have gained their Bachelor's or Master's degree. The results are published once a year (in May/June). Programme directors are responsible for follow-up.

#### **Curriculum audit**

Every six years, a degree programme's curriculum is reviewed by an internal committee to see how the degree programme can be improved. The curriculum audit is conducted in accordance with the accreditation requirements.

#### **Accreditation**

According to the Act on Accreditation on Higher Education of 2002, all degree programmes offered by Universities and Universities of Professional Education are evaluated according to established criteria and programmes that meet those criteria are accredited, i.e. recognized. Only accredited programmes are eligible for government funding and can award recognized degrees. Accredited programmes are listed in the Central Register of Higher Education Study Programmes. Accreditation is organized by the Netherlands Flemish Accreditation Organization (NVAO). A positive accreditation decision is valid for 6 years. All degree programmes offered by the Faculty of Economics and Business are accredited by the NVAO.

In addition to this, the Faculty is currently in the process of becoming an accredited member of AACSB.

## 16 Regulation of assessment

### Newcastle University

#### *Pass mark*

The pass mark at Newcastle University 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 and Examination Conventions for Taught Masters Degrees. 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		

#### *Reassessment*

1. Candidates who satisfy the examiners in the assessment specified for a module may not enter again for that assessment.

#### *Reassessment of Taught Modules*

(a) A candidate who fails to satisfy the examiners in the assessment relating to modules to a credit value of not more than 40 in Semester 1 or Semester 2 at the first attempt may be reassessed on one further occasion. Such reassessment shall take place before the end of the academic year during which the first examination took place.

(b) A candidate who fails to satisfy the examiners in the assessment relating to modules to a credit value of more than 40 credits (considering both Semester 1 and Semester 2) shall be deemed to have failed the examination as a whole and have no right of reassessment.

### *Continuation to Dissertation*

- (a) Candidates who satisfy the examiners in the assessment for the taught element of the programme shall be eligible to proceed to the dissertation. At the discretion of the examiners, candidates who are to be reassessed may proceed to the dissertation.
- (b) The dissertation shall normally be submitted not later than 17 months from the commencement of the programme of advanced study.
- (c) The time limits specified above may be extended by up to three months by the Senior Tutor extensions beyond this time period are granted by the Dean of Postgraduate Studies.

### *Revision and Resubmission of Dissertation*

Candidates who fail to satisfy the examiners in the dissertation may, on the recommendation of the Board of Examiners, be permitted to resubmit the dissertation on one further occasion on a date to be determined by the Board of Examiners, which shall not be later than 12 months after the date of their first submission.

### *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



## The University of Groningen

The University of Groningen uses the common marking scheme for Dutch higher education. Dutch grades range from 1 (very poor) to 10 (excellent); the minimum passing grade is 6. Transcripts will usually only give rounded grades (above x.5 is rounded up and below x.5 is rounded down). For exams and course work, grades are mostly unrounded. The Dutch grading system is listed in the table below:

10	excellent
9	very good
8	good
7	very satisfactory
6	pass
5	almost satisfactory
4	unsatisfactory
3	very unsatisfactory
2	poor
1	very poor

The rules and regulations concerning the teaching and assessment of the degree programmes offered by the Faculty of Economics and Business are set out in the Faculty's Teaching and Examination Regulations (including the purpose and format of the degree programme; design of the degree programme; language of instruction; examinations and final assessments; required qualifications; etc.). See

<http://www.rug.nl/feb/informatievoor/studenten/Studiegidsen>

### *Reassessment of Taught Modules*

If a student fails to achieve a pass or what they deem to be a satisfactory mark on an assignment they are given one opportunity to submit a reparation assignment, thereby giving the student the opportunity to replace the unsatisfactory grade with a higher grade.

If a student re-sits an examination then the highest grade counts.

### **Modules with Dual Recognition**

For those modules receiving dual recognition and the joint dissertation an agreed inter-institutional marking scheme has been agreed upon, whereby the common marking schemes have been mapped against each other.

### **Newcastle Groningen Inter-institutional Postgraduate grading scale**

<b>Newcastle</b>	<b>Groningen – end grades without decimals</b>	<b>Groningen – module grades with decimals</b>
95%	10	9.50 – 10.0
85%	9	8.50 – 9.49
75%	8 (distinction)	7.50 – 8.49
65%	7(merit)	6.50 – 7.49
55%	6 (Pass)	5.50 – 6.49
47%	5 (Fail)	4.50 – 5.49
43%	4	3.50 – 4.49
35%	3	2.50 – 3.49
25%	2	1.50 – 2.49
10%	1	1.00 – 1.49

With regards to the following modules:

- GRON121 International Business Strategy (10 Credits/ 5ECTS)
- GRON122 Foreign Direct Investment and Trade (10 Credits/5ECTS)
- GRON103 International Entrepreneurship (10 Credits/5ECTS)
- GRON104 Comparative Corporate Governance(10 Credits/ 5ECTS)
- GRON105 Competing in and from Emerging Economies (10 credits/5 ECTS)
- GRON126 Research Methodology for IB&M (10 Credits/5ECTS)

Elective module (10 Credits/5ECTS)

NBS8199 Joint International Business Management/Marketing Dissertation

Students will be able to re-sit/resubmit assessments for the modules taken in Groningen as outlined in their regulations. However the following rules will apply for the recognition of these marks towards the Newcastle Award –

- 1) If a student re-sits/re-submits an assessment (or part thereof) after failing his/her first attempt the grade for the re-sit/resubmission will be capped at 50 in line with the regulations at Newcastle and appear as so on their Newcastle transcript.
- 2) In line with the Newcastle regulations, if a student has passed an assessment but re-sits/resubmits an assessment (or part thereof) the grade from the first attempt will appear on the Newcastle transcript and will be used to calculate the overall average for the Newcastle award.

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

The Newcastle University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The Newcastle Business School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The Newcastle University Regulations (see <http://www.ncl.ac.uk/regulations/docs>)

The Degree Programme Handbook

The University of Groningen, Faculty of Economics and Business Student Handbook, and Teaching and Examination Regulations (<http://www.rug.nl/feb/informatievoor/studenten/Studiegidsen> )

The University of Groningen, Faculty of Economics and Business: [International MSc programmes in economics and business 2010/2011](#)

The University of Groningen, Faculty of Economics and Business Online Course Catalogue (Ocasys): <http://www.rug.nl/ocasys/feb/>

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, GRON121, NBS8199
A2	NBS8045, GRON122 GRON105, GRON103, NBS8199
A3	GRON121, GRON104, NBS8199
A4	NBS8078, NBS8199
A5	GRON104, NBS8199
A6	NBS8061, GRON104, NBS8199
A7	NBS8011, NBS8199
A8	NBS8199
A9	GRON122, NBS8515, NBS8199
A10	GRON103, NBS8199
A11	GRON126, NBS8515, NBS8199
A12	GRON126, NBS8045, NBS8061, NBS8062, NBS8074, NBS8110, NBS8078,
A13	NBS8045, NBS8061, NBS8060, NBS8078, NBS8110, NBS8074, GRON121, GRON122, GRON103, GRON105,
A14	GRON121, NBS8078
A15	GRON105
B1	NBS8045, NBS8078, NBS8011, NBS8061, NBS8199, BKM114A05, BKM115A05, EWM002A10
B2	NBS8045, NBS8078, NBS8011, NBS8061, NBS8199, GRON121, GRON122, GRON 04 GRON126
B3	NBS8045, GRON121, NBS8199
B4	NBS8078, NBS8199 GRON121, GRON103
B5	NBS8110, NBS8199
B6	NBS8060, GRON104, NBS8199
B7	NBS8515, NBS8199
B8	GRON126, NBS8515, NBS8199
C1	NBS8045, NBS8078, NBS8110, NBS8061, , NBS8515, NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
C2	NBS8045, NBS8078, NBS8110, NBS8061, NBS8515, NBS8199 GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
C3	NBS8045, NBS8078, NBS8110, NBS8061, , NBS8515, NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
C4	NBS8045, NBS8110, NBS8061, NBS8515, NBS8199, GRON121, GRON122, GRON103,

	GRON104, GRON105, GRON126
C5	NBS8045, NBS8078, NBS8110, NBS8061, NBS8515, NBS8199, GRON126
C6	NBS8045, NBS8078, NBS8110, NBS8061, , NBS8515, NBS8199, GRON126
C7	NBS8045, NBS8078, NBS8110, NBS8061, NBS8515, NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
D1	NBS8045, NBS8078, NBS8110, NBS8061, NBS8199, NBS8515, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
D2	NBS8045, NBS8078, NBS8110, NBS8061, NBS8088, NBS8515, NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
D3	NBS8045, NBS8078, NBS8110, NBS8061, NBS8088, NBS8515 NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
D4	NBS8045, NBS8078, NBS8110, NBS8061, NBS8088, NBS8515, NBS8199, GRON121, GRON122, GRON103, GRON104, GRON105, GRON126
D5	NBS8515, NBS8199, GRON122, GRON126