

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Business Management
5	UCAS/Programme Code	N200
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Business Management
8	FHEQ Level	3
9	Date written/revised	Revised May 2010

10 Programme Aims

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

- To study 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 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 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, seminars, case analyses, projects and a virtual learning environment.
5. To develop students' transferable skills including numeracy, literacy, report writing skills, leadership, group working skills and an appreciation of working in a multicultural environment.
6. To enable students to effectively gather data, both qualitative and quantitative, from libraries, IT and other sources.
7. To develop students' analytical and critical abilities in dealing with business concepts and practices.
8. To support students in acquiring a work placement that will provide an opportunity for the skills and understanding acquired during Stages 1 and 2 to be applied to actual situations in a business environment; *Or* to support students in securing a place on the Erasmus European Exchange Programme to enable them to further develop their transferable skills (including language skills) and experiences of living and studying in an international environment.

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.

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 demonstrate:

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

A3 An understanding of how to critically evaluate ideas, concepts and practices related to business and management.

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 Knowledge and understanding of key research in the disciplines studied (including research by members of staff where relevant).

A6 Knowledge and understanding of specialist areas within business through optional modules.

A7 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, A6). Students are facilitated to read research articles, take part in projects, business games and analysis of case studies during their progression over the three stages (A3, A4, A5).

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	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects, business game.
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.

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 for management decision making.

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 practice these skills through project work and a business game.

Assessment Strategy

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

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 to practical situations.

C3 Orally present information.

C4 Produce business reports.

C5 Undertake independent qualitative/quantitative research using an appropriate range of methodologies.

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 practice and master the ability to apply knowledge to practical situations (C2), and orally present information (C3).

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, business game.
C3	Yes	Group/individual oral presentations, business game.
C4	Yes	Essays, case studies, research projects, business game.
C5	Yes	Dissertation.

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 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.

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).

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, business game.
D5	Yes	Portfolio work.
D6		Portfolio work.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

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

Stages: Each stage of the course 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 accounting, IT, quantitative techniques, economics, marketing, and organisational behaviour within the context of a social science faculty. All modules at Stage 1 are compulsory but students can choose to do either Introductory Economics (ECO1017) or Business Spanish (SPA1001). (Students may be permitted to study alternative language modules to the value of 20 credits in place of Introductory Economics.)

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. With the introduction of pathways students may select options at Stage 2 which allow them to begin to specialise in certain management areas, develop entrepreneurial skills or develop a modern foreign language. There are 80 credits of compulsory modules and 40 credits of optional modules at Stage 2.

Stage 3 has compulsory modules in introduction to operations management, advanced business strategy, contemporary issues in international business management, international human resource management. There is also a compulsory research-based module (i.e. Management Studies Dissertation or Marketing Dissertation or Marketing Consultancy Project) that allows students to further develop their independent learning and research skills. Options may be selected that allow further specialisation. There are 80 credits of compulsory modules and 40 credits of optional modules at Stage 3.

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

Between Stages 2 and 3 students may have an optional year out in a work placement or studying at a European partner institution as part of the Erasmus European Exchange Programme. This option is designed to enhance student employability.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/regulations.html?id=55>

13 Criteria for admission

Entry qualifications

AAB 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

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 Department 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. Evidence of adequate English language skills (minimum IELTS 6.5) to complete the programme successfully

Level of English Language capability

IELTS 6.5 or equivalent

14 Support for Student Learning

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 (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml).

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.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>
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, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

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. For further details see <http://www.ncl.ac.uk/disability-support/>

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, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

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 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 National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

None.

Additional mechanisms

None.

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). 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 resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.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.

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

	Honours	Non-honours
<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

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

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/undergraduate/>)

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

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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
ACC1003	Core	1.7	1, 2, 4.	1, 2.	1, 2.
BUS1001	Core	1, 2, 3, 4,	1, 2, 3,	1, 2, 3.	1.
BUS1005	Core	1.	4.	1, 2, 3, 4.	1, 2, 3, 6.
ECO1017	Core	1.	1, 2, 4.	1, 2.	1, 2.
MAS1403	Core	1.	1, 2, 4.	1, 2.	1, 2.
MKT 1002	Core	1, 2.7	1, 2, 4.	1, 2.	1, 2.
ACC2003	Op.	1, 4, 6,7	1, 2, 4.	1, 2.	1, 2, 3, 5, 6.
ACC2021	Op.	1, 4, 6.	1, 2, 4.	1, 2.	1, 2, 3, 5, 6.
ACC2009	Core	1, 4, 6.	1, 2, 4.	1, 2.	1, 2, 3, 5, 6.
MKT 2002	Op.	1, 2, 3, 4, 5, 6.	1, 2.	1, 2, 3, 4.	1, 5, 6.
MKT 2005		1, 2, 3, 4, 5, 6,7	1, 2, 3.	1, 2, 3, 4, 5.	1, 5, 6.
MKT 2007	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2, 4.	1, 5, 6.
MKT 2045	Op.	1, 2, 4,7	1, 2, 3.	1, 2, 3, 4, 5.	1, 5, 6.
BUS2011	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2.	1, 4.
BUS2012	Core	1, 3, 5.	1, 2, 3.	1, 2.	1, 3, 5, 6.
BUS2013	Core	1, 3.7	1, 2, 3.	1, 2.	1, 3, 5, 6.
BUS2014	Op.	1, 3, 5, 6.7	1, 2, 3.	1, 2.	1, 3, 4.
BUS2017	Op.	1, 3, 5, 6.7	1, 2, 3.	1, 2.	1, 4.
BUS2018	Core	1, 3, 5, 7	2, 3.	1, 2, 5.	1, 2.
BUS2019	Core	1, 2, 3, 4, 5.7	1, 2, 3.	1, 2.	1, 5, 6.
BUS2022	Op.	1, 2, 3, 5, 6.7	1, 2, 3.	1, 2.	1, 5, 6.
NLC2007	Op.				
MKT3001	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1, 5, 6.
MKT3002	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2, 3, 4,	1, 5, 6.
MKT3008	Op.	1, 4, 6.	2, 3.	1, 2.	1, 3, 5, 6.
MKT3011 3011	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1, 5, 6.
MKT 3092	Core/Op.	1, 3, 5.7	1, 2, 3, 4.	1, 2, 3.	1, 2, 4.
BUS3004	Op.	1,3, 5, 6.	1, 2, 3.	1, 2,	1, 3, 4.
BUS3015	Op.	1, 2, 3, 4, 6,7	1, 2, 3, 4.	1, 2, 3,	1, 2, 4.
BUS3016	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1, 4.
BUS3018	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1, 3, 5, 6.
BUS3019	Op.	1, 3, 5, 6.	1, 2, 3.	1, 2,	1, 3, 5, 6.
BUS3021	Core	1, 3, 5.7	1, 2, 3.	1, 2.	1, 3, 5, 6.
BUS3024	Op.	1, 3, 5, 6,7	1, 2, 3.	1, 2,	1, 3, 5, 6.
BUS3027	Op.	1, 3, 5, 6,7	1, 2, 3.	1, 2,	1, 4.
BUS3028	Core/Op.	1, 3, 5.7	1, 2, 3, 4.	1, 2, 5.	1, 2.
BUS3030	Core	1, 3, 5.	1, 2, 3.	1, 2.	1, 3, 5, 6.
BUS3031	Op.	1, 2, 3, 6.	1, 2, 3.	1, 2, 3,	1, 2, 3, 4, 6.
BUS3032	Op.	1, 2, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1, 3, 5, 6.
BUS3033	Op.	1, 3, 4, 5, 6.	1, 2, 3.	1, 2,	1, 3, 5, 6.
BUS3034	Op.	1, 2, 3, 6.	1, 2, 3.	1, 2, 3.	1, 2, 3, 4, 6.
BUS3034	Op.	2,3,4	1,2	1,2	1,2
BUS3044	Op.		1,3		1,3
BUS3045	Op.	4	1,2,3,4	1,2	1,2,3,5,6

BUS3035	Op.	2, 3, 4.7	1, 3.	2.	1, 3, 5, 6.
BUS3036	Core	1, 2, 3, 5.7	1, 2, 3, 4.	1, 2.	1, 4.
NCL3007	Op.				
NCL3008	Op.				