

**PROGRAMME SPECIFICATION**

1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	MA
4	<b>Programme Title</b>	International Business Management
5	<b>UCAS/Programme Code</b>	4047
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Master Awards in Business and Management
8	<b>FHEQ Level</b>	7
9	<b>Date written/revised</b>	Revised [Feb 2014]

**10 Programme Aims**

The overall aim of the programme is to provide a pre-experience Masters qualification in business management with a strong international dimension. The international dimension of the programme is provided by the focus and orientation of the core, compulsory and elective modules. The specific aims of the programme are fourfold and are explicitly in line with the QAA benchmark standards for Masters Degrees in Business and Management (2007).

- 1 To provide an opportunity for participants to engage in the advanced study of organisations, their management and the cultural and international context(s) in which they operate.
- 2 To enable participants to prepare for and/or develop a career in business and management.
- 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, to improve business and management practice.
- 4 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.

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 in the QAA benchmarks for Generalist Masters Degrees for students with little or no prior experience. The level of the programme has also been informed by the Framework for Higher Education Qualifications (August 2008). In this way the programme explicitly meets the relevant external referents.

## **11 Learning Outcomes**

The programme outcomes have reference to the QAA benchmark statements for Masters Degrees in Business and Management. They provide students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of business management and combine theory with the application of skills required to generate solutions and communicate the results to others in a clear, concise and professional manner.

The terms 'business' and 'organisations' are understood generically to cover a wide range of examples including public, private and not-for-profit entities, together with a comprehensive range of sizes and structures. 'Development' encompasses not only a range of business knowledge and skills, but also the enhancement of a range of general transferable intellectual and study skills. These include: the self-awareness and personal development appropriate to graduate/management careers in business; the development not only of positive but also critical attitudes towards leadership, change, enterprise, and the dynamism of the business and management environment; and the ability to convert theory into practice from a critical and informed perspective.

### **Knowledge and Understanding**

On completing the programme students should have a critical understanding of :

- A1 Evolution of and contemporary issues in International Business Environments
- A2 Theories of interpersonal perception, and appropriate behaviours when interacting with people of different cultures.
- A3 Marketing theory concepts, international aspects of marketing and the importance of the external environment.
- A4 Understanding of how to apply financial accounting information in business planning and decision making
- A5 Key features of organisation theory, organisational behaviour and human resources management relevant to organisations operating in international contexts, including an understanding of organisational change in complex environments
- A6 Fundamental ideas and issues relevant to the theory and practice of business strategy
- A7 Differences between competing perspectives of strategy, the extent to which managers exercise strategic choice in practice and the implications of internationalised competition for long term decision making and change
- A8 An understanding of the nature and scope of advanced research in international business and management, including literature searches
- A9 An understanding of the challenges facing managers when integrating across diverse theoretical perspectives and subjects and applying this knowledge in practice to complex management scenarios.

### **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 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.

<p>Extensive training is also provided in appropriate research methods (A8).</p> <p>The use of case studies and simulations during the programme also aids understanding by encouraging students to consider the context(s) within which management operates and the challenges of integrating and applying theory in practice (A9).</p>
<b>Assessment Strategy</b>
<p>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, A3, A7, A8), group assignments (A2, A4, A9), and unseen exams (A5, A6)</p> <p>Additionally, there is a dissertation by which students are encouraged to demonstrate their learning from the programme and apply their learning, research and practical skills to a significant management or business issue.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>B1 The ability to critically evaluate issues in the context of the activities of business, government and non-governmental organisations within a global environment.</li> <li>B2 The ability to diagnose and analyse problems and issues in international managerial situations.</li> <li>B3 The ability to conduct a marketing audit procedure and evaluate a marketing plan.</li> <li>B4 The ability to interpret accounting statements as resources for managerial decision making.</li> <li>B5 The ability to critically appraise and contribute to organisational development and change within international contexts.</li> <li>B6 The ability to critically analyse the concepts and practices of business strategy within an international context and to contribute to strategic planning</li> <li>B7 The ability to design, structure, organise and conduct research into business and management issues.</li> <li>B8 The ability to synthesise information and knowledge into plans for action in a business context</li> <li>B9 An awareness of ethical issues and the challenges they present in a business context.</li> <li>B10 Research skills appropriate to the investigation and analysis of business issues.</li> </ul>
<b>Teaching and Learning Methods</b>
<p>All these outcomes are developed through learning in lectures, seminars and tutorials. In addition, some of these learning outcomes are practised and developed through a variety of other means including group exercises (B2), case studies (B1, B2, B3), simulations (B2, B4, B6, B8), making presentations (B2, B6, B8), and producing reports (B3, B7).</p>

<b>Assessment Strategy</b>
<p>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, simulations etc.</p> <p>Summative assessment is through individual assignments (B1, B2, B5, B7), group assignments (B2, B3, B4, B6, B8), presentations (B2, B6, B8) and examinations (B5, B6).</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>C1 Critical evaluation of data/information/evidence</li> <li>C2 The ability to define a problem, propose solutions and contribute to decision making</li> <li>C3 The ability to conduct research into business and management issues</li> <li>C4 Reflective and creative thinking</li> <li>C5 Self-learning through reflection</li> <li>C6 The ability to recognise ethical issues and formulate appropriate courses of action</li> </ul>
<b>Teaching and Learning Methods</b>
<p>Practical cognitive skills are developed through lectures, group discussions, group activities/exercises and independent study. All these skills are exercised significantly during the production of assignments and especially during the case studies and simulation exercise that form the focus of 'theory into practice' elements of the programme. In addition they are all central to the research and production of the dissertation. The teaching/learning methods employed recognise the range of experience that participants bring to the programme. Extensive group work with students allocated to work together in diverse teams throughout the programme encourage sharing of that experience. This also encourages participants to develop a self managed approach to learning and the ability to work both in a variety of roles within groups and independently, as appropriate.</p>
<b>Assessment Strategy</b>
<p>These skills are formatively assessed through discussions, case studies, group activities, role play etc.</p> <p>Summative assessments are in the form of individual and group assignments, examinations and the dissertation.</p>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>D1 The ability to use appropriate verbal/written communication to convey information tailored in content, style and presentation to the needs of their intended audience.</li> <li>D2 The ability to work effectively within a team and the ability to use individuals' contributions in group processes, as appropriate</li> <li>D3 The ability to conduct research into business and management issues using quantitative and qualitative methods.</li> </ul>

<p>D4 The ability to work independently, showing creativity and initiative.</p> <p>D5 Numeracy by applying appropriate computational techniques and quantitative skills to support decision making</p>
<b>Teaching and Learning Methods</b>
<p>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 and group work. 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 both through the research methods training and as a necessary component in specific programme modules, such as those where students need to produce business and marketing plans for case studies, and in the international business simulation.</p>
<b>Assessment Strategy</b>
<p>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.</p>

12 Programme Curriculum, Structure and Features														
Basic structure of the programme														
<p>Programme Features</p> <p>This is a modular programme which is studied over one year on a full-time basis. It is designed for students who generally have little or no experience and aims to develop Masters level knowledge, understanding and skills in business and management subjects, with an emphasis on issues relating to international business. The programme aims to prepare individuals for employment and therefore generally attracts recent graduates (cognate or relevant first degree) but there are also generally some mature entry students.</p> <p><i>There are three distinct phases of the programme.</i></p> <p>Phase 1 – taught modules</p> <p>This is the compulsory and elective element of the programme representing 120 credits of study and provides participants with a broad understanding of the main areas of international business management.</p> <p>The compulsory programme comprises seven ‘subject area’ modules and two ‘skills’ modules</p> <p>The subject area modules are:</p> <table><tr><td>NBS8045</td><td>International Business Environment (10 credits)</td></tr><tr><td>NBS8061</td><td>Managing Across Cultures (10 credits)</td></tr><tr><td>NBS8078</td><td>Strategy for Managers (10 credits)</td></tr><tr><td>NBS8088</td><td>Marketing (10 credits)</td></tr><tr><td>NBS8326</td><td>Managing Organisations and People (10 credits)</td></tr><tr><td>NBS8060</td><td>International Business Strategy (10 credits)</td></tr><tr><td>NBS8265</td><td>Managing Change in Organisations (10 credits)</td></tr></table>	NBS8045	International Business Environment (10 credits)	NBS8061	Managing Across Cultures (10 credits)	NBS8078	Strategy for Managers (10 credits)	NBS8088	Marketing (10 credits)	NBS8326	Managing Organisations and People (10 credits)	NBS8060	International Business Strategy (10 credits)	NBS8265	Managing Change in Organisations (10 credits)
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The skills modules are

NBS8328        The International Management Practitioner (20 credits)

NBS8327        Research Methods for International Business Management (10 credits)

Students are required to take further optional modules to a value of 20 credits from an elective list approved annually by the Degree Programme Director. The electives offered each year are dependent on the availability of staff and they are designed to enable students to develop areas of specialist knowledge and abilities within a framework of choice over a broad range of management disciplines.

Phase 2 – integrative skills module

Strategic Business Analysis and Decision Making [(NBS8329), 10Credits) module. Block taught at the start of semester three, this module is designed to enhance the MA IBM program and offer postgraduate students a competitive and practical platform for development of business analysis and strategic decision-making skills. This is done through an innovative module design, delivery and content where blended learning is achieved through a program of lectures, computer lab workshops, the preparation of a Business Plan, a week-long International Business Simulation Exercise and Poster Presentations.

The Simulation provides a time-pressured week of business ‘cycles’ in which student groups compete to grow an international company. This aims to contextualize learning from subject areas from across the MA IBM program modules while providing an intensive opportunity for students to practice and hone their skills as effective managers and teamworkers. Specifically, the Simulation experience is designed to facilitate student development of transferable team-working skills which will be of use in the workplace and in further life. It requires students to apply conceptual and theoretical knowledge into practice and critically analyse and reflect on various sources of information, make decisions and solve problems relating to business and strategy. In the Simulation, students tackle a range of strategic, marketing and general management issues involved in developing a business in an increasingly internationalised global setting. On completion the writing of an individual report enables them to reflect on and consolidate their experiential learning developed through the Simulation period.

Phase 3 - dissertation

Students are required to carry out 50 credits of study by means of a dissertation. The dissertation can either be research-based [(NBS8599)] or practice-based [(NBS8600)]. 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 mix of subject area and skills modules enables students not only to develop a well-rounded theoretical understanding of international business management but also to develop practical skills and experiential learning of applying and integrating this knowledge in a business-relevant context. The alternative dissertation routes provide capstone activities that allow students to round off their degree by focusing either on developing their subject-area knowledge (research-based dissertation) or on developing their skills in applying knowledge in business contexts and to business decision making (practice-based dissertation).

Students are required to pass all elements of the programme.

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

Key features of the IBM programme are:

- its focus on international perspectives;
- its focus on multicultural working, including a range of module assessments that give students the opportunity to develop and practice intercultural communication and learning, harnessing the international experience of both the international cohort and staff teaching the modules;

- the explicit provision of modules [IMP, SBA - add NBS codes when available] that develop transferrable management skills, including extensive teamworking on business-related case studies;
- the use of a business simulation exercise to integrate and consolidate learning from across all the taught-element after semester two;
- the option to undertake a practice-based dissertation focussed on a 'live' business issue as an alternative to the more traditional research-based dissertation.

#### **Programme regulations (link to on-line version)**

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

### **13 Criteria for admission**

#### *Entry qualifications*

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.

#### *Admissions policy/selection tools*

On-line application

#### *Non-standard Entry Requirements*

Minimum of 2 years continuous work experience in a relevant field for those without a qualifying undergraduate/higher or equivalent degree. Offers will be at the programme selector's discretion and applicants may be required to attend an interview and/or to submit a relevant piece of written work before an offer can be made.

#### *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*

Overseas applicants should have, or expect to obtain, an IELTS score of 6.5 or above, or a TOEFL score of 580 (240) or above, with no sub-score below 6.0 or equivalent. The University provides pre-sessional and foundation courses in English Language and successful completion of one of these may be a condition of entry.

### **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 Development Centre (further information is available from the Robinson Library).

#### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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.

### **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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.



#### *Programme reviews*

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

#### *External Examiner reports*

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

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. 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 Student-Staff Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

#### *Additional mechanisms*

## **16 Regulation of assessment**

#### *Pass mark*

The pass mark 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 Regulations including the Postgraduate (Taught) Progress Regulations and Examination Conventions (see University Regulations online <http://www.ncl.ac.uk/regulations/docs/>). 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**

<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

### *Reassessment*

Candidates who satisfy the examiners in the assessment specified for a module may not enter again for that assessment.

#### *Reassessment of Taught Modules*

(a) A candidate who fails to satisfy the examiners, in the assessment relating to modules in the taught element of the programme, to a credit value of not more than 40 at the first attempt may be reassessed on one further occasion. Such reassessment shall take place before the end of the academic year during which the first examination took place. The taught element includes both Phase 1 and Phase 2 modules (see above).

(b) A candidate who fails to satisfy the examiners in the assessment relating to modules to a credit value of more than 40 credits in the taught element of the programme shall be deemed to have failed the examination as a whole and have no right of reassessment.

#### *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 12 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 PEC Committee or 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 3 months after the date of their first submission.

#### *Award of Diploma or Certificate*

Students who fail to satisfy the examiners for the award of the Degree of Master of International Business Management shall be awarded an exit award of PG Diploma or Certificate subject to meeting the relevant requirements set out in the University's Regulations including the Postgraduate (Taught) Progress Regulations and Examination Conventions.

*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: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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.

## Annex

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
NBS8045	Compulsory	1	1	1 - 5	1, 3, 4
NBS8060	Compulsory	7	6	1 - 5	1, 3, 4
NBS8061	Compulsory	2	2,9	1 - 6	1 - 4
NBS8078	Compulsory	6	6	1,2	1
NBS8088	Compulsory	3	3	1 - 5	1 - 4
NBS8265	Compulsory	5, 9	5	1 - 5	1, 4
NBS8326	Compulsory	5	2, 5, 6	1,2	1
NBS8327	Compulsory	8	7, 10	1 - 5	1, 3, 4
NBS8328	Compulsory	4, 7, 9	1, 2, 4, 6, 8, 9	1 - 6	1 - 4
NBS8329	Compulsory	4, 7, 9	4, 8, 9	1 - 6	1 - 4
NBS8599	Compulsory	1 - 9	1 - 7, 9,10	1 - 6	1, 3 - 5
NBS8600	Compulsory	1 - 9	1 - 10	1 - 6	1, 3 - 5