

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University and University of Groningen
2	Teaching Institution	Newcastle University and University of Groningen
3	Final Award	MSc
4	Programme Title	Dual Award in Advanced International Business Management
5	Programme Code	4107 F
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Masters Awards in Business and Management
8	FHEQ Level	Level 7
9	Last updated	July 2021

10 Programme Aims

The overall aim of the programme is to provide a pre-experience Masters qualification in business management with a strong international dimension. Specifically the programme aims to provide students with the opportunity to engage with the issues experienced by internationally oriented organisations. The international dimension is provided by the focus and orientation of the programme of study with specific attention being paid to comparative analyses of countries, institutions, cultures and, of course, companies and their strategies. The specific aims of the programme are fourfold and are explicitly aligned to the QAA benchmark standards for Masters Awards in Business and Management (June 2015).

- 1 To provide an opportunity for students to engage in the advanced study of organisations, their management and the cultural context(s) in which they operate.
- 2 To enable students to prepare for and/or develop a career in international business and management.
- 3 To enable students to develop the ability to apply their knowledge and understanding of international business management to complex issues, both systematically and creatively.
- 4 To promote the enhancement of lifelong learning skills and personal development so that students will be able to work with self-direction and originality and contribute to business and society at large.

Students will be trained to apply this knowledge to the development of company strategies, instruments and processes. Students will also learn how to analyse markets in different countries, understand various institutional environments and develop a sharp eye for processes within multinational enterprises. Strategies are often related to country selection, entry strategies, marketing approaches and to questions related to company currency policies.

Additionally, students will develop skills to efficiently communicate and cooperate with people from different cultural backgrounds. On completion of the programme students will have enhanced employability for a wide range of business management careers in international, multinational or transnational companies. The programme will also provide students with the skills, knowledge and expertise appropriate to a career in not-for-profit organisational settings.

Attributes of students successfully completing the programme include:

- 1 Advanced knowledge and understanding of how to improve the quality of management, leadership and practice in organisations.

- 2 Enhanced general intellectual development, including the improved capacity for enquiry, problem solving, critical thinking and analysis.
- 3 A self-managed approach to learning and the ability to work independently.
- 4 The acquisition of relevant professional attributes (ethical practice, confidentiality, etc.).
- 5 Enhanced employability.

The programme clearly reflects the knowledge, understanding and skills specified for specialist Masters Degrees of Programme type A (career entry). The programme aims to meet the requirements of the Framework for Higher Education Qualifications for a Level 7 award and those of the QAA Benchmark Statement for Master's awards in Business and Management in relation to organisations, the external context in which they operate, and how they are managed, as well as complying with prevailing University policies.

11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Masters Awards in Business and Management. It provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of their subject area. It also combines theory with the application of skills required to generate solutions within their discipline.

Knowledge and Understanding

On completing the programme students should have an understanding of:

- A1 Contemporary issues in international business environments.
- A2 Economic and sociological perspectives of the roles of institutions and market co-ordination mechanisms for the organisation, structure and development of economic activity.
- A3 Multi-stakeholder perspectives of the strategic management challenges of increased globalisation, including the implications of international organisation (mergers, acquisitions and alliances), relationships between headquarters and subsidiaries, and international aspects of corporate governance.
- A4 Differences between competing perspectives of strategy, the extent to which managers exercise strategic choice in practice, and the implications of internationalised competition for long-term decision-making and change.
- A5 The implications of leadership and top management team composition for managing within and across national borders.
- A6 Theories in interpersonal perception, and appropriate behaviours when interacting with people of different cultures.
- A7 Key features of managing human resources in the different phases of the organisational life cycle and the relationship between corporate strategy and HRM.
- A8 Marketing theory concepts, international aspects of marketing and the importance of the external environment.
- A9 Key concepts, current thinking and issues related to international institutional environments, oligopolistic interactions in an international context, and the effects of taxation and exchange rate fluctuations on MNCs' activities.
- A10 Major theories in the field of international entrepreneurship.

A11 The nature and scope of advanced research in business and management, including literature searches.

A12 Ethical issues and their implications in management practice.

A13 The key components of countries' business environment and specific examples of how environmental components differ across countries.

A14 Key themes in the field of international business strategy.

A15 The macro-, meso- and micro-level features of an emerging economy.

Teaching and Learning Methods

The primary means of instruction and imparting knowledge and understanding (A1 to A15) is through lectures, supported by seminars, tutorials and practical classes whereby students can check their understanding through group work, discussion and problem-solving exercises. The use of case studies during the programme also aids understanding by encouraging students to consider the context(s) within which management operates.

Students are encouraged to enhance this input by independent reading for which they are given guidance on relevant reading materials and how to use them. Extensive training is also provided in appropriate research methods.

Assessment Strategy

Knowledge of the subject is assessed formatively through discussions, case studies, group exercises, role play etc. Summative assessments are in the form of individual assignments (A1, A2, A6, A8, A11, A12, A13), group assignments (A2, A3, A4, A5, A9, A10, A11, A13, A15), individual presentations (A2, A6, A9, A10), group presentations (A2, A4, A5, A9, A10, A13) multiple choice exams (A10), participation (A9) and seen/unseen exams (A3, A4, A5, A7, A9, A10, A12, A13, A14, A15).

Additionally, there is a dissertation by which students are encouraged to demonstrate their learning from the programme and apply their research and skills to a significant management or business issue.

Intellectual Skills

On completing the programme students should be able to:

B1 Conceptualise real-world problems using analytical frameworks drawn from international business theory.

B2 Solve problems within the context of international business and management.

B3 Critically evaluate issues in the context of the activities of business, government and non-governmental organisations.

B4 Critically analyse the concepts and practices of business strategy within an international context.

B5 Advise within the workplace on HRM policy development and strategy in both national and international contexts.

B6 Diagnose and analyse problems and issues in international managerial situations.

B7 Conduct a marketing audit, procedure, operationalise and evaluate a marketing plan.

B8 Design, structure, organise and carry out a research project at an advanced level.

Teaching and Learning Methods
The intended learning outcomes are practised and developed through a variety of means including group discussions, group exercises, role play, case studies, independent study, and skills practice, giving feedback, making presentations, producing reports etc. In this way, the learning from lectures, seminars and tutorials is reinforced and developed.
Assessment Strategy
Formative assessments of these skills are by means of tutor and peer group feedback. Students also carry out a significant level of self-assessment which is encouraged during tutorials, seminars, etc. Summative assessment is through individual and group assignments, presentations and examinations.
Practical Skills
On completing the programme students should be able to demonstrate:
<ul style="list-style-type: none"> C1 Critical thinking and creativity C2 Problem solving and decision making C3 Research and investigative skills C4 Critical evaluation of data, information, and evidence C5 Ethics and value management C6 Ability to conduct research into business and management issues C7 Learning through reflection
Teaching and Learning Methods
Cognitive skills are developed through lectures, group discussions, group activities and exercises, and independent study. All cognitive skills are exercised significantly during the production of assignments and especially during the research and production of the dissertation. C1, C2 and C4 are also experienced during examinations. The teaching and learning methods employed recognise the range of experience that students bring to the programme and aim to encourage the sharing of that experience. They also encourage students to develop a self-managed approach to learning and the ability to work as part of a group or independently, as appropriate.
Assessment Strategy
These skills are formatively assessed through discussions, case studies, group activities, role play etc. Summative assessments are in the form of individual/group and dissertation.
Transferable/Key Skills
On completing the programme students should be able to demonstrate the ability to:
<ul style="list-style-type: none"> D1 Use appropriate verbal and written communication skills to convey information tailored in content, style and presentation to the needs of their intended audience. D2 Work effectively within a team and the ability to use individuals' contributions in group processes, as appropriate. D3 Conduct research into business and management issues using quantitative and/or qualitative methods.

D4 Work independently, showing creativity and initiative.

D5 Use quantitative skills and numeracy by applying the appropriate computational techniques and interpreting or critically evaluating the results.

Teaching and Learning Methods

Key skills are introduced to students in sessions throughout the induction period and within modules of the programme. D1 and D2 are developed through group discussions, activities and exercises and through production of assignments. Oral communication skills are developed specifically through presentations and a viva voce examination. D3 is developed by the extensive training provided in research methods and exercised by students in the production of the dissertation. D4 is developed by the production of the individual assignments and particularly by the dissertation. D5 is developed through specific programme outcomes embedded in modules (A9, A11).

Assessment Strategy

D3 is assessed through the dissertation. Attainment of all other key skills outcomes is not directly assessed but is seen as ancillary to the production of assessed work – the performance of communication skills, planning and organising is a necessary precondition for meeting other intended learning outcomes. It follows, therefore, that it is not possible to graduate without meeting the key skills outcomes.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Programme Features

This is a 180 Credit/ 90 ECTS modular programme which is studied over a 17-month period on a full-time basis. It is designed for students who generally have limited related experience and aims to develop Masters level knowledge, understanding and skills in business and management subjects. The programme aims to prepare individuals for employment and therefore will generally attract recent graduates (cognate or relevant first degree) but there may also be some mature entry students. Students will undertake Semester One at Newcastle University Business School and Semester Two at the Faculty of Economics and Business at the University of Groningen. Students will have a choice of where to undertake their dissertation. The supervision of the dissertation will be joint.

Semester One – Undertaken at Newcastle University Business School

This element of the programme represents 60 credits/30 ECTS of study and provides students with a broad introduction to the main areas of international business management.

Semester Two – Undertaken at University of Groningen

This element of the programme represents 70 credits/35ECTS of study and provides students with the opportunity to develop their knowledge and abilities in more advanced and specialist aspects of international business management.

Semester Three – Provided jointly by Newcastle University and University of Groningen

International Business Management Dissertation (50Credits/25ECTS)

Students are required to carry out 50 credits of study by means of a dissertation. The dissertation is designed to enable students to demonstrate their knowledge, understanding and skills gained from the programme within the context of a detailed study of a management or business issue. The students can complete this at Newcastle University or the University of Groningen. They will be allocated a supervisor from each university and the joint nature of the dissertation is supported

with workshops run jointly by the two universities during this period. The dissertation will be marked independently by both supervisors and the students will be required to participate in an oral defence as part of this process.

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

This programme provides students with the opportunity to study at two highly respected universities and experience living in two different countries. The key feature of this distinctive dual award programme is its focus on international management and multicultural working. As well as the inclusion of specific modules addressing cross-cultural business practices, a range of the module assessments give students the opportunity to develop and practice intercultural communication and learning, harnessing the international experience of their programme and the international cohort and staff teaching the modules. Students learning will be enriched by the culturally and academically diverse experience of living and studying at two universities in different countries. The programme will provide students with skills in international business and management and develop their intercultural competencies for their future careers.

Programme regulations (link to on-line version)

[4107 Programme Regulations 21-22](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Induction

At Newcastle University, 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 principal support services and general information about the School and their programme, as described in the Postgraduate Study Guide and Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures, practicals, tutorials etc. The International Office provides an additional induction programme for overseas students. At this time students will also receive information about the University of Groningen and be provided with relevant materials and resources. At a later point in the term, a further session will be held to facilitate their transition to Groningen.

On arrival in Groningen for Semester Two students will attend an induction programme for the University of Groningen and the Faculty of Economics and Business. They will be given a general introduction to University life and general information about the School and the programme. They will also be given detailed programme information and the timetables of lectures, practicals, tutorials etc.

Induction will be an on-going process supported throughout the programme by a programme community page on Blackboard.

Academic support

At Newcastle University Business School, the initial point of contact for a student is with a lecturer or module leader, or their personal tutor (see below) for more generic issues. 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 meeting and/or at the Board of Studies.

At the Faculty of Economics and Business of the University of Groningen, the initial point of contact for a student is with a lecturer or module leader. Thereafter the Degree Programme Coordinator or Director may be consulted. The content and structure of a teaching programme and the rights and obligations of students are set out in the Teaching and Examination Regulations (TER). The Rules and Regulations set out how the TER is implemented in practice. The Board of Examiners is the

first body to deal with complaints by students concerning the TER and its implementation. They decide on requests for dispensation from the rules.

Pastoral support

At Newcastle University all students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions as well as workshops on a range of topics, such as stress and anxiety, student finance and budgeting, disability matters. 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.

At the Faculty of Economics and Business of the University of Groningen, the Study Advice Department provides study advice and tutoring as well as student mediation and career counselling. For questions about courses, exams, applications, degree ceremonies, etc., students can consult the Faculty's Education Desk. The University also offers a range of other supporting services, including the faculty Career Office, the central university Student Service Centre and Student Service Desk, the Student Counsellors, the Centre for Study Support and Academic Careers (SO) and The Psychological Counselling Service (see <http://www.rug.nl/education/find-out-more/other-student-facilities/student-service-centre?lang=en>)

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.

At Groningen University students with a disability can consult the Faculty Study Advisor. Also, the Centre for Study Support and Academic Skills offers support in study planning. The Student Psychologists can help students if they have any psychosocial problems. In all other cases students can make an appointment with a Student Counsellor, who will help them find out what they are entitled to and what the best way to deal with the situation is.

Learning resources

Newcastle University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and the University's IT Service (NUIT), which supports campus-wide computing facilities (including Blackboard).

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 and the Newcastle University Open Access Centre house a range of language-related resources.

The library of the University of Groningen consists of the University Library and 15 faculty libraries. Documents can be easily located using the online Catalogue which can be consulted via the link: <http://www.rug.nl/library/>

Computer facilities for students include a number of PC rooms that can be used for computer practicals for teaching and course-related purposes. The computer network enables students to access one of the world's most advanced networks with trouble-free connections to the major Dutch, European and transatlantic networks. The University's Electronic Learning Environment is called Nestor and is used to post course information, download course documents (assignments, slides, old exam papers), find course schedules, exchange ideas with the lecturer and other students via e-mail, chat rooms and online discussions, etc.

For students wanting to improve their English language skills, learn Dutch or study any foreign language independently, the <http://www.rug.nl/talencentrum/index> of the Faculty of Arts offers various opportunities at several levels.

14 Methods for evaluating and improving the quality and standards of teaching and learning

Newcastle University

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

University of Groningen

The Faculty of Economics and Business of the University of Groningen operates a quality assurance system, ensuring that all aspects of the degree programmes are systematically checked and amended where necessary. It comprises a number of evaluation instruments including course evaluation, curriculum evaluation, curriculum audit and indicators.

Course evaluations

Course evaluations are carried out online at the end of every study block and the results published on Nestor. Follow-up discussions are held between lecturers and programme directors on the basis of the results.

Curriculum evaluations

An evaluation form is issued to all propaedeutic students halfway through their first year and to all students who have gained their Bachelor's or Master's degree. The results are published once a year (in May/June). Programme directors are responsible for follow-up.

Curriculum audit

Every six years, a degree programme's curriculum is reviewed by an internal committee to see how the degree programme can be improved. The curriculum audit is conducted in accordance with the accreditation requirements.

Accreditation

According to the Act on Accreditation on Higher Education of 2002, all degree programmes offered by Universities and Universities of Professional Education are evaluated according to established criteria and programmes that meet those criteria are accredited, i.e. recognised. Only accredited programmes are eligible for government funding and can award recognised degrees. Accredited programmes are listed in the Central Register of Higher Education Study Programmes. Accreditation is organised by the Netherlands Flemish Accreditation Organization (NVAO). A positive accreditation decision is valid for 6 years. All degree programmes offered by the Faculty of Economics and Business are accredited by the NVAO. In addition, the Faculty has AACSB and Equis accreditation.

15 Regulation of assessment

Newcastle University

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

The University of Groningen

The University of Groningen uses the common marking scheme for Dutch higher education. Dutch grades range from 1 (very poor) to 10 (excellent); the minimum pass grade is 6. Transcripts will usually only give rounded grades (x.5 and above is rounded up, below x.5 is rounded down). For

exams and course work, grades are mostly unrounded. The Dutch grading system is listed in the table below:

10	excellent
9	very good
8	good
7	very satisfactory
6	pass
5	almost satisfactory
4	unsatisfactory
3	very unsatisfactory
2	poor
1	very poor

The rules and regulations concerning the teaching and assessment of the degree programmes offered by the Faculty of Economics and Business are set out in the Faculty's Teaching and Examination Regulations (including the purpose and format of the degree programme; design of the degree programme; language of instruction; examinations and final assessments; required qualifications; etc.).

<http://www.rug.nl/feb/education/student-handbook/>

Reassessment of Taught Modules

If a student fails to achieve a pass or what is deemed to be a satisfactory mark on an assignment they are given one opportunity to submit a reparation assignment, thereby giving the student the opportunity to replace the unsatisfactory grade with a higher grade. If a student re-sits an examination then the highest grade counts.

Modules with Dual Recognition

For the Groningen modules receiving recognition at Newcastle and the joint dissertation an agreed inter-institutional marking scheme has been agreed upon, whereby the common marking schemes have been mapped against each other, see Appendix 1.

Students will be able to re-sit/resubmit assessments for the modules taken in Groningen as outlined in their regulations. However the following rules will apply for the recognition of these marks towards the Newcastle Award:

1) If a student re-sits/re-submits an assessment (or part thereof) after failing his/her first attempt the grade for the re-sit/resubmission will be capped at 50 in line with the regulations at Newcastle and appear as such on their Newcastle transcript.

2) In line with the Newcastle regulations, if a student has passed an assessment but re-sits/resubmits an assessment (or part thereof) the grade from the first attempt will appear on the Newcastle transcript and will be used to calculate the overall average for the Newcastle award.

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

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

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The University of Groningen, Faculty of Economics and Business Student Handbook, and Teaching and Examination Regulations
<http://www.rug.nl/feb/education/student-handbook/?lang=en>

The University of Groningen, Faculty of Economics and Business Online Course Catalogue
(Ocasys): <https://www.rug.nl/ocasys/feb/vak/showpos?opleiding=2035>

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.

Appendix 1

Newcastle Groningen Inter-institutional Postgraduate grading scale

NUBS		RUG	
end marking	marks in %	grades (with 1 decimal)	end grade (no decimals)
distinction	100	10.0	10
	>=98	9.9	
	>=96	9.8	
	>=94	9.7	
	>=92	9.6	
	90	9.5	
	89	9.4	9
	88	9.3	
	87	9.2	
	86	9.1	
	85	9	
	84	8.9	
	83	8.8	
	82	8.7	
	81	8.6	
	80	8.5	
	79	8.4	8
	78	8.3	
	77	8.2	
	76	8.1	
75	8		
74	7.9		
73	7.8		
72	7.7		
71	7.6		
70	7.5		
merit	69	7.4	7
	68	7.3	
	67	7.2	
	66	7.1	
	65	7	
	64	6.9	
	63	6.8	
	62	6.7	
61	6.6		

	60	6.5	
pass	59	6.4	6
	58	6.3	
	57	6.2	
	56	6.1	
	55	6	
	54	5.9	
	53	5.8	
	52	5.7	
	51	5.6	
	50	5.5	
fail	49	5.4	5
	48	5.3	
	47	5.2	
	46	5.1	
	45	5	
	44	4.9	
	43	4.8	
	42	4.7	
	41	4.6	
	40	4.5	
	39	4.4	4
	38	4.3	
	37	4.2	
	36	4.1	
	35	4	
	34	3.9	
	33	3.8	
	32	3.7	
	31	3.6	
	30	3.5	
	29	3.4	3
	28	3.3	
	27	3.2	
	26	3.1	
	25	3	
	24	2.9	
	23	2.8	
	22	2.7	
	21	2.6	
	20	2.5	
19	2.4	2	
18	2.3		
17	2.2		

	16	2.1	
	15	2	
	14	1.9	
	13	1.8	
	12	1.7	
	11	1.6	
	10	1.5	
	>=8	1.4	1
	>=6	1.3	
	>=4	1.2	
	>=2	1.1	
	0	1	