

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Business Management
5	UCAS/Programme Code	N200
6	Programme Accreditation	Chartered Management Institute (CMI)
7	QAA Subject Benchmark(s)	Business Management
8	FHEQ Level	6
9	Last updated	Revised March 2014, Revised June 2014

10 Programme Aims

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

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

Specifically, this programme aims are:

- 1 To provide for the students on the programme a supportive and stimulating learning environment within the context of a social science faculty.
- 2 To offer students a broad, coherent, balanced and comprehensive portfolio of modules appropriate to a first degree level and covering the main disciplines of management. These modules will be relevant to understanding the role and problems of business in a global context in order to equip graduates for a successful career in business or in the further study of business and management, or in other careers where the degree will provide a general educational preparation.
- 3 To increasingly reflect the output of original research as students progress through the degree programme.
- 4 To expose students to a variety of teaching and learning experiences including lectures, seminars, case analyses, projects and a virtual learning environment.
- 5 To develop students' transferable skills including numeracy, literacy, report writing skills, leadership, group working skills and an appreciation of working in a multicultural environment.
- 6 To enable students to effectively gather data, both qualitative and quantitative, from libraries, IT and other sources.
- 7 To develop students' analytical and critical abilities in dealing with business concepts and practices.
- 8 To support students in acquiring a work placement that will provide an opportunity for the skills and understanding acquired during Stages 1 and 2 to be applied to actual situations in a business environment.
- 9 To support students in securing a place on the Erasmus European Exchange
- 10 Programme to enable them to further develop their transferable skills (including language skills) and experiences of living and studying in an international environment.

11 To produce highly marketable graduates who can contribute immediately to an employing organisation through their application of the knowledge and practical skills gained on the programme which are grounded firmly upon a sound conceptual base and an understanding of relevant institutional frameworks.
11 Learning Outcomes
<p>The programme learning outcomes are to:</p> <ol style="list-style-type: none"> 1 Have references to the benchmark statements for Business Management 2 Provide students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of business management 3 Combine theory with the practical application of skills to generate solutions in their subject area.
Knowledge and Understanding
<p>On completing the programme students should be able to demonstrate:</p> <ol style="list-style-type: none"> A1 Knowledge and understanding of core business areas (finance, economics, marketing, organisational behaviour/ human resource management, operations management) as subjects of academic study and as practical activities. A2 A detailed understanding of the issues and problems appropriate to business management. A3 An understanding of how to critically evaluate ideas, concepts and practices related to business and management. A4 Knowledge of business environments and how environmental components differ across countries and institutions, including business firms, governments, international organisations, and the markets in which they operate. A5 Knowledge and understanding of key research in the disciplines studied (including research by members of staff where relevant). A6 Knowledge and understanding of specialist areas within business through optional modules. A7 The ability to identify ethical issues and make recommendations for appropriate courses of action.
Teaching and Learning Methods
<p>The primary means of imparting knowledge and understanding is through lectures and seminars which guide students towards independent reading and enable students to check their learning through group discussions and problem solving practice (A1, A2, A6). Students are facilitated to read research articles, take part in research projects, business consultancy projects, business games and analysis of case studies during their progression over the three stages (A3, A4, A5, A7).</p>

Assessment Strategy		
Intended Learning Outcome	If assessed	How assessed
A1	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
A2	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects, business simulation game.
A3	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
A4	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
A5	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
A6	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
A7	Yes	MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.
Intellectual Skills		
<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 for management decision making.</p> <p>B3 Undertake independent critical analysis.</p> <p>B4 Use quantitative skills required for managing in a business environment.</p>		
Teaching and Learning Methods		
<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 practice these skills through project work and a business game.</p>		

Assessment Strategy		
Intended Learning Outcome	If assessed	How assessed
B1	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research/business consultancy projects, business game.
B2	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research/business consultancy projects, business game.
B3	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research/business consultancy projects, business game.
B4	Yes	Unseen written exams, essays, reflective reports, case studies, oral presentations, research/business consultancy projects, business game.
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 to 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>		
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 practice and master the ability to apply knowledge to practical situations (C2), and orally present information (C3).</p>		
Assessment Strategy		
Intended Learning Outcome	If assessed	How assessed
C1	Yes	Essays, case studies, oral presentations, business consultancy projects.
C2	Yes	Case studies, oral presentations, business consultancy projects, business game.
C3	Yes	Group/individual oral presentations, business game.
C4	Yes	Essays, case studies, business consultancy projects, business game.
C5	Yes	Dissertation.
Transferable/Key Skills		
<p>On completing the programme students should be able to:</p> <p>D1 Use appropriate verbal/written communication to convey information to a particular audience tailored in content, style and presentation to the needs of their intended audience.</p>		

D2 Demonstrate numeracy by applying the computational techniques and interpreting or critically evaluating the results within a business setting.

D3 Use Information technology.

D4 Work within a team contributing appropriately and effectively towards the team based activity.

D5 Manage time and prioritise tasks.

D6 Carry on their independent learning and take responsibility for their own personal and professional development.

Teaching and Learning Methods

These skills are introduced to students through sessions in induction and within modules. There is also a specific module at Stage 1 related to developing these skills (D1, D2, D3, D4, D5 and D6). Oral communication skills are further developed in seminars, group work 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 including group assignments, business consultancy projects (D4). Time management skills are further developed through time constrained activities in class and through group work and research/business consultancy projects (D5 and D6).

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
D1	Yes	Portfolio work, essays, case studies, oral presentations, unseen exams, project work.
D2	Yes	Portfolio work, MCQs, essays, unseen exams.
D3	Yes	Portfolio work, project work, essays, unseen exams.
D4	Yes	Portfolio work, project work, oral presentations, essays, case studies, business game.
D5	Yes	Portfolio work.
D6		Portfolio work.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

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

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

Stage 1 provides students with a general foundation in the main disciplines of management including accounting and finance, IT, quantitative techniques, business management case studies and organisational behaviour within the context of a social science faculty. All modules at Stage 1 are compulsory.

Stage 2 focuses on the business operations and systems of organisations, human resource management, and research skills for business research and consultancy. This is complemented by a more in depth understanding of organisational behaviour. With the introduction of pathways students may select options at Stage 2 which allow them to begin to specialise in certain management areas, develop entrepreneurial skills or develop a modern foreign language. There are 80 credits of compulsory modules and 40 credits of optional modules at Stage 2.

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

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

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

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/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 Department and University. Attendance is not compulsory. Applicants with non-standard qualifications will be interviewed

Non-standard Entry Requirements

Mature Students

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

Additional Requirements

Overseas students

Appropriate overseas qualifications will be considered, as well as A levels. Evidence of adequate English language skills (minimum IELTS 6.5) to complete the programme successfully

Level of English Language capability
IELTS 6.5 or equivalent

14 Support for Student Learning

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/seminars/computer labs/workshops/one-to-one sessions/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 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 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 Staff-Student 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 (Undergraduate programmes)

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 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 25%:75%.

Common Marking Scheme

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

	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

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

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve assessment 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/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	Intended Learning Outcomes				
	Type	A	B	C	D
ACC1003	Core/ Compulsory	1,3,7	1,2,4	1,2,4	2,5,6
BUS1001	Core/ Compulsory	1,2,3,5	3	1,2,3,5	1,3,4,5,6
BUS1011	Core/ Compulsory	1,2,3,4,7	1,2,3	1,2,3	1,4,5,6
BUS1002	Core/ Compulsory	2,3,4	1,2,3	1,2	1,5,6
MAS1403	Core/ Compulsory	1	1,2,3,4	2	1,2,3,5,6
BUS1004	Core/ Compulsory	1,3,4,5,7	1,3	1	1,5,6
BUS2029	Core/ Compulsory	1,2,3,4,5	1,2,3,4	1,2,4,5	1,2,3,4,5,6
BUS2010	Core/ Compulsory	1,2	1,3	1	1,4,5,6
BUS2018	Core/ Compulsory	1,2,3,4,5, 7	1,2,3,4	1,2,3,4,5	1,2,3,4,5,6
BUS2019	Core/ Compulsory	1,2,3,5,7	3	1,2	1,3,5,6
BUS2005	Optional	1,2,3,4,7	1,2,3	1,2,3	1,4,5,6
BUS2011	Optional	2,4	2	1,2	1,3,4
BUS2017	Optional	1,2,3,5,6,7	1,2,3	1,2	1,4,5,6
BUS2030	Optional	2,3,6	3	1,2,3	1,4,6
BUS2031	Optional	2,3,6	3	1,2,3	1,4,6
ACC2000	Optional	1	2,3,4	1,3,4,5	1,2,4,5
NLC2007	Optional	6,7	2	1,2,3	1,3,4,5,6
SPA1001	Optional	4	3	2,3	1,4,5,6
BUS3053	Compulsory	1,2,3,4,5,7	1,2,3,4	1,2,3,4,5	1,2,3,4,5,6
BUS3051	Compulsory	1,2,5,7	1,2,3	1,2,5	1,5,6
BUS3054	Compulsory	1,2,3,4,5,7	2,3	1,2,5	1,5,6
BUS3035	Compulsory	1,2,3,4,5,7	2,3	1,2,5	1,3,4,5,6
BUS3004	Optional	1,2,3,4,5,7	2,3	1,2,4	3,5
BUS3033	Optional	1,2,3,5,7	3	1,2	1,3,5,6
BUS3019	Optional	2,3,5,6	3	1	1,6
BUS3024	Optional	1,2,3,5,7	1,2,3	1,2,3	1,3,5,6
BUS3021	Optional	1,2,3,5,7	1,2,3	1,2,3	1,3,5,6
BUS3027	Optional	1,2,3,5,6,7	1,2,3	1,2	1,5,6
BUS3016	Optional	1,3,4,5,6,7	2,3	1,2,3	1,4,5,6
BUS3047	Optional	1,2,3	1,2,3,4	2,3,4	1,4,5,6
BUS3049	Optional	2,3,4,5,6	1,2,3	1,2,3	1,3,4,5,6
BUS3056	Optional	1,6	2,3	1,2,3	1,5,6
NCL3007	Optional	6,7	2,3	1,2,3,5	1,3,4,5,6
SPA2001	Optional	4	3	2,3	1,4,5,6