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| **PROGRAMME SPECIFICATION** | | ![Newcastle University logo] |

| 1 | **Awarding Institution** | Newcastle University |
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| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | MA<br>PGDip |
| 4 | **Programme Title** | MA Management and Business (Research)<br>PGDip Management and Business (Research) |
| 5 | **Programme Code** | MA 4118F/P<br>PGDip    3440F/P |
| 6 | **Programme Accreditation** | N/A |
| 7 | **QAA Subject Benchmark(s)** | N/A |
| 8 | **FHEQ Level** | 7 |
| 9 | **Last updated** | April 2011 |

| **10** | **Programme Aims** |
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1    To provide an ESRC recognised Research Master's award benchmarked against ESRC Training Guidance
2    To provide foundational masters training in the subject to prepare students to take a PhD
3    To ensure students gain a thorough grounding in the theory, approaches and research methods of both the subject and social science more generally
4    To provide a programme which meets the requirements for a level 7 programme in the FHEQ and complies with University policies and procedures

| **11** | **Learning Outcomes** |
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The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

| **Knowledge and Understanding** |
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On completing the programme students should:

A1    have a thorough understanding of social science research philosophy, theory, approaches and research methods and associated ethics
A2    have a thorough understanding of the core premises, theoretical origins, and research questions in their discipline
A3    have a thorough understanding of research methods, both qualitative and quantitative, in their discipline
A4    have a sound understanding of advanced scholarship and practice in areas within the discipline as well as an awareness of cutting edge research across the social sciences

| **Teaching and Learning Methods** |
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Knowledge and understanding are developed through a combination of lectures (A1, A4), reading and discussion seminars (A1-4), and practical tutorials (A1, A4). Throughout the taught components of the course, students are expected to engage in extensive independent reading and are supported in this by the provision of reading lists.

**Assessment Strategy**

Knowledge and understanding are assessed by a range of approaches in which students can demonstrate their newly acquired capabilities in different formats. These forms of assessment include essays (A1-4), theory development term paper (A1-4), research proposal (A1-4), critique of another student's research proposal (A1-4), leading a class discussion (A1-4), and contribution to class discussions (A1-4).

**Intellectual Skills**

On completing the programme students should be able to:

B1    use and develop theory
B2    reconcile different research approaches and analyse data in a wide variety of formats, both qualitative and quantitative
B3    evaluate and synthesise literature in the discipline and identify research gaps
B4    frame research contribution in the context of relevant literature in the discipline

**Teaching and Learning Methods**

Intellectual skills are developed through a combination of lectures (B1-4) and reading and discussion seminars (B1-4). For each seminar, students are expected to read and synthesise a list of readings and engage in an intellectual discussion facilitated by the seminar leader. Students will also have the opportunity to lead the discussion of a session of their choosing, which will strengthen further their sensemaking of the relevant disciplinary literature and enable them to take the discussion forward. All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the individual dissertation, supported by the disciplinary Research Designs module and tutorial supervision for individual students.

**Assessment Strategy**

Intellectual skills are assessed by a range of approaches that incorporate different forums in which such skills can be demonstrated. These comprise essays (B3, B4), theory development term paper (B1-4), research proposal (B1-4), critique of another student's research proposal (B1-3), leading a class discussion (B1-4), and contribution to class discussions (B1-4). There is also comprehensive assessment by means of an individual dissertation.

**Practical Skills**

On completing the programme students should be able to:

C1    use the information and study skills obtained to plan and do a doctorate
C2    carry out a literature search and review
C3    formulate timely, interesting, and important research questions in their discipline
C4    review and critique research papers in their discipline

**Teaching and Learning Methods**

Discipline- and research-specific practical skills are taught and reinforced through lectures (C3), reading and discussion seminars (C3-4), and practical tutorials (C2). All of these teaching methods complement the students' independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their extended individual dissertation (C1-4) under the guidance of their supervisor.

| **Assessment Strategy** |
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Practical skills are assessed through a bibliography and critical review essays (C2, C4), theory development term paper (C3), research proposal (C2-4), critique of another student's research proposal (C4), leading a class discussion (C4), and contribution to class discussions (C4). There is also comprehensive assessment by means of an individual dissertation, the timely and successful completion of which represents a strong signal of readiness to plan and do a doctorate (C1-4).

| **Transferable/Key Skills** |
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On completing the programme students should be able to:

D1    write in a suitable academic style
D2    present ideas effectively orally in a variety of formats
D3    manage their own workload effectively so as to meet deadlines
D4    use and develop theory
D5    analyse qualitative and quantitative data effectively

| **Teaching and Learning Methods** |
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To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving discussion of assigned readings (D2, D4, D5), in the preparation of a variety of written assignments such as critical essays, theory development paper, and research proposal (D1, D3, D4), and in the planning and execution of their individual dissertation (D1, D3, D4, D5).

| **Assessment Strategy** |
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Oral presentation skills (D2) are assessed through an individual audio-visual presentation and contribution to class discussions. The other key skills are not independently assessed. However, they (D1, D3-5) are indirectly assessed by the main modes of assessment for the other learning outcomes (A-C inclusive) (essays, theory development paper, research proposal, and critique of another student's research proposal) as well as by means of an individual dissertation.

| **12    Programme Curriculum, Structure and Features** |
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| **Basic structure of the programme** |

The programme consists of a mixture of generic research training modules offered by the Faculty of Humanities and Social Sciences Research Training Programme combined with more specialised modules based in the subject covering both research training and specialist knowledge. The dissertation, undertaken at the end of the programme, provides the capstone which pulls together the varying strands of the programme.

| **Key features of the programme (including what makes the programme distinctive)** |
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The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.
The PG Diploma programme is designed to equip incoming PhD students who lack research and discipline training with research and discipline skills; it is part of a .75+3 PhD route.

The specialised NBS modules 8554 and 8556 will be shared with the first-year PhD students in the areas of management and business. This will provide students the opportunity to study alongside the PhD cohort, which will not only facilitate knowledge exchange and enhance learning, but also promote cohesiveness among the students and enable the creation of a vibrant research culture.

| **Programme regulations (link to on-line version)** |
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| http://www.ncl.ac.uk/regulations/programme/ |

| **13**     **Criteria for admission** |
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| *Entry qualifications*<br>At least a good 2:1<br><br>*Admissions policy/selection tools*<br>Application form with telephone or face to face interview where necessary<br><br>*Non-standard Entry Requirements*<br>Candidates with outstanding professional experience may be admitted<br><br>*Additional Requirements*<br><br><br>*Level of English Language capability*<br>IELTS 6.5 (or equivalent) |

| **14**     **Support for Student Learning** |
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| The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*<br><br>*Induction*<br>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.<br><br>*Study skills support*<br>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.<br><br>Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).<br><br>*Academic support*<br>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.<br><br>*Pastoral support*<br>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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc. |

*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.

*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.

All new students whose first language is not English are required to take an English Language Proficiency Test.  This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

| 15 | Methods for evaluating and improving the quality and standards of teaching and learning |
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*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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

| 16 | Regulation of assessment |
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*Pass mark*
The pass mark is 50%

*Course requirements*
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.

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, following recommendation from the Board of Studies. The External Examiner is expected to:
   i.   See and approve assessment papers
   ii.  Moderate examination and coursework marking
   iii. Attend the Board of Examiners
   iv.  Report to the University on the standards of the programme

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

The University Prospectus:  http://www.ncl.ac.uk/postgraduate/

The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

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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 (Compulsory in Bold) |
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| A1 | **HSS8001, HSS8007, HSS8006, NBS8554, NBS8556** |
| A2 | **NBS8554, NBS8556** |
| A3 | **HSS8004, HSS8005, NBS8554, NBS8556** |
| A4 | **HSS8001, NBS8554, NBS8556** |
| B1 | **NBS8554, NBS8556, NBS8553** |
| B2 | **HSS8004, HSS8005, NBS8554, NBS8556, NBS8553** |
| B3 | **HSS8002, HSS8003, NBS8554, NBS8556, NBS8553** |
| B4 | **NBS8554, NBS8556, NBS8553** |
| C1 | **HSS8006, NBS8553** |
| C2 | **HSS8002, HSS8003, NBS8556, NBS8553** |
| C3 | **NBS8554, NBS8556, NBS8553** |
| C4 | **NBS8554, NBS8556** |
| D1 | **All modules** |
| D2 | **HSS8001, NBS8556, NBS8553** |
| D3 | **All modules** |
| D4 | **NBS8554, NBS8556, NBS8553** |
| D5 | **HSS8004, HSS8005, NBS8553** |