

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA PGDip
4	Programme Title	MA Management and Business (Research)
5	Programme Code	4118F/P (MA) 3440F/P (PGDip)
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Last updated	July 2021

10 Programme Aims

- 1 To provide an ESRC recognised Research Master's award benchmarked against ESRC Training Guidance
- 2 To provide foundational masters training in the subject to prepare students to take a PhD
- 3 To ensure students gain a thorough grounding in the theory, approaches and research methods of both the subject and social science more generally
- 4 To provide a programme which meets the requirements for a Level 7 programme in the FHEQ and complies with prevailing University policies, procedures and QAA codes of practice

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.

Knowledge and Understanding

On completing the programme students should:

- A1 Have a thorough understanding of social science research philosophy, theory, approaches and research methods and associated ethics
- A2 Have a thorough understanding of the core premises, theoretical origins, and research questions in their discipline
- A3 Have a thorough understanding of research methods, both qualitative and quantitative, in their discipline
- A4 Have a sound understanding of advanced scholarship and practice in areas within the discipline as well as an awareness of cutting edge research across the social sciences

<p>Teaching and Learning Methods</p> <p>Knowledge and understanding are developed through a combination of lectures (A1, A4), reading and discussion seminars (A1-4), and practical tutorials (A1, A4). Throughout the taught components of the course, students are expected to engage in extensive independent reading and are supported in this by the provision of reading lists.</p>
<p>Assessment Strategy</p> <p>Knowledge and understanding are assessed by a range of approaches in which students can demonstrate their newly acquired capabilities in different formats. These forms of assessment include essays (A1-4), theory development term paper (A1-4), research proposal (A1-4), critique of another student's research proposal (A1-4), leading a class discussion (A1-4), and contribution to class discussions (A1-4).</p>
<p style="text-align: center;">Intellectual Skills</p> <p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> B1 Use and develop theory B2 Reconcile different research approaches and analyse data in a wide variety of formats, both qualitative and quantitative B3 Evaluate and synthesise literature in the discipline and identify research gaps B4 Frame research contribution in the context of relevant literature in the discipline
<p>Teaching and Learning Methods</p> <p>Intellectual skills are developed through a combination of lectures (B1-4) and reading and discussion seminars (B1-4). For each seminar, students are expected to read and synthesise a list of readings and engage in an intellectual discussion facilitated by the seminar leader. Students will also have the opportunity to lead the discussion of a session of their choosing, which will strengthen further their sense making of the relevant disciplinary literature and enable them to take the discussion forward. All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the individual dissertation, supported by the disciplinary Research Designs module and tutorial supervision for individual students.</p>
<p>Assessment Strategy</p> <p>Intellectual skills are assessed by a range of approaches that incorporate different forums in which such skills can be demonstrated. These comprise essays (B3, B4), theory development term paper (B1-4), research proposal (B1-4), critique of another student's research proposal (B1-3), leading a class discussion (B1-4), and contribution to class discussions (B1-4). There is also comprehensive assessment by means of an individual dissertation.</p>
<p style="text-align: center;">Practical Skills</p> <p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> C1 Use the information and study skills obtained to plan and do a doctorate C2 Carry out a literature search and review C3 Formulate timely, interesting, and important research questions in their discipline C4 Review and critique research papers in their discipline

Teaching and Learning Methods
Discipline- and research-specific practical skills are taught and reinforced through lectures (C3), reading and discussion seminars (C3-4), and practical tutorials (C2). All of these teaching methods complement the students' independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their extended individual dissertation (C1-4) under the guidance of their supervisor.
Assessment Strategy
Practical skills are assessed through a bibliography and critical review essays (C2, C4), theory development term paper (C3), research proposal (C2-4), critique of another student's research proposal (C4), leading a class discussion (C4), and contribution to class discussions (C4). There is also comprehensive assessment by means of an individual dissertation, the timely and successful completion of which represents a strong signal of readiness to plan and do a doctorate (C1-4).
Transferable/Key Skills
On completing the programme students should be able to: <ul style="list-style-type: none"> D1 Write in a suitable academic style D2 Present ideas effectively orally in a variety of formats D3 Manage their own workload effectively so as to meet deadlines D4 Use and develop theory D5 Analyse qualitative and quantitative data effectively
Teaching and Learning Methods
To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving discussion of assigned readings (D2, D4, D5), in the preparation of a variety of written assignments such as critical essays, theory development paper, and research proposal (D1, D3, D4), and in the planning and execution of their individual dissertation (D1, D3, D4, D5).
Assessment Strategy
Oral presentation skills (D2) are assessed through an individual audio-visual presentation and contribution to class discussions. The other key skills are not independently assessed. However, they (D1, D3-5) are indirectly assessed by the main modes of assessment for the other learning outcomes (A-C inclusive) (essays, theory development paper, research proposal, and critique of another student's research proposal) as well as by means of an individual dissertation.
12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme consists of a mixture of generic research training modules offered by the Faculty of Humanities and Social Sciences Research Training Programme combined with more specialised modules based in the subject covering both research training and specialist knowledge. The dissertation, undertaken at the end of the programme, provides the capstone which pulls together the varying strands of the programme.
Key features of the programme (including what makes the programme distinctive)
The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.

The PG Diploma programme is designed to equip incoming PhD students who lack research and discipline training with research and discipline skills; it is part of a .75+3 PhD route.

The specialised NBS modules on Management and Business Studies will be shared with the first-year PhD students in the areas of management and business. This will provide students the opportunity to study alongside the PhD cohort, which will not only facilitate knowledge exchange and enhance learning, but also promote cohesiveness among the students and enable the creation of a vibrant research culture.

Programme regulations (link to on-line version)

[4118 Programme Regulations 23-24](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

Accreditation reports

None

Additional mechanisms

None

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

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/>

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.