| 1 | Awarding Institution | University of Newcastle-upon Tyne |

| 2 | Teaching Institution: | As above |

| 3 | Final Award: | BA(Hons) |

| 4 | Programme title: | Business Management |

| 5 | Programme Accredited by: N/A |

| 6 | UCAS Code: | N200 |

| 7 | QAA Subject Benchmarking Group(s): | Management and Business |

| 8 | Date of revision: November 2003 |

9 Programme Aims:

Management Programmes adhere to University Policies, and to the QAA Codes of Practice.

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

- *To study of organisations, their management and the changing external environment in which they operate. Organisations include a wide range of different types e.g. private, public and not-for-profit, together with a variety of sizes and structures.*

- *To prepare students for a career in business and management*

- *To enhance lifelong learning skills and personal development to contribute to society at large.*

Specifically this programme aims are:

1. To provide for the students on the programme a supportive and stimulating learning environment within the context of a social science faculty

2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a first degree level, covering the main disciplines of management. These modules will be relevant to understanding the role and problems of business in a global context in order to equip graduates for a successful career in business, or in the further study of business, or in other careers where the degree will provide a general educational preparation.

3. To increasingly reflect the output of original research as students progress through the degree programme.

4. To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analyses, and projects.

5. To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills and an appreciation of working in a multicultural environment.

6. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.

7. To develop students' analytical and critical abilities in dealing with business concepts and practices.

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

10(a)   Programme Intended Learning Outcomes:

A   Knowledge and understanding

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

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

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

4. A knowledge of the business environments and the institutions including business firms, governments, international organisations and the markets in which businesses operate.

5. Key research in the disciplines studied (including research by members of staff where relevant.)

6. Through optional modules knowledge and understanding of specialist areas within business

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B   Subject-specific/professional skills

1   Quantitative skills required for managing in a business environment
2   Critical analytical skills to relate theory to practice
3   Analysis of business information and operations for management decision making

C	**Cognitive skills**
1.	Problem solving within the context of business and management
2.	The ability to gather, synthesise and evaluate information
3.	Independent critical analysis

D	**Key (transferable) skills**
1	Effective oral and written communication skills
2	Numeracy and computer literacy
3	Ability to work in a team
4	Ability to work independently, time manage, show initiative and adaptability.

10(b) Programme Intended Learning Outcomes:	**Teaching and Learning Methods and Strategies**
A: **Knowledge and understanding**	The primary means of imparting knowledge and understanding is through lectures and seminars which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (A1,A2, A6). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages (A3,A4,A5)
B: **Subject Specific Skills**	Learning outcomes B1, B2,B3 are achieved via lectures where these skills are demonstrated and then followed up in seminar groups. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.
C: **Cognitive Skills**	C1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations at seminars relating to particular business problems. Later, students have the opportunity to practice C2,C3 through student-centred project work and analysis of current research in seminars and

	tutorials.

D: **Key (transferable) Skills**	These are introduced to students through sessions in induction and within modules. IT and numeracy are delivered as specific modules (D2). Oral communications are developed specifically in seminars and through presentations (D1). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities both inside and outside seminar times (D3). Students develop their time management skills through time constrained activities in class and through set work for seminars. Business games allow students to develop initiative and adaptability (D4).

10 (c) Programme Intended Learning Outcomes	**Assessment Strategy and Methods**
A Knowledge and Understanding	Knowledge and understanding (A1- 6) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, business reports, case studies, software development, presentations and dissertations.
B Subject specific/professional Skills	Subject specific skills are assessed by unseen examinations (B1), projects (B2) and case studies and presentations(B3).
C Cognitive Skills	Cognitive skills are assessed by essays, projects and unseen examinations
D Key/ Transferable Skills	D1 is assessed through presentations, unseen examinations, essays and project work. D2 IT is assessed through portfolio work at Stage 1 and systems building at Stage 2 and 3. Numeracy is assessed through project work and unseen examination. D3 is assessed as part of group work and group presentations. D4 cannot be assessed directly and is assessed as part of course work and group work.

11(a) Programme Features

Duration of the course: The programme is studied over three years on a full-time basis. This consists of 30 weeks attendance per annum.
Stages: Each stage or year of the programme requires students to study modules with a credit value of 120. A 10 credit module consists of 100hours of student effort, covering lectures, seminars/tutorials, private study, completion of coursework and revision. Modules can vary in size from 10 to 20 credits.

Stage 1 provides the students with a general foundation in the main disciplines of management including accounting, IT, quantitative techniques, economics, marketing, organisational behaviour within the context of a social science faculty.
Stage 2 focuses on the business operations and systems of organisations as well as human resource management. This is complemented by a more in depth understanding of organisational behaviour. Students may select options at Stage 2 which allow them to begin to specialise in certain management areas, develop entrepreneurial skills or take a modern foreign language.

Stage 3 has compulsory modules in business strategy and human resource management. Students have 80 credits of options that allow further specialisation in the subjects of their choice. There is the option of a dissertation that allows students to further their independent learning and research skills. Options include accounting and finance, E-business, Information systems management, advanced marketing, public sector management and critical management studies

Stage 1
(a) All candidates shall take the following compulsory modules:

Code	Credits	Learning Outcomes	Type	Progression
BUS101	20	A1,A4,C1,D1,D3,D4	Core/Comp	-
MAS187	20	B1,C1,D2,D3,D4	Core/Comp	-
BUS105	20	C2,D1,D2,D3,D4	Core/Comp	-
ACC101	20	A1,A3,B1,C1,D1,D3,D4	Core	-
ECO113	10	A1,C1,D1,D4	Comp	-
ECO115	10	A1,D1,D2,D4	Comp	-
AEF115	20	A1,A4,D1,D2	Comp	-

Stage 2

(a) All candidates shall take the following compulsory and core modules:

Code	Credits	Learning Outcomes	Type	Progression
BUS219	20	A1,A2,A3,C2,C3,D1,D4	Core/ Comp	BUS101
BUS212	10	A1,A4,C1,D1,D3,D4	Core/ Comp	-
BUS213	10	A1,B2,D1,D3,D4	Core/ Comp	BUS212/ BUS201
BUS218	20	A1,A3,A5,C3	Core/ Comp	-
(b) Candidates shall take one module from the following:				
BUS214	20	A1,A2,A3,B2,C2,D1,D2,D3,D4	Core	BUS104
BUS217	20	A2,A3,A5,C1,C3,D1,D3,D4	Core	BUS101/ BUS104
(c) All candidates shall take at least one module from the following:				
ACC203	20	A1,B3,C1,D1,D3,D4	Op	ACC101
ACC205	20	A1,B1,D1,D4	Op	ACC101
ACC207	20	A1,B1,C1,D1,D2,D3,D4	Op	BUS103
either:				
*ACC221	20	A1,A4,B1,C1,D2,D3	Op	ACC101/ ACC102 or Equiv
or:				
*ACC222	10	A1,A4,B1,C1,D2,D3	Op	ACC101/ACC1 02 or Equiv
*candidates may not take *both* ACC221 and ACC222				
(d) All candidates shall select further modules from list (c) (above) or from the following, so that 120 credits are taken in total:				
BUS211	20	A3,A6,C1,D1,D2,D3,D4	Op	BUS101/ACC1 01/AEF115/BU S201
MMM210	10	A1,A4,B3,D1,D3,D4	Op	-
AEF207	10	A1,A2,A4,B3,C2,D4	Op	AEF115
AEF216	10	A7,B2,B3,C1,D1,D3	Op	AEF115
AEF210	10	A7,B2,B3,C1,D1,D3	Op	AEF115
ECO104	10	A1,B1,D1,D4	Op	-
ECO114	10	A1,D1,D2,D4	Op	-
LAW154	20	A6,B2,C2,D1	Op	-
PSY322	20	A2,B2,C1,C3,D1,D4	Op	BUS102/BUS1 03 or Equiv

Alternative modules to those listed in (c) above, including a modern foreign language, may be selected with the approval of the Degree Programme director.

Stage 3
(a) All candidates shall take the following compulsory modules:

Code	Credits	Descriptive Title	Type	Progression
BUS302	20	A1,A3,A4,A5,C3,D1,D3,D4	Comp	BUS201
BUS304	20	A6,B3,C2,C3,D1,D2,D3,D4	Comp	BUS214/BUS216
BUS321	10	A1-4,D2,C1-3,D4	Comp	BUS212
BUS322	10	A1,A2,A3,B3,C3,D1,D4	Comp	BUS212

(b) All candidates shall select, subject to prerequisite requirements and the approval of the Degree Programme Director, further modules from the list below so that 120 credits are taken in total.

Code	Credits	Learning outcomes	Type	Progression
BUS327	20	A2, A3, A5, A6,B2,C3, D3, D4	Op	BUS216
BUS328	30	A1, A3, A5, B2, B3, C2, D1, D4	Op	Successful completion of Stage 2
BUS325	30	A1, A2, A3, A5, B2, B3, C2, D1, D4	Op	Successful completion of Stage 2
BUS315	10	A2,A6,B2,C1,D1-4	Op	BUS201
BUS316	20	A6,A4,D1	Op	BUS101
BUS318	10	A6,C3,D1,D3,D4	Op	BUS201
BUS319	10	A6,C3,D1,D4	Op	BUS102/BUS201
BUS324	10	A2,B2,C3,D1,D3,D4	Op	BUS322
ACC301	20	A1,A3,A4,B1,B2,C2,D1,D2,D3	Op	ACC205
ACC302	20	A6,C2,D1,D2,D4	Op	ACC203
ACC306	20	A6,B1,C1,D1,D3,D4	Op	ACC207
ACC309	20	A1,A2,B1,B3,C1,C2,D1,D2	Op	ACC101
AEF302	10	A2,B3,C1,C2,D1,D4	Op	AEF115
AEF301	10	A2,B3,C1,C2,D1,D4	Op	AEF115
AEF365	10	A1,A2,A3,B2,C2,C3,D1,D3,D4	Op	AEF115
PSY308	20	A1,A2,A3,B2,C3,D1,D4	Op	-

Alternative modules to those listed in (b) above, including a modern foreign language, may be selected with the approval of the Degree Programme Director.

12. Criteria for Admission

English, Wales and Northern Ireland Qualifications

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

Scottish Qualifications

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

Other Qualifications

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

Overseas students

Appropriate overseas qualifications will be considered, as well as A levels. Evidence of adequate English language skills to complete the programme successfully

Admissions Policy

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

Mature Students

Each case is considered on its merits, although evidence of successful recent study is normally required (e.g. Access course). Relevant work experience is also useful.

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13.   Support for Students and their Learning

- Induction programmes at the beginning of each Stage that are appropriate to the needs of those particular students – study skills, careers etc.

- Student handbook and module guides

- Departmental website

- Each student is allocated a personal tutor when they arrive on the degree programme. The tutor system is the University's principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. This advice may be academic or non-

academic. The relationship between a tutor and tutee is confidential and students should be able to talk freely to their tutors.

- Blackboard for module support and E-Learning

- E-mail facilities and personal access to Degree programme director.

- In addition to tutorial assistance the University also runs a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.

- The Students' Union has a Welfare Office where a student may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building.

- The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.

- The Language Centre provides a number of useful facilities, further information about which may be obtained from its web site:http://www.newcastle.ac.uk/langcen/

- The University Robinson Library and all of its facilities

- The School has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on projects and essays. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the computing facilities is given through workshops. All University Computing Service clusters are open to undergraduates.

- The Careers Service is located on the second floor of the Armstrong Building and is open Monday to Friday between 9am and 5pm throughout the year. It offers extensive programmes of events and activities and information on career and vacation work opportunities. You are advised to familiarise yourself with the full range of services available from the service at the earliest opportunity. Further details of all its services can be found on its website at http://www.careers.ncl.ac.uk

14. Methods for evaluating and improving the quality and standards of teaching and learning:

Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:

- Student questionnaires issued to all students on each stage of the degree programme.
- Module feedback questionnaires
- Biennial course review
- Peer observation of teaching
- Internal subject review
- External examiners reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

Committees with responsibility for monitoring and evaluating quality and standards:

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Examination Boards

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff Student Committee and student representation on Board of Studies
- Student evaluation questionnaires

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15. Regulation of Assessment

Students who satisfy the examiners that they have attained the required pass marks in the modules they have studied may proceed to the following year. At **stages 1 and 2** of an Honours Degree Programme a student shall be deemed to have passed notwithstanding that he or she has attained marks of less than 40% in some of the modules assessed provided the following conditions are met:

- The average mark over all modules at that stage, based on simple aggregation, is not less than 40%;
- No single mark for any module assessed is below 35%
- Marks less than 40% are condoned in modules with credit value of no more than 40 out of the 120 credits comprising the stage at Stage 1 and no more than 30 out of the 120 credits comprising the stage at Stage 2.
- No such compensation is permitted for modules designated by the relevant Degree

Regulations as core modules.

All Stage 2 modules count for Honours which means that they contribute towards the final degree class. They have a weighting of 25% as against 75% for Stage 3.

There are two reassessment opportunities when a module is not passed at the first attempt.
Final degree class will be based upon the average mark in Stage3 and Stage 2 as described above. Candidates are entitled as of right to the class of degree yielded by:

a) The average mark for all modules contributing to Honours weighted in accordance with the Degree Regulations

b) In cases where a candidate has marks in at least half the modules contributing to Honours in a class higher than that of his or her average mark, the higher class shall be awarded provided:

> i) That the candidate's overall average mark does not fall more than 2% below the bottom of the normal mark range for the higher class; and

> ii) That the candidate does not have marks in classes two or more classes below the proposed final class in more than one sixth of modules counting for Honours.

A candidate who fails modules at Stage 3 with a credit value of 30 or more shall not normally be awarded Honours. Candidates not awarded Honours may be considered for the award of an Ordinary Degree, provided the candidate's average does not fall below 35% and the candidate had failed modules at Stage 3 with a credit value of no more than 60. A candidate who fails any module at Stage 3 and is not awarded a degree shall have the right to be re-assessed in the modules failed and if successful on re-assessment shall be eligible for the award of an Ordinary Degree.

Where a student has been re-assessed in any Honours module or has been permitted to proceed by compensation, the student will be deemed to have gained a mark of 40% in that module for all purposes relating to degree classification. However, in the case of a resit assessment the Board of Examiners may also have regard to the student's original mark and the actual mark obtained on resit. In relation to a compensated module, the Board may have regard to the student's actual mark.

Common Marking Scheme

Mark	Degree Class
>70%	First
60-69%	Upper Second
50-59%	Lower Second
40-49%	Third
<40%	Fail

Role of the External Examiners
The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University.

16.Indicators of Quality and Standards

Professional Accreditation Reports: N/A

Internal Review Reports: Previous subject review and action points duly followed up.

Graduate employment statistics

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. **It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While very effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.**
The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report