

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA Honours
4	<b>Programme Title</b>	International Business Management
5	<b>UCAS/Programme Code</b>	N120
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Business Management
8	<b>FHEQ Level</b>	Honours
9	<b>Last updated</b>	Oct 2014

### 10 Programme Aims

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

- Study of organisations, their management and the changing external environment in which they operate. Organisations include a wide range of different types, e.g. private, public and not-for-profit, together with a variety of sizes and structures.
- Preparation for and development of a career in business and management.
- Enhancement of lifelong learning skills in personal development to contribute to society at large.

Specifically this programme aims are:

- 1 To provide for the students on the programme a supportive and stimulating learning environment within the context of a social science faculty.
- 2 To offer students a broad, coherent, balanced and comprehensive portfolio of modules appropriate to a first degree level and covering the main disciplines of management. These modules will be relevant to understanding the role and problems of business in a global context in order to equip graduates for a successful career in business or in further study of business, or in other careers where the degree will provide a general educational preparation.
- 3 To offer students the opportunity to develop skills in a foreign language and to practise these skills for a year within a country speaking that language.
- 4 To foster intercultural awareness and understanding (an appreciation both of international diversity and of transcultural connectedness of cultures), and an attitude of curiosity and openness towards different cultures.
- 5 To increasingly reflect the output of original research as students' progress through the degree programme.
- 6 To expose students to a variety of learning and teaching experiences including lectures, seminars, case analyses, projects and a virtual learning environment.
- 7 To develop students' transferable skills including numeracy, literacy, report writing skills, leadership, group working skills, communications skills, ethical awareness and an appreciation of working in a multicultural environment.
- 8 To enable students to effectively gather data, both qualitative and quantitative, from libraries, IT and other resources.
- 9 To develop students' analytical and critical abilities in dealing with business concepts and practices, especially in an international context.

To produce highly marketable graduates who can contribute immediately to an employing organisation through their application of the knowledge and practical skills gained on the programme which are grounded firmly upon a sound conceptual base and an understanding of relevant institutional frameworks at different levels.

## **11 Learning Outcomes**

The programme 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 Business Management (M).

### **Knowledge and Understanding**

On completing the programme students should have:

- A1 Knowledge and understanding of core business areas (finance, economics, marketing, organisational behaviour/human resource management) as subjects of academic study and as practical activities.
- A2 Knowledge and understanding of the internal diversity and connections between cultures and nations.
- A3 A detailed understanding of the issues and problems appropriate to business management.
- A4 An understanding of how to critically evaluate ideas, concepts and practices related to business and management.
- A5 Knowledge of the business environment and institutions, including business firms, governments, international organisations, and the markets in which businesses operate.
- A6 Knowledge and understanding of key research in the disciplines studied (including research by members of staff where relevant).
- A7 Knowledge and understanding of specialist areas within business through optional modules.
- A8 Knowledge and understanding of their chosen foreign language.

### **Teaching and Learning Methods**

The primary means of imparting knowledge and understanding is through lectures and seminars which guide students towards independent reading and enable students to check their learning through group discussions and problem solving practice (A1, A2, A3, A7). Students are facilitated to read research articles, take part in projects and case study analysis during their progression over the three stages (A4, A5, A6). Throughout the duration of the programme, in particular during the year abroad, students develop their knowledge and understanding of their chosen language through participation in formal language teaching sessions, student-centred independent language learning and, where relevant, through a work placement (A8). The year abroad will also contribute to the development of the students' knowledge and understanding of different cultures (A2).

<b>Assessment Strategy</b>		
Intended learning outcome	If assessed	How assessed
A1	Yes	MCQ's, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A2	Yes	Unseen written exams, case studies, reflective learning reports, research projects
A3	Yes	MCQ's, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A4	Yes	MCQ's, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A5	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A6	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A7	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research projects
A8	Yes	Unseen written, aural and oral exams, class tests
<b>Intellectual Skills</b>		
<p>On completing the programme students should be able to:</p> <p>B1 Solve problems within the context of business management.</p> <p>B2 Gather, synthesise and evaluate information.</p> <p>B3 Undertake independent critical analysis.</p> <p>B4 Use quantitative skills required for managing in a business environment.</p>		
<b>Teaching and Learning Methods</b>		
<p>Intellectual skills are developed, in the first instance, via lectures where these skills are demonstrated and then followed up in seminar groups. Seminars are essential to enable students to practice and master the requisite problem solving, decision making, critical analytical and quantitative skills related to particular business problems. Later, students have the opportunity to further practise these skills through project work.</p>		

Assessment Strategy		
Intended learning outcome	If assessed	How assessed
B1	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects
B2	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects
B3	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research projects
B4	Yes	MCQs, unseen exams, essays, case studies, oral presentations
Practical Skills		
<p>On completing the programme students should be able to:</p> <p>C1 Identify, locate and retrieve business management materials in paper and electronic form.</p> <p>C2 Apply knowledge in practical situations.</p> <p>C3 Orally present information.</p> <p>C4 Produce business reports.</p> <p>C5 Undertake independent qualitative/quantitative research using an appropriate range of methodologies.</p> <p>C6 Show receptive (reading and listening) and productive (writing and speaking skills in their chosen foreign language).</p>		
Teaching and Learning Methods		
<p>Practical skills are developed via lectures where the theory is demonstrated (C1, C4, C5) and then followed up in seminar groups. Seminars are essential to enable students to practise and master the ability to apply knowledge to practical situations (C2) and orally present information (C3). Language learning in the classroom context as well as during the year abroad enables the students to develop their ability to communicate in their chosen foreign language (C6).</p>		
Assessment Strategy		
Intended learning outcome	If assessed	How assessed
C1	Yes	Essays, case studies, oral presentations, research projects
C2	Yes	Case studies, oral presentations, research projects

C3	Yes	Group/individual oral presentations
C4	Yes	Essays, case studies research projects
C5	Yes	Dissertation
C6	Yes	Essays, listening comprehension tests, research project, oral presentations.
<b>Transferable/Key Skills</b>		
<p>On completing the programme students should be able to:</p> <p>D1 Communicate effectively both orally and in writing.</p> <p>D2 Apply mathematical skills.</p> <p>D3 Use Information technology.</p> <p>D4 Work in a team.</p> <p>D5 Manage time and prioritise tasks.</p> <p>D6 Carry on their independent learning and take responsibility for their own personal and professional development.</p> <p>D7 Adapt and operate effectively within an international environment.</p>		
<b>Teaching and Learning Methods</b>		
<p>These skills are introduced to students through sessions in induction and within modules. There is also a specific module at Stage 1 related to developing these skills (D1, D2, D3, D4, D5 and D6). Oral communication skills are further developed in seminars and through presentations (D1). IT and mathematical skills are further developed through specific modules (D2, D3). Team working skills are further developed through group based activities both inside and outside of seminars (D4). Time management skills are further developed through time constrained activities in class and through set work for seminars (D5). The ability to adapt and operate effectively within an international environment (D7) is developed initially through communicative language training and is later enhanced during the student's year abroad.</p>		
<b>Assessment Strategy</b>		
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, essay, unseen exams.
D4	Yes	Portfolio work, project work, oral presentations, essays, case studies
D5	Yes	Portfolio work
D6	Yes	Portfolio work
D7	Yes	Reflective learning report

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

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

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

**Stage 1** provides students with a general foundation in the main disciplines of business management in the modules; Introduction to Accounting and Finance, Introduction to Management and Organisation, Global Business Environment, and Business Emergence and Growth. The students also study a foreign language (40 credits) with entry points depending upon the individual student competency, including the possibility of studying a language *ab initio*. All modules at Stage 1 are compulsory.

**Stage 2** focuses on Operations Strategy and Management, Managing Human Resources, Research Skills for Business Research and Consultancy, and Managing Across Cultures (in the business management compulsory modules). Students also continue learning their selected foreign language: 40 credits – those students learning a language *ab initio*; 20 credits – those students who started learning a language post-A level. Where language learning does not take place *ab initio*, students may select options at Stage 2 (20 credits) which allow them to familiarise themselves with aspects of history, culture and society of the country whose language they have chosen to learn.

**Stage 3** focuses on International Human Resource Management, International Entrepreneurship, and Contemporary Issues in International Business Management (in the business management compulsory modules). Students are also required to study a 40 credit compulsory research-based dissertation that allows them to further develop their independent learning and research skills. Students continue learning their selected foreign language to the value of 40 credits.

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

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

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

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

## 13 Criteria for admission

### Entry qualifications

AAB from 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 Business School, School of Modern Languages and University. Attendance is not compulsory. Applicants with non-standard qualifications will be interviewed.

*Non-standard Entry Requirements***Mature students**

Each case is considered on its merits, although evidence of successful recent study is normally required (e.g. access course). Relevant work experience is also useful.

*Additional Requirements*

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

*Level of English Language capability*

IELTS 6.5 (or equivalent)

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

\*With the exception of intercalating years and the final stages of undergraduate programmes.

### *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*

None.

### *Additional mechanisms*

None.

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 40%

### *Course requirements*

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

### *Weighting of stages*

The marks from **Stages 2 and 3 [AND 4?]** will contribute to the final classification of the degree

The weighting of marks contributing to the degree for **Stages 2 and 3 25:75**

### *Common Marking Scheme*

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

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

*Role of the External Examiner*

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

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

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

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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ACC1003	Compulsory	1	1, 2, 4	1, 2	1, 2
BUS1001	Compulsory	1, 3, 4, 5	1, 2, 3	1, 2, 3	1
BUS1002	Compulsory	1, 3, 4, 5	1, 2, 3	1, 2	1, 5, 7
BUS1011	Compulsory	1,2,3,4,7	1, 2, 3	1,2,3	1,4,5,6
BUS2032	Compulsory	1,2,3,4,5	1,2,3,4	1,2,4,5	1,2,3,4,5,6
BUS2025	Compulsory	1, 3, 4	2, 3	1, 2	1, 5
BUS2018	Compulsory	1, 4, 6	1, 2, 3, 4	1, 2, 3, 5	1, 2
BUS2026	Compulsory	1, 2, 3, 4, 5	2, 3	1, 2	1, 2, 7
BUS3037	Compulsory	1, 2, 4	2, 3	1, 2, 4,	1, 3, 5, 6, 7
BUS3042	Compulsory	1, 2, 4	2, 3	1, 2, 4	1, 3, 5, 6, 7
BUS3021	Compulsory	1, 3, 4	2, 3	1, 2	1, 5, 7
BUS3039	Compulsory	1, 3, 4, 6	1, 2, 3	1, 2	1, 3, 6
BUS3035	Compulsory	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2	1, 5
BUS3051	Compulsory	1, 3, 4, 6	1, 2, 3	1, 2, 5	1, 2, 5, 6
CHN1003		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN1004		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN1003		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN1004		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1065		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1066		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1062		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1063		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1065		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1066		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN2001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN2001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA1071		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SML1023		2, 4, 8	1, 2, 3	1, 2, 3, 5, 6	1, 3, 4, 5, 6, 7
CHN4001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7

JPN4001		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA2061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
<del>FRE2006</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
GER2036		2, 6, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA2025		2, 6, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
CHN4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
JPN4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
FRE4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
GER4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
SPA4061		2, 8	2, 3	2, 3, 6	1, 3, 4, 5, 6, 7
<del>FRE4002</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
<del>FRE4003</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
FRE4010		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
<del>FRE4011</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
<del>GER4008</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
GER4011		2, 6, 8	2, 3	2, 3, 5, 6	1, 3, 4, 5, 6, 7
<del>GER4012</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
<del>LAS4001</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
<del>LAS4003</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>
<del>SPA4004</del>		<del>2, 6, 8</del>	<del>2, 3</del>	<del>2, 3, 5, 6</del>	<del>1, 3, 4, 5, 6, 7</del>