	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	Operations, Logistics and Supply Chain Management
5	**Programme Code**	5154
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Business and Management
8	**FHEQ Level**	7
9	**Last updated**	Revised March 2014, Revised June 2014

10	**Programme Aims**

1   To provide students with the opportunity to engage in the advanced study of Operations and Supply Chain Management in the manufacturing and service sectors.

2   To enable participants to prepare for and /or develop a career in Operations and Supply Chain Management

3   To enable participants to develop the ability to apply their knowledge and understanding of operations management and logistics in a thorough, systematic, informed and creative way.

4   To enable participants to convert theory into practice from a critical and informed perspective so as to advance the effectiveness and competitiveness of organisations.

More specifically the aims are:

1   To provide advanced study of Operations and Supply Chain Management in a variety of organisational contexts.

2   To produce graduates with the necessary specialist knowledge and skills appropriate to pursue careers in Operations Management, logistics, general management or consulting.

3   To expose students to a variety of learning experiences.

4   To develop transferable skills including report writing, personal and interpersonal skills, presentation skills, group working skills and an appreciation of working in a multicultural environment.

5   To produce graduates able to understand, explain and apply an integrated approach to the Operations and Supply Chain Management as a means of improving organisational performance.

6   To provide an understanding of the contribution of life long learning and personal development to both individual and organisational development.

7   To produce highly marketable graduates who are able to make an immediate contribution to their organisation.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

On completing the programme students should:

A1 How an integrated approach to Operations and Supply Chain Management can impact on business performance.

A2 The importance of organisational context in Operations Management, including product/ service type, mode of service, size of company, type of industry, stage in the business life cycle and the degree of internationalisation of the business.

A3 The importance and role of operations strategy and logistics.

A4 Methods of planning, control and continuous improvement.

A5 The importance of Lean supply, supply chain management and the management of change.

A6 Quality assurance system, quality control approaches and the use of statistical methods.

A7 The role and function of information technology in supporting Operations Management.

A8 ethical issues and their implications in management practice.

A9 Comparative international business environments and how they differ across countries and institutions, including business firms, governments, international organisations, and the markets in which they operate.

Teaching and Learning Methods

The primary mode of instruction is via lectures and staff led discussion, supplemented by practical exercises including the use of case studies. Students are encouraged to employ reading lists to broaden subject knowledge and to use appropriate business cases, quantitative examples and new developments in the management of Operations Management to ensure up to date knowledge of the theory and practice. External speakers may be brought in to provide examples of key aspects of Operations Management in different organisations, students are encouraged to critically evaluate these sessions in the light of their developing knowledge. (A1 – 9).

Assessment Strategy

Knowledge (A1-9) is assessed by a mix of unseen examinations, supported by assignments which are selected to best reflect the subject being studied. In addition a thesis will be produced.

Intellectual Skills

On completing the programme students should be able to:

B1 Evaluate evidence critically, reach conclusions and present findings.

B2 Problem solve within the context of the business environment with particular emphasis on Operations and Supply Chain Management

B3 Integrate evidence from a variety of sources to effect improvement in the operational performance of organisations.

B4 Contribute effectively to the planning, design and implementation of projects.

Teaching and Learning Methods

Students learn by completing case studies, group and individual exercises, the presentation of findings and designing and completing a research project. (B1 - 4).

Assessment Strategy

Cognitive skills (B1-4) are assessed by a mix of unseen examinations, supported by assignments which are selected to best reflect the subject being studied. In addition research skills are assessed when a thesis is produced.

Practical Skills

On completing the programme students should be able to:

C1 Implement appropriate operations strategies, that maximise the contribution of Operations Management and Logistics whilst optimising the interests of key stakeholders in various organisational environments.

C2 Be able to systematically collect, analyse and interpret data.

C3 Be able to effectively use bibliographic skills to review the literature, formulate research questions, apply appropriate methodologies for problem solving, collect data, synthesise results and reach logical conclusions.

C4 Provide advice about how to apply Operations Management and Quality Management tools and techniques to improve organisational performance.

Teaching and Learning Methods

Students are required to apply their knowledge of key skills to practical situations, though individual and group exercises and through a major project.

Assessment Strategy

Subject specific skills (C1-4) are assessed by a mix of unseen examinations, supported by assignments and other assessed exercises which are selected to best reflect the subject being studied. In addition a thesis is produced.

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 The ability to work independently with initiative and adaptability.

D3 Work within a team contributing appropriately and effectively towards the team based activity.

D4 The ability to solve problems.

D5 Where relevant, demonstrate numeracy by applying the appropriate computational techniques and interpret or critically evaluate the results.

Teaching and Learning Methods

Students experience problem solving in case studies, group exercises and assignments. (D4) They develop presentation, team-working skills and the ability to work independently. (D1, D2, D3).

Assessment Strategy

Transferable skills (D1-5) assessed by a mix of unseen examinations, open book examinations, supported by assignments which are selected to best reflect the subject being studied. In addition skills are assessed when a thesis is produced.

12   Programme Curriculum, Structure and Features
Basic structure of the programme

Please see Annex 1

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

The programme aims to produce graduates with the necessary specialist knowledge and skills appropriate to pursue careers in Operations Management, Logistics and Quality Management, or in general management/consulting.

Programme regulations (link to on-line version)

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

13   Criteria for admission

Entry qualifications
First degree

Admissions policy/selection tools
First degrees at a level equivalent to UK HE institutions at the upper second class level. Applicants whose first language is not English require IELTS 6.5 or equivalent with no less than 6.0 in any element. Evidence of numeracy is required, equivalent to UK GCSE grade B.

Non-standard Entry Requirements
Industrial or commercial experience and/or vocational/professional qualifications considered the equivalent of the above.

Additional Requirements

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 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-sessional 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 Staff-Student 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 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 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
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
None.

Additional mechanisms
None.

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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

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

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by the University 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

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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.

MSc OPERATIONS LOGISTICS AND SUPPLY CHAIN MANAGEMENT:

SEMESTER 1	Credits
NBS8118 Purchasing and Supply Chain Management	20
NBS8221 Operations Management	20
NBS8224 Performance and Decision Management	10
NBS8324 Supply Chain and Logistics Modelling and Control	10
NBS8372 Research Methods (OSCM/OMLA)	10

SEMESTER 2	
NBS8222 International Logistics	10
NBS8229 Quality Management, Tools and Techniques	20
NBS8325 Supply Chain Information Systems and Technology	10
NBS8372 Research Methods (OSCM/OMLA)	10

SEMESTER 3	
NBS8300 Dissertation in Operations and Supply Chain	60

	Total Credits	**180**

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
NBS8118	Compulsory	1, 8	2, 3, 4	1,2,3,4	3, 4
NBS8221	Compulsory	1, 2, 3, 7	2, 4	1	5
NBS8222	Compulsory	2, 4, 5, 7, 8, 9	1, 2, 4	1, 3, 4	1, 2, 3, 4, 5
NBS8224	Compulsory	8, 9	3,4	2,3	3, 5
NBS8229	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
NBS8300	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
NBS8324	Compulsory	1, 3, 4, 5,	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
NBS8325	Compulsory	2, 3, 4, 5, 7	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
NBS8372	Compulsory	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5