


PROGRAMME SPECIFICATION	
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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	MSC International Business Management and Marketing and MSC IB AND M
4	Programme Title	Dual Award in Advanced International Business Management and Marketing
5	UCAS/Programme Code	4108F
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 May 2010

10	Programme Aims	<p>The overall aim of the programme is to provide a pre-experience Masters qualification in business management and marketing 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 Management and Marketing (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 produce graduates possessing deep knowledge and understanding of marketing theories and an ability to apply this within an international framework.</li> </ol>
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5. To provide advanced skills in the analysis of markets in an international context.

6. 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.

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 The implications of leadership and top management team composition for managing within and across national borders.

A5 International aspects of financial management and the associated financial risks of international business.

A6 A systematic understanding and critical awareness of marketing and international marketing theory.

A7 An ability to apply relevant theory to particular international case studies, markets and issues.

A8 An advanced knowledge of analytical frameworks and tools useful to the measurement and explanation of market performance and consumer behaviour.

A9 The nature and scope of advanced research in business and management and marketing, including literature searches.

A10 Ethical issues and their implications in management practice.

A11 The key components of countries' business environment and give examples of how environmental components differ across countries

### Teaching and Learning Methods

The primary means of instruction and imparting knowledge and understanding (A1 to A9) 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, A4, A5, A6, A7, A8, A9, A10, A11), group assignments (A2, A3, A4, A5, A9, A10, A11), Individual presentations (A2, A5) Group presentations (A2, A4, A11) multiple choice exams (A5) seen exam (A6, A7, A8) and unseen exams (A3, A6, A7, A8, A10, A11).

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 marketing, international marketing and international business theory.

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

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

B4. Diagnose and analyse problems and issues in international managerial situations.

B5 Synthesise and evaluate material to critically assess the financial risks of international business.

B6 Conceptualise real world problems using analytical frameworks drawn from marketing, international marketing and international business theory.

B7 Deploy a range of qualitative and quantitative techniques to measure and analyse market performance and consumer behaviour.

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

#### Teaching and Learning Methods

Learning outcomes are achieved by lectures where these skills are demonstrated and practiced. These and the other 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 and 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>
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.
<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>
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 (A5, A9)
<b>Assessment Strategy</b>
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.

## 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 the Faculty of Economics and Business at the University of Groningen and Semester Two at Newcastle University Business School. Students will have a choice of where to undertake their dissertation. The supervision of the dissertation will be joint.

#### Semester One – 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.

EWM002A10 Advanced International Economics and Business (20 Credits/10ECTS)

EWM056A10 Advanced International Business (20 Credits/10ECTS)

BKM115A05 Advanced International Management (10 Credits/5ECTS)

BKM114A05 Advanced International Financial Management (10 Credits/5ECTS)

BKM118A05 Research Methodology for IB&M (10 Credits/5ECTS)

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

This element of the programme represents 60 credits/30 ECTS of study and provides participants with a specialisation in the main areas of international marketing.

NBS8052 International Marketing (10 credits/5 ECTS)

NBS8509 International Brand Management(10 credits/5 ECTS)

NBS8510 International Marketing Communications Management(10 credits/5 ECTS)

NBS8236 Customer Relations Management(10 credits/5 ECTS)

NBS8262 Research Methods for Dual Award (10 credits/5 ECTS)

All candidates shall take further optional modules to a value of 10 credits 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/Marketing 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 ran 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 marketing. As well as the inclusion of specific modules addressing international marketing, a range of the module assessments give students the opportunity to develop and practice intercultural communication and learning, harnessing the international experience of their international experiences 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 management and marketing and develop their intercultural competences for their future careers.

Programme regulations (link to on-line version)

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



## 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 6.0 in writing.

## 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 the University of Groningen, students attend an induction programme the week before the semester commences. New students will be given a general introduction to University life and the University's principle support services and general information about the Faculty and their programme, as described in the Degree Programme Handbook.

At this time they will also receive information about Newcastle University 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 Newcastle.

On arrival in Newcastle for Semester Two students will attend an induction programme for Newcastle University Business School. They will be given a general introduction to the 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 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. 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.

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 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

(<http://www.ncl.ac.uk/regulations/docs/MastersProgress0910.pdf> and

Examination Conventions for Taught Masters Degrees

(<http://www.ncl.ac.uk/regulations/docs/TaughtMastersExamConv0910.pdf>)

Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

#### *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
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

<50	Fail
50 or above	Pass

#### *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*

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 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 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 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

With regards to the following modules

EWM002A10 Advanced International Economics and Business

EWM056A10 Advanced International Business

BKM115A05 Advanced International Management

BKM114A05 Advanced International Financial Management

BKM118A05 Research Methodology for IB&M

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 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 Business School Brochure (contact [es@ncl.ac.uk](mailto:es@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 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	EWM002A10, NBS8199
A2	EWM002A10, NBS8199
A3	EWM056A10, NBS8199
A4	BKM115A05, NBS8199
A5	BKM114A05, NBS8199
A6	ACE8052, MKT8509, NBS8236 NBS8199
A7	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8199
A8	MKT8052, , MKT8509, MKT8510, NBS8236 NBS8199
A9	NBS8262, BKM118A05, NBS8199
A10	BKM118A05, NBS8236, NBS8062 (8262), NBS8059,
A11	EWM002A10, EWM056A10, BKM115A05, BKM114A05,
B1	NBS8199, BKM114A05, BKM115A05, EWM002A10
B2	NBS8199, BKM114A05, BKM115A05, EWM002A10
B3	EWM002A10, NBS8199
B4	BKM115A05, NBS8199
B5	BKM114A05, NBS8199
B6	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8199
B7	NBS8262, , BS8236
B8	BKM118A05, NBS8199
C1	MKT8052, MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
C2	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
C3	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
C4	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
C5	MKT8509, MKT8510, NBS8262, NBS8199, BKM118A05

C6	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
C7	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8112, NBS8262 NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
D1	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8262, NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
D2	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8262, NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
D3	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8262, NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
D4	MKT8052, , MKT8509, MKT8510, NBS8236, NBS8262, NBS8199,EWM002A10, EWM056A10, BKM115A05, BKM114A05, BKM118A05
D5	NBS8262, NBS8199, EWM002A10, BKM114A05