


<b>PROGRAMME SPECIFICATION</b>	
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University and University of Groningen
<b>2</b>	<b>Teaching Institution</b>	Newcastle University and University of Groningen
<b>3</b>	<b>Final Award</b>	MSc Operations and Supply Chain Management (Newcastle University) and MSc Technology Operations Management (University of Groningen)
<b>4</b>	<b>Programme Title</b>	Newcastle and Groningen Dual Masters in Operations Management
<b>5</b>	<b>UCAS/Programme Code</b>	4120F
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Master Awards in Business and Management
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	Revised March 2012

<b>10</b>	<b>Programme Aims</b>	<p>The overall aim of the programme is to provide a pre-experience Master's qualification in operations management. Specifically the programme aims to provide participants the opportunity to engage with the study of operations management in different business environment and cultural contexts. The specific aims of the programme are explicitly in line with the QAA benchmark standards for Masters Awards in Business and Management.</p> <p>Students will apply this knowledge to the development of operations strategies, instruments and processes. Students will also learn how to analyse operations functions in different countries, understand various institutional environments and develop a sharp eye for operations management within multinational enterprises. Additionally, students will develop skills to efficiently communicate and cooperate with people from different cultural backgrounds.</p> <p>On completion of the programme students will have enhanced employability for a wide range of operations management careers in international, multinational or transnational companies.</p> <p>Attributes of students successfully completing the programme include:</p> <ul style="list-style-type: none"> <li>• Advanced knowledge and understanding of how to improve business performance and organisation competitive advantages.</li> <li>• Enhanced general intellectual development, including the improved capacity for enquiry, problem solving, critical thinking and analysis.</li> <li>• A self - managed approach to learning and the ability to work independently.</li> <li>• The acquisition of relevant professional attributes (ethical practice, confidentiality, etc.)</li> <li>• Enhanced employability</li> </ul>
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The programme clearly reflects the knowledge, understanding and skills specified for specialist Masters Degrees of Programme type 1 (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 Operations Management in relation to organisations, the external context in which they operate, and how they are managed.

More specifically the aims are:

1. To provide a study of operations management in different business environment and cultural contexts.
2. To produce graduates with the necessary specialist knowledge and skills appropriate to pursue careers in operations management, technology management, supply chain management, general management or consulting.
3. To produce graduates able to understand, explain and apply an integrated approach to operations management as a means of improving organisational performance.
4. To develop transferable skills including report writing, personal and interpersonal skills, presentation skills, group working skills and an appreciation of working in a multicultural environment.
5. To expose students to a variety of learning experiences.
6. To provide an understanding of the contribution of lifelong learning and personal development to both individual and organisational development.
7. To produce highly marketable graduates who are able to make an immediate contribution to their organisations.
8. To develop advanced research skills, the ability to critically evaluate and utilise current research, and to generate directions for further study that open onto to PhD routes
9. To meet the criteria for level 7 qualifications as laid down in the Framework for Higher Education Qualifications
10. To comply with University policy and QAA Codes of Practice

## **11 Learning Outcomes**

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

### **Knowledge and Understanding**

On completing the programme students should have knowledge and understanding of:

- A1 The functions of operations management, purchasing and supplier chain.
- A2 The importance and the applications of lean supply, and supply chain management.
- A3 The importance and role of operations strategy and supply chain strategy on business performance improvement and competitive advantages.
- A4 Methods of planning, control and continuous improvement on business performance.
- A5 Quality assurance system, quality control approaches and the use of statistical methods.
- A6 Integrated approach to operations and supply chain management on business competitive advantages.
- A7 The role and function of technology and information technology in supporting operations and supply chain management.
- A8 Ethical issues and their implications in management practice.
- A9 International aspects of operations and supply chain management.
- A10. The nature and scope of advanced research in operations and supply chain management.
- A11 Comparative international business environments and how they differ cross countries and institutions.

### **Teaching and Learning Methods**

The primary mode of instruction is via lectures and staff led discussion, supplemented by practical exercises including the use of case studies and group project. Students are encouraged to employ reading lists to broaden subject knowledge and to use appropriate business cases, quantitative examples and new developments in operations management to ensure up to date knowledge of the theory and practice. External speakers may be brought in to provide examples of key aspects of operations and supply chain management in different organisations. Students are encouraged to critically evaluate these sessions in the light of their developing knowledge. (A1 – A11).

### **Assessment Strategy**

Knowledge (A1- A11) is assessed by a mix of unseen examinations, open book examinations, supported by assignments which are selected to best reflect the subject being studied. In addition a thesis will be produced.

<b>Intellectual Skills</b>
<p>On completing the programme students should be able to demonstrate:</p> <p>B1 Critical thinking and creativity</p> <p>B2 Problem solving and decision making</p> <p>B3 Research/investigative skills</p> <p>B4 Critical evaluation of data/information/evidence</p> <p>B5 Ethics and value management</p> <p>B6 Ability to conduct research into business and management issues</p> <p>B7 Learning through reflection</p>
<b>Teaching and Learning Methods</b>
<p>Intellectual 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. B1, B2 and B4 are also assessed 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.</p>
<b>Assessment Strategy</b>
<p>Subject specific skills are assessed by a mix of unseen examinations, open book examinations, supported by assignments and other assessed exercises which are selected to best reflect the subject being studied. In addition a thesis is produced.</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1. Conceptualise real world problems using analytical frameworks drawn from operations theory.</p> <p>C2. Identify key factors and theories, critically analyse and evaluate the concepts and practices of operations strategy in different contexts.</p> <p>C3 Solve operations problems within different business environment with particular emphasis on operations strategy.</p> <p>C4 Integrate evidence from a variety of sources to effect improvement in the operations performance.</p>

C5. Advise within the workplace on operation functions and strategy in both national and international contexts.

C6. Evaluate evidence critically, reach conclusions and present findings.

C7. Provide advice on how to apply operations tools and techniques to improve organisational competitive advantages.

C8. Synthesise and evaluate factors to critically assess supply network and the importance of supplier customer relationships in operations management practice.

C9. Contribute effectively to the planning, design and implementation of a research project at an advanced level.

C10 identify activities/issues that may present ethical challenges, be able to articulate the underlying issues that generate those challenges and articulate responses in the relevant disciplinary and/or professional context.

#### **Teaching and Learning Methods**

The intended learning outcomes are practised and developed through a variety of means including group discussions, group exercises, case studies, independent study, and skills practice, giving feedback, making presentations, producing reports etc.

#### **Assessment Strategy**

Practical skills (C1-C10) are assessed by a mix of unseen examinations, open book examinations, supported by assignments which are selected to best reflect the subject being studied. Formative assessments of these skills are by means of tutor and peer group feedback. In addition research skills are assessed when a thesis is produced.

#### **Transferable/Key Skills**

On completing the programme students should have:

D1 Appropriate verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.

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 Where relevant, numeracy and quantitative skills by applying the appropriate computational techniques and interpret or critically evaluate the results.

### Teaching and Learning Methods

Key skills are introduced to participants in sessions throughout the induction period and within modules of the programme. D1, D2 and D3 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.

### Assessment Strategy

Transferable skills (D1- D5) assessed by a mix of unseen examinations, open book examinations, supported by assignments which are selected to best reflect the subject being studied. In addition D3 is assessed when a thesis is produced. 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 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 operations 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 study at Newcastle University Business School and Semester two study 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 by both universities.

#### **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 operations management.

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

This element of the programme represents 60 credits/30ECTS of study and provides participants with the opportunity to develop their knowledge and abilities in more advanced and specialist aspects of operations management.

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

Students are required to carry out 60 credits of study by means of a dissertation. 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, if they stay in the University of Groningen for their dissertation.

Students are required to pass all core 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 operations management in different contexts of culture and business environment. As well as the inclusion of specific modules addressing some advanced context, 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. The programme will provide students with skills in operations 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 relevant subject areas (i.e. science, engineering, maths and management). In certain circumstances graduates from other disciplines will be considered by the DPD.
- b. Groningen students will be accepted by Newcastle University when they have completed a Bachelors degree at 2.1 level (for Dutch Bachelor students this means an average grade of 7 or higher);
- c. 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. Groningen candidates will apply from the University of Groningen before 1<sup>st</sup> April. Other candidates need to apply for the programme from Newcastle University, based on the regular admission requirements and procedures.
- b. There is no entry from pre-session courses.
- c. DPDs at both institutions will consult on borderline cases.
- d. 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.

#### *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 no individual mark is below 6.

### **14 Support for Student Learning**

The Student Services Portal provides links to key services and other information and 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. The International Office offers an additional induction programme for overseas students (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

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.

Numeracy support is available through Maths Aid. Help with academic writing is available from the Writing Centre.

### *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 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.

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 Counsellors, the Centre for Study Support and Academic Careers (SO) and The Psychological Counselling 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. In addition, the Centre for Study Support and Academic Skills offers support for study planning. Students requiring psychological help have access to Student Psychologists. Students can also make an appointment with a Student Counsellor, who can help them find out what they 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 an English Language test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources for learning other languages.

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 practicals 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, see <http://www.ncl.ac.uk/quilt/assets/documents/qsh-isr-policy.pdf>

***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 of 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 of Economics and Business is part of an elite group of institutions that have achieved business accreditation from [AACSB International](#).

## **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*

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

### *Reassessment of Taught Modules*

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 resits/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.

### *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.

(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	5	almost satisfactory
9	very good	4	unsatisfactory
8	good	3	very unsatisfactory
7	very satisfactory	2	poor
6	pass	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 resits 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**

Newcastle	Groningen – end grades without decimals	Groningen – module grades with decimals
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

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 such on their Newcastle transcript.

2) In line with the Newcastle regulations, if a student has passed an assessment but resits/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 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:  
<http://www.rug.nl/feb/index>

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

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

### *Newcastle and Groningen Dual Masters of Operations Management*

#### *MSc in Operations and Supply Chain Management (from Newcastle University) MSc in Technology Operations Management (from the University of Groningen)*

<b>Intended Learning Outcome</b>	<b>Module codes</b>
A1	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM760A05, EBM036A05
A10	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM031A05, EBM760A05, EBM036A05
A11	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM760A05, EBM036A05
A2	NBS8221, NBS8214, NBS8118, EBM032A05, EBM760A05, EBM031A05, EBM036A05
A3	NBS8221, NBS8118, EBM032A05, EBM760A05, EBM036A05
A4	NBS8221, NBS8118, EBM032A05, EBM760A05, EBM026A05, EBM036A05
A5	NBS8221, NBS8118, NBS8224, EBM032A05, EBM036A05, EBM760A05
A6	NBS8221, NBS8118, NBS8214, EBM032A05, EBM760A05, EBM036A05
A7	NBS8221, NBS8118, NBS8214, EBM032A05, EBM760A05, EBM036A05
A8	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM031A05, EBM760A05, EBM036A05
A9	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM760A05, EBM036A05
B1	NBS8221, NBS8118, EBM032A05, EBM760A05
B2	NBS8221, NBS8118, NBS8214, EBM032A05, EBM760A05, EBM026A05, EBM036A05
B3	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM031A05, EBM760A05, EBM036A05
B4	NBS8221, NBS8118, NBS8214, EBM024A05, EBM026A05, EBM760A05, EBM036A05
B5	NBS8221, NBS8118, NBS8214, EBM036A05, EBM031A05, EBM760A05,
B6	NBS8221, NBS8118, NBS8214, EBM032A05, EBM036A05, EBM031A05, EBM760A05
B7	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM031A05, EBM760A05, EBM036A05
C1	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM024A05, EBM026A05, EBM760A05
C10	NBS8221, EBM032A05, EBM760A05,
C2	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM024A05, EBM760A05
C3	NBS8221, NBS8118, EBM032A05, EBM760A05, EBM026A05
C4	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM760A05, EBM036A05
C5	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM760A05, EBM036A05
C6	NBS8221, NBS8224, NBS8118, NBS8214, EBM032A05, EBM760A05, EBM031A05
C7	NBS8221, NBS8118, NBS8214, EBM032A05, EBM760A05, EBM036A05
C8	NBS8118, NBS8214, EBM032A05, EBM760A05
C9	NBS8221, NBS8118, NBS8214, EBM032A05, EBM031A05, EBM760A05,
D1	NBS8221, NBS8118, NBS8224, NBS8214, NBS8118, EBM760A05, EBM031A05, EBM032A05, EBM036A
D2	NBS8221, NBS8118, NBS8224, NBS8214, EBM760A05, EBM036A05, EBM032A05



D3	NBS8221, NBS8214, NBS8118, EBM032A05, EBM760A05, EBM036A05, EBM024A05
D4	NBS8221, NBS8224, NBS8118, NBS8214, EBM032A05, EBM031A05, EBM036A05
D5	NBS8221, NBS8118, NBS8224, NBS8214, EBM032A05, EBM026A05, EBM024A05, EBM760A05, EBM036A05