PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	Digital-Business Electronic Commerce Digital Business (with Study Abroad) Electronic Commerce (with Study Abroad) Digital Business (Dual Award) Electronic Commerce (Dual Award)
5	**UCAS/Programme Code**	5124F 5491F 5480F 5494F 5124N 5124I 5491N 5491I
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Masters Awards in Business Management
8	**FHEQ Level**	Level 7
9	**Date written/revised**	April 2026

10 Programme Aims

This postgraduate course in Digital Business with a generic route in digital business and another route in E-Commerce (with a particular emphasis on digital commerce) aims to produce graduates who understand both the fundamentals of strategies, business processes and the development and application of information systems in supporting new organisations and new business practices in a range of electronic business sub-domains.

Our aim is to produce graduates who aspire to take on strategic responsibilities in private and public sector organisations and lead their transformation through innovative use of digitally enabled information systems. The course is a conversion master, aimed at graduates of any degree, including those who have a background either in business management or information systems, but are interested in a management career with a strong emphasis on Digital Business or E-Commerce.

The programme aims are:

1 To produce professionals with comprehensive and integrated business and digital expertise, with a concentration on the chosen pathway, by developing multidisciplinary skills

2 To provide a systematic understanding of business and digital knowledge and skills required to tackle practical and theoretical digital-business related problems in a wide range of digital-business sub-domains

3 To provide a deep understanding of the most commonly used analytical in business

4 To develop a practical understanding of comprehensive theories and models for the realisation of benefits of IS strategic investments and implementation projects, including socio-technical issues

5 To develop advanced research skills to identify emerging problems and opportunities, devise appropriate business and digital-related approaches to tackle these problems and develop and implement effective solutions

6 To produce professionals who can be self-directed and able to act autonomously, but who are also able to operate effectively in a variety of team roles

7 To produce professionals who have the ability to communicate effectively.

8 To develop and improve skills in the use of literary resources and information and communication technologies

9 To encourage creativity and help develop enterprise skills, in order to facilitate decision making in complex and unpredictable situations

10 To develop skills in critical assessment, analysis and storage of information and data

11 To provide a qualification enhancing employment prospects for digitally related positions

12 To provide a programme that conforms to the expectations of a level 7 award as laid out in the Higher Education Qualifications Framework for Higher Education Qualification (FHEQ)

13 To conform to the subject benchmarking statements for Masters Business programmes

14 To provide a programme that complies with prevailing University policies and QAA codes of practice

15 Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.

16 Gain insight into international Higher Education and experience differences in academic approach and learning environment.

17 Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.

11 Learning Outcomes

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

Knowledge and Understanding

On completing the programme students should have:

A1 An in-depth understanding of the fundamental business and digital knowledge required to tackle practical and theoretical digital-business related problems

A2 A comprehensive knowledge of analytical approaches and their application to research and practice

A3 A deep understanding of contemporary business and digital environments

A4 Up-to-date knowledge of advanced theories/concepts of business strategies, and processes derived from current research and business practice

A5 Up-to-date knowledge of advanced theories/concepts of organisational design and transformation derived from current research and business practice

A6 Advanced knowledge of latest theories/concepts of information system design, development and implementation derived from research and practice

A7 Advanced knowledge and understanding of specialist areas in digital business

A8 A deep understanding of the theory and principles which underlie digital business so that students can appreciate the current state of these subjects and can adapt to continued rapid developments throughout their subsequent careers

A9 A comprehensive understanding of ethical issues and appropriate courses of action

A10 Advanced knowledge of key components of digital business environments in different societal contexts and how environmental components differ across contexts

Teaching and Learning Methods

Fundamental and specialist knowledge are imparted largely through direct student contact (lectures and tutorials), supplemented by seminars and practical sessions that may take the form of group discussions, computing sessions, problem solving exercises, and software demonstrations. Student understanding and learning is enhanced by teamwork and guest speakers from industry. Independent learning is encouraged through the provision of reading lists and ready access to online information resources. Adequate time is provided in all modules for private study for independent learning. (A1-A10)

Assessment Strategy

A variety of techniques are employed to assess knowledge and understanding (A1–A10) including assignments, problem solving exercises, literature reviews, oral and video presentations, project proposals, and project theses. Some modules include self- and peer-assessed material and problem-based questions. Fundamental knowledge is assessed primarily through the students' abilities to apply the knowledge to relevant problems and some assessments could be based on groupwork. All modules have formative components.

Intellectual Skills

On completing the programme students should be able to:

B1 Propose, carry out and write up an extended research project involving where appropriate a literature review, problem specification, design, implementation, and analysis

B2 Apply knowledge of digital business theories/concepts to the choice, analysis, design, implementation and use of digital business systems

B3 Have expertise in the use of business, management and organizational theories/concepts to inform and support the choice, analysis, design, implementation and use of digital business systems

Teaching and Learning Methods

Subject-specific and professional skills are imparted by a combination of lectures, practical sessions, and an in-depth research project tailored to individual interests. Supervisions are used

when students focus on specific research topics in detail. Seminars and workshops are employed to carry out case studies, problem solving exercises and critical analysis of aspects related to the lifecycle of systems. Computer labs are used to operate current software tools and learn analytical techniques. (B1-B3)

Assessment Strategy

Subject-specific and professional skills (B1-B3) are continuously assessed through material that includes written reports, practical write-ups, literature reviews, the construction of empirical case studies, oral presentations, and a research thesis. The assessment methods aim to evaluate the students' understanding and ability to apply theories and techniques that form the basis for this multidisciplinary course. All modules have formative components.

Practical Skills

On completing the programme students should be able to:

C1 Demonstrate numeracy to solve practical problems and critically evaluate research and literature relating to digital business

C2 Solve practical and research-related digital business situations by applying qualitative sense making

C3 Present, store and handle quantitative and qualitative information to address practical and research issues

C4 Determine appropriate digital solutions to real business problems

Teaching and Learning Methods

Critical evaluation of current research is developed through literature searching and review, directed reading, and in the research project in particular. The ability to solve digital business problems with the support of numeracy and qualitative sense making is acquired through practical sessions in seminars, group discussions and supervisions. Critical questions based on software demonstrations and focused case studies are used to improve student skills in the application of appropriate solutions to digital business problems. (C1-C4).

Assessment Strategy

Cognitive skills (C1-C4) are primarily assessed continuously in the form of individual assignments, literature reviews, and groupwork reports. Data and information handling and interpretation are a strong component of many modules, including the dissertation. The critical analysis and design of digital solutions are also core of assessments in various modules. All modules have formative components.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Use appropriate verbal communication to convey information tailored in content style and presentation to the needs of their intended audience

D2 Use appropriate written communication to convey information tailored in content style and presentation to the needs of their intended audience

D3 Use literary resources

D4 Work as part of a team contributing effectively and appropriately to the team-based activity.

D5 Use creative skills

D6 Use initiative

D7 Adapt and operate in a different learning and cultural environment

Teaching and Learning Methods

Oral presentation skills are exercised by group discussions in supervisory sessions, by communication during group exercises, and by the preparation of oral presentations on specific research topics. Written communication skills are developed during the preparation of coursework, and through the completion of the research project proposal and the project thesis. Reading lists and directed reading foster the use of online literary resources. Creative skills and the use of initiative are practiced in the seminars by discussing and responding to complex exercises as well as in the preparation for and carrying out of supervisions. Groupworks and participative seminars are used to develop team skills with members of different countries and academic backgrounds. (D1-D6).

Assessment Strategy

Written communication skills are assessed by assignment preparation, the research thesis and literature reviews. Oral communication skills are assessed in oral presentations. The ability to use computer-based literacy resources is assessed through the preparation of literature reviews and through assignments. Teamwork and cultural adaptation are formally evaluated using small group-based problem-solving in assignments. Creative skills and the use of initiative are assessed through problem-solving assignments and the approach taken in the research project. (D1-D6).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a one-year, full-time, intensive modular programme. The programme consists of two parts: a **taught component** that runs during the first and second semesters and a **research project** that runs during the third semester, for which a thesis is submitted.

The programme consists of streams based on shared modules. These are the digital-business stream and the e-commerce stream. The taught component of the course accounts for 120 credits, while the dissertation module accounts for the remaining 60 credits.

The programme aims to provide comprehensive training in interdisciplinary aspects of digital-business and information systems, their applications to digital-business and sub domains. This programme aims to produce graduates who understand both business and information technology management. Depending on their chosen pathway students will have the opportunity to specialise further in generic digital business or E-commerce by undertaking modules relevant to their pathway. To this end, this programme will encourage group/team working; student-centred learning; skills/ competence development; practical orientation; and problem solving. Where appropriate, students will be assigned in groups of mixed disciplinary and cultural backgrounds so they can help each other develop relevant knowledge and skills in the area they lack expertise; and the process itself will also be a valuable experience for students to succeed in the global, knowledge-based economy.

Following the completion of all taught elements of the programme, registrants will have the option to undertake one additional semester of study with an existing NUBS partner institution. The exchange period will begin in late September/early October (depending on the destination institution) following the submission of the dissertation. Students participating in an exchange will be instructed to select partner modules which will add value to their NUBS degree, focussing on subjects that will enhance their graduate employability prospects.

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

The programme has been designed with the aim of providing students with the diverse knowledge and skills that are necessary to take general leadership of digital business areas and initiatives of organizations. This not only broaden the employability prospects of the students in relevant career paths, but also enable them to climb the career ladder quicker and effectively. This knowledge and skills embrace business strategy, e-business models, business processes, data analytics, socio-technical factors and change, business planning, and applications to societal issues.
Depending on the pathway taken, students can concentrate in an area. For example, the generic pathway deepens the knowledge of projects, innovation, and software development. And the e-commerce pathway is about platform design, related technologies, and operations. Research methods and the dissertation develop the analytical capacity of the students and contribute to the concentration in a specific area depending on the research topic.

The programme also offers participants the opportunity to enhance their graduate employment prospects by improving their intercultural understanding and communication skills by offering an optional semester exchange abroad at one of NUBS' existing partner institutions.

Optional international experience – following successful completion of taught elements

Following the completion of all taught elements of the programme, registrants will have the option to undertake one additional semester of study with an existing NUBS partner institution. The exchange period will begin in late September/early October (depending on the destination institution) following the submission of the dissertation. Students participating in an exchange will be instructed to select partner modules which will add value to their NUBS degree, focussing on subjects that will enhance their graduate employability prospects.

Dual Award

12-18 months of study at a partner institution to pursue a second complimentary degree programme. The additional period of study will begin in later September/early October (depending on the destination institution) following submission of the dissertation.

Programme regulations (link to on-line version)

5124 Programme Regulations 26-27

14 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/undergraduate/degrees/#subject Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/

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.