

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	International Business Management
5	UCAS/Programme Code	N120
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Business Management
8	FHEQ Level	Honours
9	Last updated	Revised May 2010

10 Programme Aims

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

- 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.
- Preparation for and development of a career in business and management.
- Enhancement of lifelong learning skills in 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 and 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 further study of business, or in other careers where the degree will provide a general educational preparation.
3. To offer students the opportunity to develop skills in a foreign language and to practise these skills for a year within a country speaking that language.
4. To foster intercultural awareness and understanding (an appreciation both of international diversity and of transcultural connectedness of cultures), and an attitude of curiosity and openness towards different cultures.
5. To increasingly reflect the output of original research as students progress through the degree programme.
6. To expose students to a variety of learning and teaching experiences including lectures, seminars, case analyses, projects and a virtual learning environment.
7. To develop students' transferable skills including numeracy, literacy, report writing skills, leadership, group working skills, communications skills, ethical awareness and an appreciation of working in a multicultural environment.
8. To enable students to effectively gather data, both qualitative and quantitative, from libraries, IT and other resources.
9. To develop students' analytical and critical abilities in dealing with business concepts and practices, especially in an international context.

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 at different levels.

11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Business Management and provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of business management and combines theory with the practical application of skills to generate solutions in their subject area.

Knowledge and Understanding

On completing the programme students should have:

- A1 Knowledge and understanding of core business areas (finance, economics, marketing, organisational behaviour/human resource management) as subjects of academic study and as practical activities.
- A2 Knowledge and understanding of the internal diversity and connections between cultures and nations.
- A3 A detailed understanding of the issues and problems appropriate to business management.
- A4 An understanding of how to critically evaluate ideas, concepts and practices related to business and management.
- A5 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.
- A6 Knowledge and understanding of key research in the disciplines studied (including research by members of staff where relevant).
- A7 Knowledge and understanding of specialist areas within business through optional modules.
- A8 Knowledge and understanding of their chosen foreign language.
- A9 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 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, A3, A7). Students are facilitated to read research articles, take part in projects and case study analysis during their progression over the three stages (A4, A5, A6). Throughout the duration of the programme, in particular during the year abroad, students develop their knowledge and understanding of their chosen language through participation in formal language teaching sessions, student-centred independent language learning and, where relevant, through a work placement (A8). The year abroad will also contribute to the development of the students' knowledge and understanding of different cultures (A2).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
A1	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A2	Yes	Unseen written exams, case studies, reflective learning reports, research projects.
A3	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A4	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A5	Yes	MCQs, unseen written exams, essays, business reports,

		case studies, oral presentations, research projects.
A6	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A7	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects.
A8	Yes	Unseen written, aural and oral exams, class tests.
A9		

Intellectual Skills

On completing the programme students should be able to:

- B1 Solve problems within the context of business management.
- B2 Gather, synthesise and evaluate information.
- B3 Undertake independent critical analysis.
- B4 Use quantitative skills required for managing in a business environment.

Teaching and Learning Methods

Intellectual skills are developed, in the first instance, via lectures where these skills are demonstrated and then followed up in seminar groups. Seminars are essential to enable students to practice and master the requisite problem solving, decision making, critical analytical and quantitative skills related to particular business problems. Later, students have the opportunity to further practise these skills through project work.

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
B1	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects.
B2	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects.
B3	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects.
B4	Yes	MCQs, unseen exams, essays, case studies, oral presentations.

Practical Skills

On completing the programme students should be able to:

- C1 Identify, locate and retrieve business management materials in paper and electronic form.
- C2 Apply knowledge in practical situations.
- C3 Orally present information.
- C4 Produce business reports.
- C5 Undertake independent qualitative/quantitative research using an appropriate range of methodologies.
- C6 Show receptive (reading and listening) and productive (writing and speaking skills in their chosen foreign language).

Teaching and Learning Methods

Practical skills are developed via lectures where the theory is demonstrated (C1, C4, C5) and then followed up in seminar groups. Seminars are essential to enable students to practise and master the ability to apply knowledge to practical situations (C2) and orally present information (C3). Language learning in the classroom context as well as during the year abroad enables the students to develop their ability to communicate in their chosen foreign language (C6).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
C1	Yes	Essays, case studies, oral presentations, research

		projects.
C2	Yes	Case studies, oral presentations, research projects.
C3	Yes	Group/individual oral presentations.
C4	Yes	Essays, case studies, research projects.
C5	Yes	Dissertation.
C6	Yes	Essays, listening comprehension tests, research projects, oral presentations.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Use appropriate verbal/written communication to convey information to a particular audience tailored in content, style and presentation to the needs of their intended audience.

D2 Demonstrate numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results within a business setting.

D3 Use Information technology.

D4 Work within a team contributing appropriately and effectively towards the team based activity.

D5 Manage time and prioritise tasks.

D6 Carry on their independent learning and take responsibility for their own personal and professional development.

D7 Adapt and operate effectively within an international environment.

Teaching and Learning Methods

These skills are introduced to students through sessions in induction and within modules. There is also a specific module at Stage 1 related to developing these skills (D1, D2, D3, D4, D5 and D6). Oral communication skills are further developed in seminars and through presentations (D1). IT and mathematical skills are further developed through specific modules (D2, D3). Team working skills are further developed through group based activities both inside and outside of seminars (D4). Time management skills are further developed through time constrained activities in class and through set work for seminars (D5). The ability to adapt and operate effectively within an international environment (D7) is developed initially through communicative language training and is later enhanced during the student's year abroad.

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
D1	Yes	Portfolio work, essays, case studies, oral presentations, unseen exams, project work.
D2	Yes	Portfolio work, MCQs, essays, unseen exams.
D3	Yes	Portfolio work, project work, essays, unseen exams..
D4	Yes	Portfolio work, project work, oral presentations, essays, case studies.
D5	Yes	Portfolio work.
D6	Yes	Portfolio work.
D7		Reflective learning report.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Duration: The programme is studied over four years on a full-time basis. This consists of 30 weeks attendance per annum.

Stages: Each stage of the programme requires students to study modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, seminars, private study, completion of coursework and revision. Modules can vary in size from 10 to 20 credits.

Stage 1 provides students with a general foundation in the main disciplines of management including organisational behaviour, marketing, IT and quantitative techniques within the context of a social science faculty, as well as facilitating the students' development of personal, professional and key skills. The students also study a foreign language (40 credits)

with entry points depending upon the individual student competency, including the possibility of studying a language *ab initio*. All modules at Stage 1 are compulsory.

Stage 2 focuses on human resource management, international business environment and accounting. This is complemented by a more in-depth understanding of organisational behaviour and a grounding in research skills. Students also continue learning their selected foreign language: 40 credits – those students learning a language *ab initio*; 20 credits – those students who started learning a language post-A level. Where language learning does not take place *ab initio*, students may select options at Stage 2 (20 credits) which allow them to familiarise themselves with aspects of history, culture and society of the country whose language they have chosen to learn.

Stage 3 has compulsory modules in operations management, international human resource management, managing across cultures and international entrepreneurship. Students also submit a reflective learning report following their year abroad. Moreover, there is a compulsory research-based module (International Business Management Dissertation) that allows students to further develop their independent learning and research skills. 20 credits of options may be selected that allow further specialisation.

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

Between Stages 2 and 3 students take a year abroad which they spend studying at a partner institution or/and in a work placement. This feature of the programme enhances student employability. The opportunity to study a chosen foreign language *ab initio* is also a unique feature of the programme which makes it accessible to those students who otherwise would not be able to benefit from a programme of studies which includes language tuition and year abroad.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

AAB from f18 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

AAABB 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).

Admissions policy/selection tools

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

Non-standard Entry Requirements

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.

Additional Requirements

Overseas students

Appropriate overseas qualifications will be considered, as well as A levels.

Level of English Language capability
IELTS 6.5 (or equivalent)

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. The International Office offers an additional induction programme for overseas students.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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.

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

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

Learning resources

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

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on

behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>

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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

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

Accreditation reports

None.

Additional mechanisms

None.

16 Regulation of assessment

Pass mark

The pass mark is 40%

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree. The weighting of marks contributing to the degree for Stages 2 and 3 is 25:75.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	Modules not used for degree classification
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure (email: es@ncl.ac.uk)

Degree Programme and University Regulations: <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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
MKT1002	Compulsory	1, 4, 9	1, 2, 3	1, 2, 4	1
BUS1001		1, 3, 4, 5	1, 2, 3	1, 2, 3	1
BUS1005			4	1, 2, 3, 4	1, 2, 3, 6
MAS1403		1	1, 2, 4	1, 2	1, 2
ACC1003		1,9	1, 2, 4	1, 2	1, 2
BUS2012		1, 4, 6	1, 2, 3	1, 2	1
BUS2024		1, 3, 4, 5, 6, 9	1, 2, 3	1, 2	1, 3, 6
BUS2018		1, 4, 6, 9	2, 3	1, 2	1, 2
BUS2019		1, 3, 4, 5, 6, 9	1, 2, 3	1, 2	1
BUS3021		9			
BUS3030		1, 3, 4, 5, 6	1, 2, 3	1, 2	1
BUS3037		1, 2, 4	2, 3	1, 2, 4,	1, 3, 5, 6, 7
BUS3038		1, 2, 3, 4, 6	1, 2, 3	1, 2, 3	1, 3, 4, 5, 6, 7
BUS3039		1, 3, 4, 6	1, 2, 3	1, 2	1, 3, 6
BUS3040		1, 3, 4, 6	1, 2, 3	1, 2, 5	1, 2, 5, 6
BUS3041 –		9			
CHN1003		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN1004		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN1003		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN1004		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1065		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1066		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1062		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1063		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1065		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1066		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN2001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN2001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SML1 LDM		2, 2, 4, 8	1, 2, 3	1, 2, 3, 5, 6	1, 3, 4, 5, 6, 7
CHN4001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN4001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE2006		2, 6, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER2036		2, 6, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA2025		2, 6, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE4002		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7

FRE4003		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
FRE4010		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
FRE4011		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
GER4008		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
GER4011		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
GER4012		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
LAS4001		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
LAS4003		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
SPA4004		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7