UNIVERSITY OF
NEWCASTLE UPON TYNE

FACULTY OF
SCIENCE, AGRICULTURE & ENGINEERING

DEGREE PROGRAMME SPECIFICATION
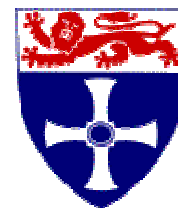
1.	**Awarding Institution**	**University of Newcastle upon Tyne**
2.	**Teaching Institution**	**University of Newcastle upon Tyne**
3.	**Final Award**	**B.Sc. (Hons)**
4.	**Programme Title**	**Agribusiness Management**
5.	**Programme Accredited by:**	
6.	**UCAS Code**	**N280**
7.	**QAA Benchmarking Group(s)**	**Agriculture, forestry, agricultural science, food science and consumer science**
8.	**Date of production/revision**	**September 2004**

9.   Programme Aims:

- To recruit students from varied educational backgrounds who wish to study a range of social science and business subjects applied to the agrifood sector
- To produce graduates with:
  - (i)   knowledge and understanding of the issues and principles associated with management within the agrifood sector, including familiarity with relevant institutions and policies
  - (ii) an ability to analyse problems and construct and criticise alternative solutions relevant to agribusiness firms and the agrifood sector
  - (iii) the necessary key skills to pursue managerial careers within agribusiness and related environments.

- To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the QAA subject benchmark statements for 'Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences.

10.   Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, discipline-related and general key skills in the following areas:

A   Knowledge and Understanding

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

A1   Knowledge and understanding of fundamental principles of management, economics, marketing and finance, in particular as they apply to agribusiness and agrifood sectors.

A2   Familiarity with the institutions and policies, including legislative frameworks, influential to agribusinesses' behaviour.

A3   Familiarity with professional terminology and concepts in business management

A4   Knowledge and understanding of analytical frameworks and tools useful to the measurement and management of agribusiness activities.

B   Subject-Specific/Professional Skills

A successful student will be able to:

B1   Conceptualise business problems, particularly in the agrifood sector, using analytical frameworks drawn from the disciplines of management, economics and marketing.

B2   Interpret business related documentation, including accounts and legislative material.

B3   Deploy a range of qualitative and quantitative techniques in the handling and analysis of data relevant to agribusinesses.

B4   Present data and research findings according to standard business conventions.

C   Cognitive Skills

A successful student will be able to:

C1   Critically evaluate arguments and evidence put forward from different sources

C2   Design appropriate ways of investigating problems relevant to agribusiness

C3   Locate, extract and interpret data from a variety of sources

C4   Draw appropriate conclusions from analysis of problems and produce reasoned solutions to them

D Key (transferable) Skills

A successful student will be able to:

D1 Communicate well in a literate and numerate manner, both orally and in writing

D2 Work independently, showing initiative and adaptability to their own learning and time management

D3 Work with others in a team situation

D4 Use information and communication technology effectively

Intended learning outcomes	Teaching/learning methods and strategies
A Knowledge and Understanding	The primary method of imparting knowledge and understanding is lectures. These are supplemented by seminars, workshops and large group problem sessions where students are able to check their learning through discussion and through practice. Much learning in accounting and finance is accomplished through a problem-solving approach. Students are encouraged to supplement taught material through independent reading, with guidance being given on books and articles to read. Students also enhance their learning through student-centred project work and by analysing case studies.
B Subject-Specific/ Professional Skills	Professional skills are demonstrated by lecturing staff and invited speakers. Seminars and follow-up tutorial sessions enable students to develop these skills in a supportive environment where help is available. Students gain further practice of these skills through projects, assignments and case studies. There is also consultation with members of staff.
C Cognitive Skills	First developed through written presentation of analysis and solutions to set problems. Developed further in tutorials and seminars, where guided group discussions enable students to explore and evaluate arguments and evidence. Data extraction, analysis and interpretation skills are developed through problem-solving exercises, case studies and student-centred project work.
D Key (Transferable) Skills	IT and numeracy skills are taught in specific modules through lectures and tutorials, but are developed further through tasks and assignments set in many other modules. Oral communication skills are in particular developed through seminars and presentations. Teamwork skills are developed and further skills can be acquired through group work, presentations and case studies.

Intended learning outcomes	Methods of Assessment
A Knowledge and Understanding	Assessment is partly by way of unseen examinations and partly by way of coursework and case studies. Most modules include coursework, thus encouraging an element of formative as well as summative assessment.
B Subject-Specific/ Professional Skills	Assessed through examinations, assignments, seminars, presentations and case studies.
C Cognitive Skills	Assessed by unseen examinations, and more particularly by problem-solving exercises, case studies and project work.
D Key (Transferable) Skills	Unseen examinations assess written communication skills, whilst assignments and coursework assess information technology usage, initiative and independent learning. Project work assesses problem-solving skills and initiative, whilst teamworking is assessed via modules specifically incorporating this component.

11 Programme Structures and Requirements, Levels, Modules, Credits

A Programme Features

The programme is studied over three years full-time.

There is an optional placement year or Erasmus exchange between stages 2 and 3.

Each year or stage requires the study of modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, small group teaching, private study, completion of coursework and revision. Modules can vary in size from 10 to 30 credits.

B Programme Structure

Stage 1 provides a multi-disciplinary foundation covering management, marketing, economics, maths and development of professional and personal skills. The emphasis in management and marketing is a combination of principles and illustration of their appreciation. Key concepts are introduced. Stage 1 also incorporates further credits of options which may be in related disciplines or a modern language.

Stage 2 builds on the introductory modules from Stage 1. At this stage the emphasis on the applied aspects of the discipline is increased, and students start to be introduced to research methods and marketing environments. Further study of economics, the key social science perspective used on the programme, is compulsory at stage 2, thus providing students with a deeper knowledge and understanding of this underpinning discipline.

At stage 3 students take advanced courses and also increase their research abilities by undertaking an honours project, either an individual dissertation or work related learning project that may be group-based. Options can be taken from a large selection of modules subject to prerequisites, and to the approval of the Degree Programme Director.

C Programme Curriculum

Stage 1

All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title
AEF115	20	Introduction to Marketing
AEF116	20	Introduction to Economics
AEF117	20	Introduction to Management
BUS105	20	Personal, Professional and Key Skills
MAS186	10	Maths for Management and Marketing

All candidates shall select modules to the value of at least 10 credits from the following list:

Code	Credits	Descriptive title
AGR107	10	British Agriculture
BNS112	10	Nutrition and Food Science

All candidates shall select, subject to the prerequisites for each module and to the approval of the Degree Programme Director, further modules from the following list to a total value of 120 credits.

Code	Credits	Descriptive title
AEF130	20	Introduction to Rural Studies
CAD101	10	Student Tutoring

Language modules available subject to individual timetables and approval of DPD

Code	Credits	Descriptive title
FRE165	20	Level A French General Language I
FRE166	20	Level A French General Language II
GER162	20	Level A German General Language I
GER163	20	Level A German General Language II
SPA165	20	Level A Spanish General Language I

Stage 2

All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title
AEF218	10	Market Research for Business and Marketing
AEF213	10	Agricultural Economics
AEF258	20	Statistics for Marketing and Management
ACC223	20	Introduction to Accounting and Finance for Non Specialists
LAW154	20	Introduction to English Law and Contract

All candidates shall select, subject to the prerequisites for each module and to the approval of the Degree Programme Director, modules to a value of 40 credits from the following list. A maximum of 10 credits of CAD modules is permitted.

Code	Credits	Descriptive title
AEF205	10	Retail Marketing
AEF207	10	Marketing Environments
AEF210	10	Marketing Communications
AEF221	10	Agricultural Marketing
AEF256	20	Managerial Economics
BUS217	20	Introduction to Innovation and Technology Management
CAD201	10	Student Tutoring
CAD202	10	Student Tutoring
PSY322	20	Applied Psychology for Managers

Stage 3

All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title
AEF366	20	Advanced Agri-Business Management
BUS212	10	Human Resource Management

Either
AEF303   30   Dissertation
Or
AEF330   30   Foresight Project
Or
AEF398   30   Work Related Marketing Project

All candidates shall select, subject to the prerequisites for each module and to the approval of the Degree Programme Director, modules to a value of 60 credits from the following list. A maximum of 10 credits of CAD modules is permitted.

Code	*Credits*	*Descriptive title*
AEF301	10	Contemporary Marketing Literature
AEF306	10	Strategic Marketing
AEF318	10	Globalisation, International Trade and Marketing
AEF352	10	Estate Management
AEF364	10	Agri-Food Markets in Central and East Europe
AEF365	10	Supply Chain Management
AEF372	10	World Agricultural Policies
AEF375	10	European Food Policy
AGR332	20	Farm Management
AGR340	10	Rural Enterprise and Diversification
AGR341	10	Animal Product Quality and Marketing
CAD301/302	10	Student Tutoring
CAD303/304	10	Advanced Student Tutoring
LAW253	10	Law and Land Use

Language modules available subject to individual timetables and approval of DPD

Code	*Credits*	*Descriptive title*
FRE261	20	Level C French General Language
GER261	20	Level C German General Language
SPA261	20	Level C Spanish General Language

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

A1	Knowledge and understanding of fundamental principles of management, economics, marketing and finance, in particular as they apply to agribusiness and agrifood sectors.	**AEF115, AEF116, AEF117, MAS186, AEF218, AEF213, ACC223, LAW154, AEF366, BUS212,** *AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, AEF301, AEF306, AEF318, AEF352, AEF364, AEF365, AGR332, AGR340, LAW253*
A2	Familiarity with the institutions and policies, including legislative frameworks, influential to agribusinesses' behaviour.	**AEF213, ACC223, LAW154, AEF366, BUS212,** *AGR107, BNS112, AEF130 , AEF205, AEF207, AEF221, AEF318, AEF352, AEF364, AEF365, AEF372, AEF375, AGR340, LAW253*
A3	Familiarity with professional terminology and concepts in business management.	**AEF115, AEF116, AEF117, AEF218, AEF213, AEF258, ACC223, LAW154, AEF366, BUS212,** *AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, AEF301, AEF306, AEF318, AEF352,*

		AEF364, AEF365, AGR332, AGR340, AGR341 , LAW253
A4	Knowledge and understanding of analytical frameworks and tools useful to the measurement and management of agribusiness activities.	**AEF115, AEF116, AEF117, MAS186, AEF218, AEF213, AEF258, ACC223, AEF366, [AEF303, AEF330, AEF398]** *AEF207, AEF210, AEF256, PSY322, AEF301, AEF306, AEF318, AEF364, AEF365, AEF372, AGR332*
B1	Conceptualise business problems, particularly in the agrifood sector, using analytical frameworks drawn from the disciplines of management, economics and marketing.	**AEF115, AEF116, AEF117, AEF218, AEF213, AEF258, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AGR107 AEF205, AEF207, AEF210, AEF221, AEF256, BUS217 AEF301, AEF306, AEF318, AEF352, AEF364, AEF365, AGR332, AGR340, AGR341*
B2	Interpret business related documentation, including accounts and legislative material.	**AEF117, AEF218, AEF258, ACC223, LAW154, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AEF207, AEF306, AEF352, AGR332, LAW253,*
B3	Deploy a range of qualitative and quantitative techniques in the handling and analysis of data relevant to agribusinesses.	**AEF116, AEF117, MAS186, AEF218, AEF213, AEF258, ACC223, AEF366, [AEF303, AEF330, AEF398]** *AEF256, AEF352, AGR332, AGR340*
B4	Present data and research findings according to standard business conventions.	**AEF117, BUS105, AEF218, ACC223, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AEF207, AEF210, BUS217, AEF306, AEF352, AGR332,*
C1	Critically evaluate arguments and evidence put forward from different sources.	**AEF218, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AEF301, AEF306, AEF318, AEF364, AEF365, AEF372, AEF375*
C2	Design appropriate ways of investigating problems relevant to agribusiness.	**AEF218, AEF213, AEF258, AEF366, [AEF303, AEF330, AEF398]** *AEF256*
C3	Locate, extract and interpret data from a variety of sources.	**BUS105, AEF218, AEF258, ACC223, AEF366, [AEF303, AEF330, AEF398]** *AEF207, AEF306, AEF352, AGR332*
C4	Draw appropriate conclusions from analysis of problems and produce reasoned solutions to them.	**MAS186, BUS105, AEF218, AEF213, AEF258, ACC223, LAW154, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, AEF306AEF352, AEF365, AGR332,*
D1	Communicate well in a literate and numerate manner, both orally and in writing.	**AEF115, AEF116, AEF117, BUS105, MAS186, AEF218, AEF213, AEF258, ACC223, LAW154, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AGR107, BNS112, AEF130,CAD101, FRE165, FRE166, GER162, GER163, SPA165, AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, CAD201, CAD202, PSY322, AEF301, AEF306, AEF318, AEF352, AEF364, AEF365, AEF372, AEF375, AGR332, AGR340, AGR341,CAD301, CAD302, CAD303, CAD304, LAW253, FRE261, GER261, SPA261*

D2	Work independently, showing initiative and adaptability to their own learning and time management.	**AEF115, AEF116, AEF117, BUS105, MAS186, AEF218, AEF213, AEF258, ACC223, LAW154, AEF366, BUS212, [AEF303, AEF330]** *AGR107, BNS112, AEF130,CAD101, FRE165, FRE166, GER162, GER163, SPA165, AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, CAD201, CAD202, PSY322, AEF301, AEF306, AEF318, AEF352, AEF364, AEF365, AEF372, AEF375, AGR332, AGR340, AGR341,CAD301, CAD302, CAD303, CAD304, LAW253, FRE261, GER261, SPA261*
D3	Work with others in a team situation.	**BUS105, AEF218, AEF366, [AEF303, AEF330, AEF398]** *AEF210*
D4	Use information and communication technology effectively.	**AEF115, AEF116, AEF117, BUS105, MAS186, AEF218, AEF213, AEF258, ACC223, LAW154, AEF366, BUS212, [AEF303, AEF330, AEF398]** *AGR107, BNS112, AEF130,CAD101, FRE165, FRE166, GER162, GER163, SPA165, AEF205, AEF207, AEF210, AEF221, AEF256, BUS217, CAD201, CAD202, PSY322, AEF301, AEF306, AEF318, AEF352, AEF364, AEF365, AEF372, AEF375, AGR332, AGR340, AGR341,CAD301, CAD302, CAD303, CAD304, LAW253, FRE261, GER261, SPA261*

12   Criteria for Admission:

School/College Leavers
Generally three A levels required for entry.
A level grades – BBB. GCSE (at least Grade B) in Mathematics required.

Scottish Highers   AABBB. Combination of Highers and CSYS are accepted.

Under the new post 16 arrangements in England:
6 credit Vocational A level accepted as one of three A levels.
Applicants with 12 credit Vocational A levels will be considered on their merits
Point offers using the new UCAS tariff will generally not be made
2 AS levels accepted instead of one of the three A levels required
Skills qualifications will not be included in offers.

Overseas Students
Appropriate overseas qualifications are considered and evidence of adequate English language skills to start the programme successfully required.

Admissions Policy
Applicants are invited to attend a departmental open day and individual interview. We welcome applications from mature candidates and those with non-traditional qualifications.

Arrangements for non-standard entrants
All other non-standard applications are considered on an individual basis. Applicants are encouraged to attend an open day and/or attend for interview with the Admissions Tutor. Where applicants cannot attend, telephone interviews are used to supplement the UCAS form.

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 relating to their Stage and the timetable of lectures/practicals/labs/ 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/coming_to_newcastle/orientation.phtml).

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their 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 Staff/Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml. In addition the University offers a range of support services, including the Student Advice Centre, the Student Counselling Service, the Mature Student Support Service, 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 and Walton Libraries (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-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchanges. See http://www.ncl.ac.uk/undergraduate/support/langcen.phtml.

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

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff/Student Committee and/or 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.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff/Student Committee, and the Board of Studies.

Feedback mechanisms
 Feedback to students is effected 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.

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15   Regulation of Assessment:

Pass Marks
The pass mark, as defined in the University's Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html), is 40.

Course Requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.html) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html). In summary, students must pass 120 credits at each Stage. Limited compensation down to 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of Stages
Modules taken at Stages 2 and 3 are Honours modules and the two stages contribute to the award of the final degree in the ratio 25:75.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugcont.html), namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

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
Oral Stage 3 students as necessary
Attend the June Board of Examiners
Report to the University on the standards of the programme

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16   Indicators of Quality and Standards:

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

Previous QAA Reports
This programme received a QAA Subject Review in 1998 and achieved a score of 22/24.

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.

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17   Other Sources of Information:

Key information about the programme can be found in:

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The Departmental Prospectus (see http://www.ncl.ac.uk/undergraduate/subjects/N280)

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)