| 1 | Awarding Institution | University of Newcastle-upon Tyne |

| 2 | Teaching Institution: | As above |

| 3 | Final Award: | BA(Honours) |

| 4 | Programme title: | Marketing and Management |

| 5 | Programme Accredited by: N/A |

| 6 | UCAS Code: | NN52 |

| 7 | QAA Subject Benchmarking Group(s): | Management and Business |

| 8 | Date of production/revision: March 2004 |

9 Programme Aims:

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

- *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.*

- *To prepare students for a career in marketing and business management*

- *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.

2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a first degree level, covering the main disciplines of management and more specifically the discipline of marketing. 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, 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, tutorials, case analysis and projects.

5. To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills and an appreciation of working in a multicultural environment.

6. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.

7. To develop students' analytical and critical abilities in dealing with business concepts and practices.

8. To facilitate 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 problem situations in a business environment.

9. 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.

10(a)   Programme Intended Learning Outcomes:

A   Knowledge and understanding

1. A knowledge and understanding of core business areas (marketing, finance, economics,   organisational behaviour/ human resource management) as subjects of academic study and as practical activities.

2. A focused knowledge and understanding of the marketing discipline within the broader business context.

3. A detailed understanding of the issues and problems appropriate to business management.

4. An understanding of how to evaluate critically ideas, concepts and practices related to business and management.

5. A knowledge of the business environments and the institutions including business firms, governments, international organisations and the markets in which businesses operate.

6. Key research in the disciplines studied (including research by members of staff where relevant.)

7. Through optional modules knowledge and understanding of specialist areas within business and marketing.

B   Subject-specific/professional skills

1   Quantitative skills required for managing in a business and marketing environment
2   Critical analytical skills to relate theory to practice
3   Analysis of business information and operations for marketing and management decision making

C   Cognitive skills
1.   Problem solving within the context of business, management and marketing
2.   The ability to gather, synthesise and evaluate information
3.   Independent critical analysis

D   Key (transferable) skills

1   Effective oral and written communication skills
2   Numeracy and computer literacy
3   Ability to work in a team
4   Ability to work independently, time manage, show initiative and adaptability.

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A: **Knowledge and understanding**	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,A6). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages (A3,A4,A5,A7). The work placement is also an important vehicle for all of A1-7 to be developed.
B: **Subject Specific Skills**	Learning outcomes B1, B2,B3 are achieved via lectures where these skills are demonstrated and then followed up in seminar groups. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills. The work placement will also provide the opportunity to demonstrate and use these skills.
C: **Cognitive Skills**	C1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations at seminars relating to particular business problems. Later, students have the opportunity to practice C2,C3 through student-centred project work and analysis of current research in seminars and tutorials. Students will be expected to further develop cognitive skills while on placement.

| D: **Key (transferable) Skills** | These are introduced to students through sessions in induction and within modules. IT and numeracy are delivered as specific modules (D2). Oral communications are developed specifically in seminars and through presentations (D1). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities both inside and outside seminar times (D3). Students develop their time management skills through time constrained activities in |

	class and through set work for seminars. Business games allow students to develop initiative and adaptability (D4). All transferable skills will be utilised during the placement year.

10 (c) Programme Intended Learning Outcomes	Assessment Strategy and Methods
A Knowledge and Understanding	Knowledge and understanding (A1- 7) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, business reports, case studies, software development, presentations and dissertations.
B Subject specific/professional Skills	Subject specific skills are assessed by unseen examinations (B1), projects (B2) and case studies and presentations (B3).
C Cognitive Skills	Cognitive skills are assessed by essays, projects (including placement project) and unseen examinations
D Key/ Transferable Skills	D1 is assessed through presentations, unseen examinations, essays and project work. D2 IT is assessed through portfolio work at Stage 1 and systems building at Stage 2 and 3. Numeracy is assessed through project work and unseen examination. D3 is assessed as part of group work and group presentations. D4 cannot be assessed directly and is assessed as part of course work and group work.

Stage 1

Module Code	Credit 120	Descriptive Title	Type	Learning Outcomes
ACC101	20	Foundations of Accounting	Comp	A1,B1,C1,C2,D2
BUS101	20	Introduction to Management	Comp/Core	A1,A3-6,A4,B2,B3,C1-3,D1,D4
BUS105	20	Personal , Professional and Key Skills Development	Comp/Core	A4,B1-3,C2-3,D1-4
AEF115	20	Introduction to Marketing	Comp/Core	A2,A6,B2-3,C1-3,D1,D4
AEF116	20	Introduction to Economics	Comp/Core	A1,A4-6,B1,C1-3,D2,D4
MAS187	20	Quantitative Methods for Business Management	Comp/Core	A1,B1,C1,C2,D2

Stage 2

Compulsory Core

Module Code	Credit 80	Descriptive Title	Type	Learning Outcomes
PSY322	20	Applied Psychology for Managers	Comp/Core	A1,A4,A6,B1,B3,C2,C3,D1
BUS212	10	Human Resource Management	Comp/Core	A1,A2,A4,A5,B2,B3,C1,D1
BUS213	10	Human Resource Management in Practice	Comp/Core	A1,A2,A4,A5,B2,B3,C1,D1
AEF207	10	Marketing Environments	Comp/Core	A1,A2,A5,B3,C1,C2,D1,D4
AEF218	10	Market Research for Business & Marketing	Comp/Core	A2,B1,B3,C1,C2,D1,D2
AEF256	20	Managerial Economics	Comp/Core	A1,A4,A6,B1,C1,C2,D1,D2

A further 20 credits must be taken from the following modules

Module Code	Credit 20	Descriptive Title	Type	Learning Outcomes
BUS214	20	Business Systems	Comp/Op	A4,A6,B3,C2,D2,D3
OR:				
BUS217	20	Introduction to Innovation & Technology Management	Comp/Op	A4,A6,B2,C2,D1,D4
OR:				
BUS219	20	Understanding Work & Organisations	Comp/Op	A1,A3,A4,A5,A6,B2,C2,D1,D4
OR:				
ACC203	20	Financial Control	Comp/Op	A1,A4,B1,B3,C2,D2

All candidates will select further modules to a total credit value of *120* from the following list:

Module Code	Credit 20	Descriptive Title	Type	Learning Outcomes
BUS211	20	Business Enterprise	Optional	A7,B2,B3,C1,C2,D3
ECO104	10	The World Economy	Optional	A7,B2,C2,D1
ECO113	10	The European Economy	Optional	A7,B2,C2,D1
ECO115	10	The British Economy	Optional	A7,B2,C2,D1
ECO208	10	International Economics	Optional	A7,B2,C2,D1
AEF205	10	Retail Marketing	Optional	A7,B1,B2,C1,D1
AEF210	10	Marketing Communications	Optional	A7,B2,B3,C1,D1,D3
AEF216	10	Consumer Behaviour	Optional	A7,B2,B3,C1,D1,D3
EDU227	10	Communication and Culture	Optional	A7,B3,C2,D1
CAD201	10	Student Tutoring	Optional	A7,B2,C1-3,D1,D3,D4
CAD205	10	Student Management	Optional	A7,B2,C1-3,D1,D3,D4
CAD209	10	Support for Widening Participation	Optional	A7,B2,C1-3,D1,D3,D4
CAD213	20	Intensive Student Tutoring	Optional	A7,B2,C1-3,D1,D3,D4
CAD220/1	10	Learning From Work	Optional	A7,B2,C1-3,D1,D3,D4

With approval of the Degree Programme Director, alternative modules to those listed in the above may be selected.

Stage 3

All candidates will take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Learning Outcome
AEF301	10	Contemporary Marketing Literature	Comp/Core	A1,A2,A6,B2,B3,C1-3,D1,D4
AEF302	10	Strategic Marketing	Comp/Core	A1,A2,A6,B2,B3,C1-3,D1,D4
BUS322	10	Strategic Human Resource Management	Comp/Core	A1,A3-6,B2,B3,C1-3,D1,D4
BUS302	20	Business Strategy	Comp/Core	A1,A3-6,B2,B3,C1-3,D1,D4

Plus one module from the following:

Module Code	Credit	Descriptive Title	Type	Learning Outcome
BUS328	30	Management Studies Dissertation	Comp/Op	A2,A3,B2,B3,C1-3,D1,D4
BUS325	30	Business Consultancy Project	Comp/Op	A3,B2,B3,C1-3,D1,D4
AEF398	30	Work-Related Marketing Project	Comp/Op	A2,B2,B3,C1,C2,D1,D3,D4
AEF330	30	Foresight Project	Comp/Op	A2,B2,B3,C1,C2,D1,D3,D4

All candidates shall select a further 40 credits from the following lists:

Module Code	Credit	Descriptive Title	Prerequisite For Options	Learning Outcome
ACC302	20	Management Accounting	ACC203	A1,A4,B1,B3,C2,D2
BUS304	20	Electronic Business	BUS214	A4,A6,B3,C2,D2,D3
BUS315	10	Management Practice Seminars	BUS219	A1,A3,A4,A5,A6,B2,C2,D1,D4
BUS316	20	Public Services Management	BUS101	A1,A3,A4,A5,A6,B2,C2,D1,D4
AEF307	10	Ad. Marketing Communications Man.	AEF210	A7,B2,B3,C1,D1,D3
AEF310	10	Direct Marketing	AEF115	A7,B1,B2,C1,D1
AEF311	10	Food Marketing	AEF115	A7,B2,B3,C1,D1,D3
AEF364	10	Agri-food Markets in Central & Eastern Europe	AEF115	A7,B2,B3,C1,D1,D3
AEF365	10	Supply Chain Management	AEF115	A7,B1,B2,C1,D1
AEF375	10	European Food Policy	AEF115	A7,B2,B3,C1,D1,D3
PSY308	20	Occupational Psychology	PSY322	A1,A4,A6,B1,B3,C2,C3,D1

Module Code*	Credit	Descriptive Title	Learning Outcome
CAD301	10	Student Tutoring	A7,B2,C1-3,D1,D3,D4
CAD303	10	Advanced Tutoring	A7,B2,C1-3,D1,D3,D4
CAD305	20	Intensive Tutoring	A7,B2,C1-3,D1,D3,D4
CAD307	10	Support for Widening Participation	A7,B2,C1-3,D1,D3,D4
CAD309	10	Advanced Support for Widening Part.	A7,B2,C1-3,D1,D3,D4
CAD311	10	Student Management - Project	A7,B2,C1-3,D1,D3,D4
CAD313	20	Intensive Student Management	A7,B2,C1-3,D1,D3,D4
CAD315	10	Student Management - Group	A7,B2,C1-3,D1,D3,D4
CAD220/1	10	Learning From Work	A7,B2,C1-3,D1,D3,D4

- Students must have completed Tutoring or Support for Widening Participation before progressing to Advanced Tutoring, Advanced Support for Widening Participation or Student Management.

Alternative modules to those listed may be selected including a modern foreign

12. Criteria for Admission

English, Wales and Northern Ireland Qualifications

ABB 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).

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

Admissions Policy

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.

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.

13.   Support for Students and their Learning

- Induction programmes at the beginning of each Stage that are appropriate to the needs of those particular students – study skills, careers etc.

- Student handbook and module guides

- Departmental websites

- Each student is allocated a personal tutor when they arrive on the degree programme. The tutor system is the University's principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. This advice may be academic or non-academic. The relationship between a tutor and tutee is confidential and students should be able to talk freely to their tutors.

- Blackboard for module support and E-Learning

- E-mail facilities and personal access to Degree programme directors.

- In addition to tutorial assistance the University also runs a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.

- The Students' Union has a Welfare Office where a student may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building.

- The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.

- The Language Centre provides a number of useful facilities, further information about which may be obtained from its web site:http://www.newcastle.ac.uk/langcen/

- The University Robinson Library and all of its facilities

- The School has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on projects and essays. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the computing facilities is given through workshops. All University Computing Service clusters are open to undergraduates.

- The Careers Service is located on the second floor of the Armstrong Building and is open Monday to Friday between 9am and 5pm throughout the year. It offers extensive programmes of events and activities and information on career and vacation work opportunities. You are advised to familiarise yourself with the full range of services available from the service at the earliest opportunity. Further details of all its services can be found on its website at http://www.careers.ncl.ac.uk

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

Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:

- Student questionnaires issued to all students on each stage of the degree programme.
- Module feedback questionnaires
- Biennial course review
- Peer observation of teaching
- Internal subject review
- External examiners reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

Committees with responsibility for monitoring and evaluating quality and standards:

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee

- University Teaching Committee
- Examination Boards

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff Student Committee and student representation on Board of Studies
- Student evaluation questionnaires

15. Regulation of Assessment

Students who satisfy the examiners that they have attained the required pass marks in the modules they have studied may proceed to the following year. At **stages 1 and 2** of an Honours Degree Programme a student shall be deemed to have passed notwithstanding that he or she has attained marks of less than 40% in some of the modules assessed provided the following conditions are met:

- The average mark over all modules at that stage, based on simple aggregation, is not less than 40%;
- No single mark for any module assessed is below 35%
- Marks less than 40% are condoned in modules with credit value of no more than 40 out of the 120 credits comprising the stage at Stage 1 and no more than 30 out of the 120 credits comprising the stage at Stage 2.
- No such compensation is permitted for modules designated by the relevant Degree Regulations as core modules.

All Stage 2 modules count for Honours which means that they contribute towards the final degree class. They have a weighting of 25% as against 75% for Stage 3.

There are two reassessment opportunities when a module is not passed at the first attempt.
Final degree class will be based upon the average mark in Stage3 and Stage 2 as described above. Candidates are entitled as of right to the class of degree yielded by:

a) The average mark for all modules contributing to Honours weighted in accordance with the Degree Regulations

b) In cases where a candidate has marks in at least half the modules contributing to Honours in a class higher than that of his or her average mark, the higher class shall be awarded provided:
   i) That the candidate's overall average mark does not fall more than 2% below the bottom of the normal mark range for the higher class; and

   ii) That the candidate does not have marks in classes two or more classes below the proposed final class in more than one sixth of modules counting for Honours.

A candidate who fails modules at Stage 3 with a credit value of 30 or more shall not normally be awarded Honours. Candidates not awarded Honours may be considered for the award of an Ordinary Degree, provided the candidate's average does not fall below 35% and the candidate had failed modules at Stage 3 with a credit value of no more than 60. A candidate who fails any module at Stage 3 and is not awarded a degree shall have the right to be re-assessed in the modules failed and if successful on re-assessment shall be eligible for the award of an Ordinary Degree.

Where a student has been re-assessed in any Honours module or has been permitted to proceed by compensation, the student will be deemed to have gained a mark of 40% in that module for all purposes relating to degree classification. However, in the case of a resit assessment the Board of Examiners may also have regard to the student's original mark and the actual mark obtained on resit. In relation to a compensated module, the Board may have regard to the student's actual mark.

Common Marking Scheme

Mark	Degree Class
>70%	First
60-69%	Upper Second
50-59%	Lower Second
40-49%	Third
<40%	Fail

Role of the External Examiners

The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:
- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University.

16. Indicators of Quality and Standards

Professional Accreditation Reports: N/A

Internal Review Reports: Previous subject review and action points duly followed up.

Graduate employment statistics

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. **It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While very effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.**
The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus
The Departmental Prospectus
The University and Degree Programme Regulations
The Degree Programme Handbook
QAA Subject Review Report