

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Business Administration
4	Programme Title	Master of Business Administration
5	UCAS/Programme Code	5823F, 5824P
6	Programme Accreditation	The Association of MBAs
7	QAA Subject Benchmark(s)	Masters Awards in Business and Management
8	FHEQ Level	7
9	Date written/revised	26 May 2010

10 Programme Aims

The overall educational aims of the programme which are in line with the QAA benchmark for Masters awards in Business and Management 30th September 2002 are:

- ***The advanced study of organisations, their management and the changing external context in which they operate.***
- ***The development of a career in business and management by developing the skills at a professional level.***
- ***Development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice.***
- ***Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and contribute to business and 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 the University of Newcastle upon Tyne Business School.
2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a post experience masters degree. 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 continuation of their successful careers in business.
3. To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analyses, and projects.
4. 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.
5. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.
6. To develop students' analytical and critical abilities in dealing with business concepts and

practices.

7. To meet the requirements the requirements of our accreditation by the Association of MBA's.
8. To produce highly marketable graduates who are able to contribute immediately to regional, national or international organisations.
9. To provide a programme that conforms to the University' policies and QAA Codes of Practice.
10. To provide a programme that meets the requirements of the Higher Education Qualifications Framework.

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 the key principles and theories in 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 be able to demonstrate:

- A1. A knowledge and understanding of core business areas within an international context (finance, marketing, organisational behaviour/ human resource management, strategy, operations, information and knowledge management and leadership) as subjects of academic study and as practical activities.
- A2. A detailed understanding of the issues and problems appropriate to international business management.
- A3. An advanced understanding of how to evaluate critically ideas, concepts and practices related to business and management.
- A.4
- A4. Knowledge of business environments and how environmental components differ across countries and institutions, including business firms, governments, international organisations and the markets in which they operate.
- A5. Key research in the disciplines studied (including engagement with cutting-edge research by members of staff where relevant.)
- A6. Through elective modules an advanced knowledge and understanding of specialist areas within business.
- A7. An advanced understanding of the integration of the functional elements within an organisation.
- A8. An advanced understanding of how to apply the knowledge gained to real organisational problems.
- A.9 The ability to identify ethical issues and make recommendations for appropriate courses of action.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through interactive lectures 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 the programme (A3, A4, A5). Students will also participate in live Management Consultancy projects for local organisations (A7, A8)

Assessment Strategy

Knowledge and understanding (A1- 8) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, business reports, case studies, presentations and dissertations.

Intellectual Skills

On completing the programme students should be able to:

- B1. Problem solving within the context of business and management.
- B2. The ability to gather, synthesise and evaluate information.
- B3. Independent critical analysis.

Teaching and Learning Methods

B1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations during some lectures. Later, students have the opportunity to practice B2, B3 through student-centred project work and analysis of current research.

Assessment Strategy

Cognitive skills are assessed by essays, projects and unseen examinations

Practical Skills

On completing the programme students should be able to:

- C1. Quantitative skills required for managing in a business environment.
- C2. Critical analytical skills to relate theory to practice.
- C3. Analysis of business information and operations for management decision-making.

Teaching and Learning Methods

Learning outcomes C1, C2, C3 are achieved via lectures where these skills are demonstrated and practiced. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.

Assessment Strategy

Subject specific skills are assessed by projects (C1, C2) and case studies and presentations(C3).

Transferable/Key Skills

On completing the programme students should be able to:

- D1. use appropriate verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.
- D2. where relevant demonstrate numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results within a business setting.
- D3. work within a team contributing appropriately and effectively towards the team based activity.
- D4. Ability to work independently, time manage, show initiative and adaptability.

Teaching and Learning Methods

These are introduced to students through sessions in induction and within modules. Numeracy is delivered as specific modules (D2). Oral communications are developed specifically 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 (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).

Assessment Strategy

D1 is assessed through presentations, unseen examinations, essays and project work. Numeracy is assessed through project work. D3 is assessed as part of group work and group presentations. D4 is not assessed directly and is assessed as part of course work and group work.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Duration of the course: The programme is studied over one year on a full-time basis, or 2 years part-time (Executive).

Full-Time: The full time programme comprises a total of 180 credits and is split into three phases.

Phase 1: This includes 10 compulsory modules which are the core element of the programme. The compulsory modules are designed to provide the students with a broad understanding of the main theories of organizations and business management, including global business environment, leading change, implementing corporate strategy, managing information, managing people and organizations, operations management, accounting and finance, strategic marketing, management consultancy. In addition to the general business knowledge, the personal and professional development module provides extensive trainings on a wide range of personal skills that are essential for students to develop careers in international market. There will also be some non-credit bearing Research Methods training both in Phase 1 and Phase 2. These compulsory modules contribute 100 credits.

Phase 2: This is the elective element of the programme which allows students to either develop specialist interests or maintain the broad perspective from the programme core. The elective element contributes 30 credits.

Phase 3: The dissertation is designed to allow students to demonstrate the full range of knowledge and skills they have gained within the context of a detailed study of a management problem. The dissertation contributes 50 credits.

Executive: The executive programme comprises a total of 180 credits and is split into three phases over 2 years.

Phase 1 (Year 1): The first year introduces some of the core management disciplines within the international context, including Accounting and Finance, Delivering and Implementing Corporate Strategy, Strategic Marketing, Managing People And Organisations, Managing Information and Operations Management. Students will also undertake an international field trip. This year contributes 60 credits.

Phase 2 (Year 2): The second year builds upon this adding further key area such as Managing Complex Projects and Change, Leading Change, Business Innovation, E-Business, elective choices as well as an international field trip. This year contributes 60 credits.

Phase 3: The dissertation is designed to allow students to demonstrate the full range of knowledge and skills they have gained within the context of a detailed study of a management problem. The dissertation contributes 50 credits.

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

- AMBA accredited MBA
- Small group intake and research-led teaching and learning experiences
- Applying business theories in real management situation. This is reflected in a number of modules including strategic marketing, management consultancy, leading change etc.
- Gaining personal and professional development trainings and enhance employability in addition to acquiring business knowledge
- Offering International Students Working Experiences Programme – which is based on short-term projects and part-time working opportunities, which might however lead to long-term / permanent employment opportunities.
- Providing competitively contested post-dissertation placements of up to 4 months duration to allow non-UK students to gain experience of working in British organisations.

Programme regulations (link to on-line version)

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

13 Criteria for admission*Entry qualifications*

All students are expected to hold a good first degree, 2.1 or equivalent, from a recognised university. Equivalent professional qualifications can also be accepted. If the candidate does not meet these requirements a GMAT score of 550+ can be acceptable.

*Admissions policy/selection tools**Non-standard Entry Requirements*

MBA candidates are expected to have at least three years work experience. Executive MBA candidates a minimum of five years work experience. However exceptional candidates can be admitted to a programme with less experience. .

Additional Requirements

Candidates might be requested to attend an interview prior to being made an offer. In the case of overseas students these interviews might be delegated to members of the University's International Office.

Level of English Language capability

If English is not the first language of the candidate we would look for evidence of proficiency in English, either through an IELTS score of 6.5, TOEFL score of 580 or successful completion of the University's Language Centre's English language course.

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

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc.

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.

Academic support

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.

Career Support

In addition to the general MBA career support in terms of job seeking, the career support is built into the core elements of MBA programme as an integrated part of the personal and professional development module. The module will cover three main themes including Personal Development, Professional Communication Skills and Career Management Skills.

Pastoral support

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.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take 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.

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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and 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. The Postgraduate Taught Experience Survey (PTES) is run by Newcastle University together with the Higher Education Academy and is sent out every year to students on taught postgraduate degrees at Newcastle University. PTES is an anonymous online survey aimed at identifying, at both local and national level, areas where improvements could be made and efforts targeted to further enhance the provision of postgraduate taught degree programmes.

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

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages

The marks from all three phases will contribute to the final classification of the degree

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

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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

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

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

The School Brochure (contact es@ncl.ac.uk)

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

The Degree Programme Handbook

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

Full Time		Intended Learning Outcomes			
PHASE 1					
Module	Type	A	B	C	D
NBS8121	Comp	1, 3, 5, 7, 8	1, 2,	1 – 3	1, 2, 4
NBS8122	Comp	1, 3, 5	1 – 3	1 – 3	1, 2, 4
NBS8123	Comp	1 – 5, 9,	1 – 3	2 – 3	1, 4
NBS8124	Comp	1 – 3, 7 – 9	1 – 3	2 – 3	1, 3, 4
NBS8125	Comp	1 – 3, 5, 9	1 – 3	2 – 3	1, 3, 4
NBS8126	Comp	1 – 3, 5, 7, 9	1 – 3	2 – 3	3 – 4
NBS8127	Comp	1 – 3, 5, 7, 9	1 – 3	2 – 3	1, 4
NBS8128	Comp	1 – 5, 7, 9	1 – 3	2 – 3	1, 3, 4
NBS8130	Comp	1 – 5, 7 – 9	1 – 3	1 – 3	1 – 4
NBS8062	Comp	2, 3, 5	1 – 3	1 – 3	1 – 4
NBS8133 Or is this stage 2?	Comp				
PHASE 2					
Module	Type	A	B	C	D
Available electives vary year to year	Op	1 – 6	1 – 3	1 – 3	1 – 4
PHASE 2					
Module	Type	A	B	C	D
NBS8131	Comp	1 – 8	1 – 3	1 – 3	1 – 4
PHASE 1					
Module	Type	A	B	C	D
NBS8021	Comp	1, 3, 5, 7, 8	1, 2,	1 – 3	1, 2, 4
NBS8022	Comp	1, 3, 5	1 – 3	1 – 3	1, 2, 4
NBS8023	Comp	1 – 5, 9,	1 – 3	2 – 3	1, 4
NBS8024	Comp	1 – 3, 7 – 9	1 – 3	2 – 3	1, 3, 4
NBS8025	Comp	1 – 3, 5, 9	1 – 3	2 – 3	1, 3, 4
NBS8026	Comp	1 – 3, 5, 7, 9,	1 – 3	2 – 3	3 – 4
NBS8027	Comp	1 – 3, 5, 7,	1 – 3	2 – 3	1, 4
NBS8028	Comp	1 – 5, 7, 9	1 – 3	2 – 3	1, 3, 4
NBS8029	Comp	1 – 5, 7	1 – 3	2 – 3	1 – 4
NBS8030	Comp	1 – 5, 7 – 9	1 – 3	1 – 3	1 – 4
PHASE 2					
Module	Type	A	B	C	D
Available electives vary year to year	Op	1 – 6	1 – 3	1 – 3	1 – 4
PHASE 3					
Module	Type	A	B	C	D
NBS8031	Comp	1 – 9	1 – 3	1 – 3	1 – 4