

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Business Administration Executive Master of Business Administration
4	Programme Title	Master of Business Administration Executive Master of Business Administration
5	UCAS/Programme Code	5823F MBA 5824P EMBA (Sept) 5853P EMBA (Jan)
6	Programme Accreditation	The Association of MBAs European Quality Improvement System
7	QAA Subject Benchmark(s)	Masters Awards in Business and Management
8	FHEQ Level	7
9	Date written/revised	June 2014

10 Programme Aims

The overall educational aims of the programme which are in line with the QAA benchmark for Masters awards in Business and Management February 2007 are:

- 1 ***The advanced study of organisations, their management and the changing external context in which they operate.***
- 2 ***The preparation for and/or development of a career in business management and leadership by developing advanced skills at a professional managerial or equivalent level, or as preparation for PhD level research or further advanced study in the area***
- 3 ***Development of the ability to apply knowledge and deep understanding of business and management to complex and diverse issues, systematically, critically and creatively, to improve business, management and leadership practice.***
- 4 ***Enhancement of lifelong learning skills and personal development so as to be able to work independently and in a senior managerial capacity with self-direction, critical, analytical, evaluative discernment and originality to contribute significantly to the leadership of business and society at large.***

Specifically this programme aims are:

- 1 To provide for the students on the programme a supportive and stimulating learning environment within the context of the University of Newcastle upon Tyne Business School.
- 2 To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a post experience masters degree. Covering the main disciplines of management, these modules will be relevant to deep understanding of the roles, responsibilities and problems of business in a global context in order to equip graduates for a continuation of their successful managerial and leadership careers in business.

	<p>3 To expose students to a variety of teaching and learning experiences, which will augment and enhance their practical managerial workplace capability by introducing and developing theoretical knowledge and research ability which they can in turn apply on return to employment, including lectures, tutorials, case analyses, and projects.</p> <p>4 To develop students' transferable skills including: numeracy at managerial level, academic literacy, advanced report writing skills, superior personal and interpersonal skills, critical evaluation ability, enhanced presentation skills, leadership behaviours, high level group working skills and an appreciation of working in a multi-disciplinary, multi-layered hierarchical and matrix multicultural environment.</p> <p>5 To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources to utilise in both level 7 academic and senior business contexts..</p> <p>6 To further develop students' analytical and critical abilities in dealing with business concepts and practices at senior levels.</p> <p>7 To meet the requirements of our accreditation by the Association of MBA's.</p> <p>8 To produce highly marketable graduates who are able to contribute immediately to regional, national or international organisations in managerial and leadership contexts.</p> <p>9 To provide a programme that conforms to the University' policies and QAA Quality Code.</p> <p>10 To provide a programme that meets the requirements of the Higher Education Qualifications Framework and the benchmark statement for level 7 awards.</p>
11	<p>Learning Outcomes</p> <p>The programme outcomes have references to the benchmark statements for Masters Awards in Business and Management and provides students with opportunities to demonstrate high level disciplinary competency by further developing the key principles and theories in their generalist subject areas and combines theory with the application of skills required to generate solutions within their discipline at senior levels.</p>
	<p style="text-align: center;">Knowledge and Understanding</p> <p>On completing the programme students should be able to demonstrate:</p> <p>A1 An advanced knowledge and understanding of core business areas within an international context (finance, marketing, organisational behaviour/ human resource management, strategy, operations, information and knowledge management and leadership) as subjects of academic study and as practical activities.</p> <p>A2 A detailed and critical understanding and the ability to evaluate the issues and problems appropriate to business management and leadership in the global context.</p> <p>A3 An in-depth understanding 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.</p> <p>A4 An advanced understanding of key research in the disciplines studied (including engagement with cutting-edge research by members of staff where relevant.)</p> <p>A5 Through elective modules an advanced knowledge and understanding of specialist areas within business.</p>

<p>A6 An advanced understanding of the integration of the functional elements within an organisation.</p> <p>A7 An advanced understanding of how to apply the knowledge gained to the real managerial and leadership perspectives of organisations.</p> <p>A8 Identify sophisticated understanding of ethical issues and the ability to analyse and apply different courses of action.</p>
Teaching and Learning Methods
<p>The primary means of imparting knowledge and understanding is through interactive lectures which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (A1, A2, A5, A8). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during the programme (A3, A4). Students will also participate in live Management Consultancy projects for local organisations (A6, A7)</p>
Assessment Strategy
<p>Knowledge and understanding (A1- 9) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, business reports, case studies, presentations and dissertations.</p>
Intellectual Skills
<p>On completing the programme students should be able to demonstrate:</p> <p>B1 Problem solving within the context of business and management in complex situations with incomplete information, in real-time.</p> <p>B2 The ability to gather, synthesise and evaluate information relevant to the management and leadership of organisations.</p> <p>B3 Independent critical analysis.</p> <p>B4 An advanced understanding of how to critically evaluate ideas, concepts and practices related to business management and leadership.</p>
Teaching and Learning Methods
<p>B1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations during some lectures. Later, students have the opportunity to practice B2, B3 and B4 through student-centred project work, live management consultancy and analysis of current research.</p>
Assessment Strategy
<p>Cognitive skills B1-B4 are assessed by essays, management reports, projects and unseen examinations</p>
Practical Skills
<p>On completing the programme students should be able to demonstrate:</p> <p>C1 Quantitative skills required for managing and leading in a business environment.</p>

<p>C2 Critical analytical skills to translate management, business and leadership theory to practice.</p> <p>C3 Analysis of significant business information, data and operations for senior managerial discussion and decision-making.</p>
Teaching and Learning Methods
<p>Learning outcomes C1, C2, C3 are achieved via lectures where these skills are demonstrated and practiced. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.</p>
Assessment Strategy
<p>Practical skills are assessed by projects (C1, C2) case studies, management consultancy reports and presentations(C3).</p>
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 use appropriate advanced verbal/written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience.</p> <p>D2 where relevant demonstrate numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results at managerial level within a business setting.</p> <p>D3 work within a management level team contributing appropriately and effectively towards the team based activity.</p> <p>D4 Ability to work independently, time manage, show initiative and adaptability.</p>
Teaching and Learning Methods
<p>These are introduced to students through sessions in induction and within modules. Numeracy is delivered within specific modules and as integral elements of core modules (D2). Oral communications are developed specifically through presentations and in discussion based exercises. (D1). Team working skills and team leadership skills are seen as an essential part of students learning on management programmes and these are developed through group based activities (D3). Students develop their time management skills through time constrained activities in class and through set work for seminars. Strategic business games allow students to develop initiative and adaptability in time bound and pressured scenarios (D4).</p>
Assessment Strategy
<p>D1 is assessed through presentations, unseen examinations, essays and project work. D2 is assessed through project work. D3 is assessed as part of group work and group presentations. D4 is not assessed directly and is assessed as part of course work and group work.</p>
12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>Duration of the course: The programme is studied over one year on a full-time basis, or 2 years part-time (Executive).</p>

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

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

Phase 1: This includes 11 compulsory modules which are the core element of the programme. The compulsory modules are designed to provide the students with a broad understanding of the main theories of organisations and business management, including global political economy, strategic management, strategic human resource management, operations management, accounting and finance, strategic marketing, organisational behaviour, competing with IT, global strategic design.

In addition to the general business knowledge, the under-arching personal and professional transformation module provides extensive trainings on a wide range of advanced personal skills that are essential for students to lead in an international market. The over-arching business in action module provides real-time-learning opportunities that consolidate learning across the programme and integrate the theory and practice across the modules. There will also be regular and in-depth non-credit bearing Research Methods training both in Phase 1 and Phase 2. These compulsory modules contribute 110 credits.

Phase 2: This is the elective element of the programme which allows students to either develop specialist interests or maintain the broad perspective from the programme core. The elective element contributes 20 credits.

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

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

- AMBA and EQUIS accredited MBA
- Small group intake and research-led teaching and learning experiences
- Applying business theories in real management and leadership situations. This is reflected in a number of modules including strategic marketing, management consultancy and strategic management.
- Gaining advanced personal and professional development trainings and enhance employability in addition to acquiring higher level business knowledge and application
- Offering International Electives with our partner institutions.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

All students are expected to hold a good first degree, 2.1 or equivalent, from a recognised university. Equivalent professional qualifications or in the case of more mature candidates, substantial managerial experience at senior level can also be accepted. If the candidate does not meet these requirements a GMAT score of 550+ can be acceptable.

Non-standard Entry Requirements

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

Additional Requirements

All Executive MBA candidates are required to attend an interview prior to being made an offer. In the case of full-time overseas students, interviews can be required and these interviews might be delegated to members of the University's International Office.

Level of English Language capability

If English is not the first language of the candidate we would look for evidence of proficiency in English, either through an IELTS score of 6.5 with a minimum score of 6.0 in any section, TOEFL score of 580 or successful completion of the University's Language Centre's English language course.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

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

The School holds a number of accreditations at programme level, where quality standards are reviewed and assessed by professional bodies to ensure they remain relevant to their requirements. Specifically the MBA has held AMBA accreditation for many years and was re-accredited in 2010 for the maximum award of 5 years. More recently EQUIS (European Quality Improvement System) from European Foundation Management Development reviewed the School's programmes, aims and strategy against their international standards and re-accredited the School in 2013 for a further 3 years. These accreditations help ensure the School takes a critical view of its offering on an international scale and guide the School in areas for development or enhancement.

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

Weighting of stages

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

Common Marking Scheme

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

Summary description applicable to postgraduate Masters programmes

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

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

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

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus: <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: <http://www.ncl.ac.uk/nubs/courses/undergrad/index.htm>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Full Time		Intended Learning Outcomes			
PHASE 1					
Module	Type	A	B	C	D
NBS8122	Comp	1, 4	1 – 4	1 – 3	1, 2, 4
NBS8123	Comp	1 – 4, 8,	1 – 4	2 – 3	1, 4
NBS8124	Comp	1, 2, 6 – 8	1 – 4	2 – 3	1, 3, 4
NBS8125	Comp	1, 2, 4, 8	1 – 4	2 – 3	1, 3, 4
NBS8126	Comp	1, 2, 4, 6, 8	1 – 4	2 – 3	3 – 4
NBS8128	Comp	1 – 4, 6, 8	1 – 4	2 – 3	1, 3, 4
NBS8159	Comp	1 – 4, 6-8	1 – 4	2 – 3	1, 3, 4
NBS8490	Comp	1, 2, 7	1 – 4	2 – 3	1, 3, 4
NBS8491	Comp	7	1 – 3	2 – 3	1, 3, 4
NBS8492	Comp	1, 2	1 – 4	2 – 3	1, 3, 4
NBS8534	Comp	1 - 3, 7	1 – 4	2 - 3	1, 3, 4
PHASE 2					
Module	Type	A	B	C	D
Available electives vary year to year	Op	1 – 5	1 – 4	1 – 3	1 – 4
NBS8130	Op	1 - 4, 6 – 8	1- 4	1 – 3	1 - 4
PHASE 3					
Module	Type	A	B	C	D
NBS8520	Comp	1 – 8	1 – 4	1 – 3	1 – 4

Executive	Intended Learning Outcomes				
PHASE 1					
Module	Type	A	B	C	D
NBS8022	Comp	1, 4	1 – 4	1 – 3	1, 2, 4
NBS8023	Comp	1 – 4, 8	1 – 4	2 – 3	1, 4
NBS8024	Comp	1, 2, 6 – 8	1 – 4	2 – 3	1, 3, 4
NBS8025	Comp	1, 2, 4, 8	1 – 4	2 – 3	1, 3, 4
NBS8026	Comp	1, 2, 4, 6, 8,	1 – 4	2 – 3	3 – 4
NBS8028	Comp	1 – 4, 6, 8	1 – 4	2 – 3	1, 3, 4
NBS8109	Comp	1 – 4, 6 –	1 – 4	2 – 3	1, 3, 4

		8			
NBS8290	Comp	1, 2, 7	1 – 4	2 – 3	1, 3, 4
NBS8291	Comp	7	1 – 4	2 – 3	1, 3, 4
NBS8292	Comp	1, 2	1 – 4	2 – 3	1, 3, 4
NBS8294	Comp	1 – 3, 7	1 – 4	2 – 3	1, 3, 4
PHASE 2					
Module	Type	A	B	C	D
Available electives vary year to year	Op	1 – 5	1 – 4	1 – 3	1 – 4
NBS8030	Op	1 - 4, 6 – 8	1- 4	1 – 3	1 - 4
PHASE 3					
Module	Type	A	B	C	D
NBS8521/NBS8522	Comp	1 – 8	1 – 4	1 – 3	1 – 4