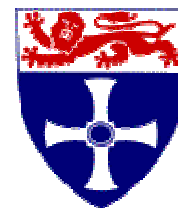


**UNIVERSITY OF
NEWCASTLE UPON TYNE**

**FACULTY OF
SCIENCE, AGRICULTURE & ENGINEERING**

DEGREE PROGRAMME SPECIFICATION

**UNIVERSITY OF
NEWCASTLE**



1. Awarding Institution	University of Newcastle upon Tyne
2. Teaching Institution	University of Newcastle upon Tyne
3. Final Award	MSc
4. Programme Title	International Agricultural and Food Marketing
5. Programme Accredited by:	Chartered Institute of Marketing
6. UCAS Code	N/A
7. QAA Benchmarking Group(s)	N/A
8. Date of production/revision	December 2004

9. Programme Aims:

The programme aims:

- To produce graduates possessing knowledge and understanding of marketing activities at an advanced level in the international agricultural and food environment. The training given also forms a good foundation for graduates wanting to pursue either a commercial or research career in generic marketing.
- To provide advanced skills in the analysis of market and policy behaviour in domestic and international contexts, with particular reference to the agrifood sector.
- To encourage abstract logical thinking and critical analysis.
- To equip graduates with a suite of key skills including the abilities to communicate effectively, to employ IT and library resources appropriately, to prioritise work and meet deadlines, to use initiative and to solve problems.
- To provide a programme which meets the FHEQ at Masters level.
- To offer graduates a route to a professional qualification accredited by the Chartered Institute of Marketing, or to pursue postgraduate research.

10. Intended Learning Outcomes; Teaching and Learning Strategies and Methods; Assessment Strategies and Methods

The programme provides opportunities for students to develop, synthesise and apply knowledge of economic and marketing theories to real world problems in the agrifood sector at an advanced level.

A Knowledge and understanding

A successful student will have gained and be able to demonstrate:

- A1 An advanced knowledge and understanding of fundamental principles of economics and marketing, in particular as they apply to agricultural and food sectors.
- A2 An advanced knowledge of the institutional and policy contexts within which agrifood actors and agents behave and interact.
- A3 An advanced knowledge of analytical frameworks and tools useful to the measurement and explanation of market and consumer behaviour.
- A4 A sound understanding of the principles and methods necessary to interpret and evaluate research projects and results relating to marketing and the operation of international agrifood markets.
- A5 For those students who choose the relevant optional modules, an opportunity to develop knowledge and understanding of the principles of agribusiness, agrifood policy and supply chain management.

Teaching Strategy

The primary means of imparting knowledge and understanding in all the above is through lectures supplemented, as appropriate, with seminars, tutorials and computer classes, and students' independent study. Reflecting the diverse background of the cohort intake, students attain a common threshold understanding of core principles economics, marketing and statistics via dedicated, intensive short courses delivered during the first four weeks of the programme. Knowledge and understanding are promoted further, where appropriate, by case studies and exposure to current literature. A4 is enhanced by the undertaking of an individual dissertation requiring a substantial literature review and, typically, primary data collection and analysis. This follows a dedicated taught module in research methods and project management.

Learning strategy

Throughout the taught component of the programme, students are encouraged and expected to engage in independent reading and thinking. They are supported in this by the provision of reading lists relating to each module. Students are also encouraged to engage in group discussions of course material for student-led seminars and reflection on case studies.

Assessment Strategy

Knowledge and understanding are assessed primarily by unseen, written examinations held at the end of each module. Students' knowledge of core principles economics, marketing and statistics is first tested by unseen written examinations held after the first four weeks of the programme. In addition, throughout taught modules, use is made of a variety of continuous forms of assessment, including essays, problem-solving exercises and case studies. There is also a 60 credit dissertation based on individual research which is assessed by means of two short project plans in addition to the final written report. At the discretion of the external examiner, a *viva voce* may also be conducted to clarify, as necessary, the student performance.

B Subject –specific/professional skills

A successful student will be able to:

- B1 Conceptualise real world problems using analytical frameworks drawn from the disciplines of economics and marketing.
- B2 Deploy a range of qualitative and quantitative techniques to measure and analyse market and consumer behaviour.
- B3 Present data and research findings in written format according to accepted disciplinary conventions.
- B4 Produce feasible research proposals and implement them competently.

Teaching Strategy

Compulsory modules present the key analytical frameworks of economics and marketing, and then case studies and empirical examples are used to illustrate application of these frameworks (B1). The compulsory 20 credit module in markets and marketing analysis exemplifies this. B2, B3 and B4 are addressed specifically by a dedicated 20 credit module in research methods and optional module in quantitative techniques which cover, in depth, the alternative methodologies for undertaking research to investigate economics and marketing problems.

Learning Strategy

Students are encouraged to develop subject specific skills via study of the core syllabus supplemented by appropriate reading material on research methods, to which they are directed. Learning is further enhanced by active participation in seminars and group discussions in the compulsory modules. Opportunity for focused individual learning is offered via the dissertation, where students, guided by a supervisor, design and execute their own research projects on a relevant topic of their choice.

Assessment Strategy

B1 is assessed primarily through unseen written examinations held at the end of compulsory modules. In addition, throughout these modules, use is made of a variety of continuous forms of assessment, including essays, problem-solving exercises and case studies. Elements of B2-B4 are also assessed in these ways. However, the main assessment vehicles for subject specific and professional skills are the research methods and project management module and dissertation, where students prepare, and received feedback on, a proposal and plan relating to their topic, before commencing the major part of their dissertation research.

C Cognitive skills

A successful student will be able to:

- C1 Adopt a critical approach to the evaluation of alternative theories and methodologies relevant to economics and marketing problems.
- C2 Critically appraise the quality of data and information offered from different sources.
- C3 Question or challenge accepted ideas or assumptions.
- C4 Identify gaps or weaknesses in existing knowledge, derive valid hypotheses based on these, and identify appropriate means of testing them.

Teaching Strategy

Cognitive skills are developed progressively throughout the programme in modules containing seminars, case studies and small group discussions. Typically, lecture material includes leading edge or recent research that offers new or challenging insights to existing problems. In particular, critical appraisal skills are developed via a compulsory module in marketing theory and criticism, which is taught on the basis of refereed journal articles chosen to represent contrasting approaches and findings on specific marketing topics. The research methods and project management module also encourages students to take a critical approach to the analysis of current knowledge via topic based group discussions.

Learning Strategy

Throughout the programme, students develop cognitive skills by participating in group discussions, case study analysis and scrutiny of research findings and evidence. The dissertation offers the opportunity for students to apply their cognitive skills in-depth, guided by their supervisor. Design, execution and reporting of the final dissertation project enhance the learning of these skills in a focused manner.

Assessment Strategy

Cognitive skills are assessed through various forms of coursework, including essays and case studies, in addition to unseen written exams. In particular, these skills are tested via the assessment methods of the compulsory module in marketing theory and criticism. In this, students are required to undertake reviews of the literature on specific marketing topics, following a guided framework that obliges students to compare, contrast, and give their critical views on different journal articles. At the discretion of the external examiner, students' cognitive skills may also be assessed via *viva voce* examination.

D Key (transferable) skills

A successful student will be able to:

- D1 Communicate clearly and effectively in ways that would be expected at a managerial level in professional economic and marketing environments.
- D2 Make effective use of library and other sources of information.
- D3 Make effective use of communication and information technology.
- D4 Plan, organise and prioritise work effectively to meet deadlines and objectives.
- D5 Work independently, with initiative and adaptability.
- D6 Employ problem-solving skills.

Teaching Strategy

Key skills are taught formally in the research methods and project management module. In particular, dedicated sessions on information and database skills are delivered by library professionals at the start of this module. Management of workload in order to meet deadlines is promoted by means of a strict coursework timetable, and students are assisted in this by provision of time management guidelines and timetable proforma in the degree programme handbook. The mode of delivery of taught modules provides students with the opportunity to improve their problem solving abilities and to extend their communication, library, IT and time management abilities. The dissertation project provides students with further opportunities to develop all of these skills.

Learning Strategy

Students are provided with the opportunity to develop and practice all key skills as part of compulsory core modules. Compliance with continuous assessment methods obliges students to make appropriate use of library and IT facilities (D2 and D3). D1, D4, D5 and D6 are also developed as part of compulsory modules, via student participation in case studies, group discussions and informal class presentations. For example, the compulsory 20 credit module in international agricultural and food markets requires students to prepare and present material on specific problems for class presentation and discussion. D2 is specifically developed during dedicated library use sessions. The experience of preparing and executing the dissertation provides students with the opportunity to apply all key skills under the guidance of the supervisor.

Assessment Strategy

Communications, library and IT skills and the ability to meet deadlines are assessed indirectly by coursework (assignments, seminars, case studies, etc.). All key skills are indirectly assessed by the experience of undertaking the dissertation.

11 Programme Features, Structure and Curriculum

A Programme Features

This is a one year full-time modular programme. It consists of two parts: a taught component, which runs from late September until mid-May, and project, for which a dissertation is submitted in early September. Successful completion of the taught component is required in order for a student to progress to the dissertation project.

The taught component of the course consists of five compulsory modules (four 20 credit, one 10 credit), adding up to a value of 90 credits from a required 120 for this component. Students can then choose from a variety of marketing, management and economics modules to make up the final 30 credits.

Dissertation projects usually involve desk research and literature reviews combined with a phase of primary research. We encourage and support students who wish to publish the results of their dissertation, and several past MSc students have been successful in this area.

B Programme Structure

The first four weeks of Semester 1 are set aside for teaching core principles in foundation disciplines of economics, marketing and statistics. Respectively, these foundation courses are taught within modules AEF811, AEF812 and AEF813. The core principles are examined during the fifth week. The first four weeks of the module AEF801 are set aside for training in library skills in the context of a library project.

The key elements of knowledge and understanding in international agricultural and food marketing (A1-A5) are taught within these core compulsory modules. The subject specific and practical skills (B1-B4) are taught within the compulsory modules and are also developed within the optional modules. The key skills (D1-D6) are developed within the modules. In addition, library skills are introduced during the core principles stage of AEF801, and are further practiced in other modules. This skill is applied at an advanced level during subsequent stages of AEF801 and in the dissertation. Students are introduced to the University computing system during induction week. Furthermore, the application of computer skills in statistical analysis and word processing are employed intensively in the compulsory 20 credit module AEF813 and in the optional module AEF835. Computing skills are also employed within the dissertation.

C Programme Curriculum

All candidates shall take the following compulsory modules:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
AEF801	(20)	Research Methods and Project Management
AEF811	(20)	International Agricultural and Food Markets
AEF812	(20)	International Marketing
AEF813	(20)	Markets and Marketing Analysis
AEF807	(10)	Marketing Theory and Criticism
AEF899	(60)	Dissertation

All candidates shall select, subject to the approval of the Degree Programme Director, Further modules to a total value of 30 credits, normally chosen from the following:

Code Credits Descriptive Title

AEF802 (10) Agrifood Markets in Central and Eastern Europe

AEF803 (10) Supply Chain Management

AEF825 (20) Agrifood Industry Management

AEF830 (10) Food Policy in the European Union

AEF835 (20) Quantitative Techniques for Marketing

Development of specific Intended Learning Outcomes occurs through the following modules (compulsory modules in bold text, optional modules in normal, italic text)

A1 An advanced knowledge and understanding of fundamental principles of economics and marketing, in particular as they apply to agricultural and food sectors.

AEF811, AEF812, AEF813, AEF807

A2 An advanced knowledge of the institutional and policy contexts against which agrifood actors and agents behave and interact.

AEF811, AEF812, AEF802, AEF830, AEF803, AEF825

A3 An advanced knowledge of analytical frameworks and tools useful to the measurement and explanation of market and consumer behaviour.

AEF811, AEF812, AEF813, AEF835, AEF830

A4 A sound understanding of the principles and methods necessary to interpret and evaluate research projects and results relating to marketing and the operation of international agrifood markets.

AEF801, AEF807, AEF835

A5 For those students who choose the relevant optional modules, an opportunity to develop knowledge and understanding of the principles of agribusiness, agrifood policy and supply chain management

AEF825, AEF803, AEF830, AEF802

B1 Conceptualise real world problems using analytical frameworks drawn from the disciplines of economics and marketing.

AEF801, AEF899, AEF811, AEF812, AEF813, AEF835, AEF802, AEF830

B2 Deploy a range of qualitative and quantitative techniques to measure and analyse market and consumer behaviour.

AEF801, AEF899, AEF813, AEF811, AEF835

B3 Present data and research findings in written format according to accepted disciplinary conventions.

AEF801, AEF899, AEF813, AEF812, AEF811, AEF835

B4 Produce feasible research proposals and implement them competently.

AEF801, AEF899

C1 Adopt a critical approach to the evaluation of alternative theories and methodologies relevant to economics and marketing problems.

AEF807, AEF801, AEF899, AEF812, AEF835, AEF802, AEF830

C2 Critically appraise the quality of data and information offered from different sources.

AEF807, AEF801, AEF899, AEF811, AEF835, AEF802, AEF830

C3 Question or challenge accepted ideas or assumptions.

AEF807, AEF801, AEF899, AEF811, AEF802

C4 Identify gaps or weaknesses in existing knowledge, derive valid hypotheses based on these, and identify appropriate means of testing them

AEF807, AEF801, AEF899, AEF813, AEF835

D1 Communicate clearly and effectively in ways that would be expected at a professional or managerial level in economic and marketing work environments.

AEF801, AEF899, AEF811, AEF812, AEF813, AEF807, AEF802, AEF803, AEF835, AEF830, AEF825

D2 Make effective use of library and other sources of information.

AEF801, AEF899, AEF812, AEF813, AEF802, AEF835, AEF830, AEF825

D3 Make effective use of communication and information technology.

AEF801, AEF899, AEF811, AEF812, AEF813, AEF807, AEF802, AEF803, AEF835, AEF830, AEF825

D4 Plan, organise and prioritise work effectively to meet deadlines and objectives

AEF801, AEF899, AEF812, AEF813, AEF802, AEF803, AEF835, AEF830, AEF825

D5 Work independently, with initiative and adaptability.

AEF801, AEF899, AEF812, AEF813, AEF807, AEF802, AEF803, AEF830, AEF825

D6 Employ problem-solving skills

AEF801, AEF899, AEF812, AEF813, AEF807, AEF835, AEF825, AEF802, AEF830

12 Criteria for Admission:

Entrance Criteria

An upper 2nd class honours degree from a UK university, or its overseas equivalent, is the preferred qualification for entry. Some knowledge of economics and/or marketing is desirable.

Applicants for whom English is not a first language must provide evidence of a satisfactory command of English, preferably by means of an IELTS score of not less than 7.0.

Applicants with Non-standard Qualifications

Applicants who hold non-standard qualifications, and/or have relevant experience, will be considered on an individual basis.

Admissions Policy

Upon receipt of a completed application form, UK based applicants are invited to AFRD, to meet current students and to attend an informal interview. Overseas applicants are not normally required to attend an interview, and instead may correspond with the Degree Programme Director by email, before a decision is reached. Offers of places are made to suitably qualified candidates following the interview/assessment of applicants and are conditional upon applicants achieving a minimum of an upper 2nd class honours degree or overseas equivalent (if they do not hold such a degree at the time of interview), and upon the provision of a satisfactory reference (if one has not already been provided).

13 Support for Students and their Learning:

Induction

The first week of the first term/semester is an Induction Week with no formal teaching. During this period all students will be given detailed programme information and the timetable of lectures, seminars, computer practicals, tutorials, etc. In particular, all new students will be given general information about the School and their course, as described in the Degree Programme Handbook. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/international/arrival>).

Study skills support

Students will learn a range of key transferable skills, including study skills, as outlined in the Degree Programme Handbook and module outlines.

Academic support

The initial point of contact for a student is with a lecturer or module leader. Thereafter the Degree Programme Director may be consulted. Issues relating to the programme may be raised at the Staff/Student Committee, and/or at the Board of Studies, and/or at one of the informal tutor meetings held by the Degree Programme Director.

Pastoral support

All students are assigned to the Degree Programme Director, who acts as personal tutor. The DPD's responsibility is to monitor the academic performance and overall well-being of the tutees. In addition the University offers a range of support services, including the Student Advice Centre, the Student Counselling Service, the Mature Student Support Service, the International Office, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>.

Support for Special Needs

Support for students with special needs is provided as required and the University's Disability Support Service can be consulted where appropriate. For further details see <http://www.ncl.ac.uk/undergraduate/support/disability.phtml>.

Learning resources

The University's main learning resources are provided by the Robinson Library (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>. All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. See <http://www.ncl.ac.uk/undergraduate/support/langcen.phtml>. A dedicated room for MSc students, complete with PCs and lockers, is provided in the Agriculture Building.

14 Methods for Evaluating and Improving the Quality and standards of Teaching and Learning:

Module reviews

All modules are subject to review by student feedback questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new modules are also considered at the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External examiner reports

External Examiner reports are considered by the Board of Studies under Reserved Business, in the absence of the student representatives. The Board responds to these reports through Faculty Teaching and Learning Committee.

Accreditation reports

This programme is accredited by the Chartered Institute of Marketing as of July 2004. Successful completion of the programme allows graduates to register for the CIM diploma directly at Stage III (i.e. exempts them from taking Stages I and II). The CIM does not undertake monitoring or reviews of programmes. Instead it is the responsibility of the Degree Programme Director to inform the CIM of any major changes to the programme that may impact on the accreditation.

Student evaluations

All modules are subject to review by student feedback questionnaires. Informal student evaluation, including that related to the degree programme, is also obtained via the Staff/Student Committee, the Board of Studies, and tutor meetings with the Degree Programme Director.

Feedback mechanisms

Feedback to students is carried out primarily via the Staff/Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The Programme is subject to the University's Internal Subject Review programme, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/policy_09.01.03.pdf The next review is scheduled for 2007.

15 Regulation of Assessment:

Pass Marks

The pass mark, as defined in the University's Postgraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/university.regs/tpmdeprexamconv.pdf>), is 50 per cent.

Course Requirements

Progression is subject to the University's Postgraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Postgraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/university.regs/tpmdeprexamconv.pdf>).

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Postgraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/university.regs/tpmdeprexamconv.pdf>), namely:

Per cent	Level
<40	Fail
40-49	Fail Compensation Range
50-59	Pass
60-69	Pass with Merit
70+	Pass with Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the June Board of Examiners
- Conduct viva voce examination of students as necessary
- Report to the University on the standards of the programme

16 Indicators of Quality and Standards:

Professional Accreditation Reports

This programme is accredited by the Chartered Institute of Marketing as of July 2004. Successful completion of the programme allows graduates to register for the CIM diploma directly at Stage III (i.e. exempts them from taking Stages I and II). The CIM does not undertake monitoring or reviews of programmes, instead it is the responsibility of the Degree Programme Director to inform the CIM of any major changes to the programme that may impact on the accreditation.

Internal Review Reports

This programme is due for Internal Subject Review in Semester 1 of the 2007-2008 academic year.

Previous QAA Reports

The quality of educational provision in AFRD has not previously been reviewed under the current QAA scheme, but was independently reviewed by HEFCE as part of the 1998 Quality Assessment Exercise. The outcome of this review process was the award of a 22/24 "excellent" score by the HEFCE review team.

Feedback from Graduates

All graduates are surveyed annually. Data is also gathered via the Careers Service First Destination Survey, also carried out annually.

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.

17 Other Sources of Information:

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Prospectus (see http://www.ncl.ac.uk/afrd/postgrad/taught_degrees/)

The University and Degree Programme Regulations (see <http://www.ncl.ac.uk/calendar/pdf/uniregs.pdf> and <http://www.ncl.ac.uk/calendar/sae/>)

The Degree Programme Handbook

QAA Subject Review Report (http://www.qaa.ac.uk/revreps/subj_level/q271_98_textonly.htm)