

**BSc. (Hons) Marketing**  
**With deferred honours in**  
**Food Marketing**  
**E-Marketing**  
**Marketing Communications**  
**Document 1**  
**Programme Specification**

<b>1.</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2.</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3.</b>	<b>Final Award</b>	BSc (Hons)
<b>4.</b>	<b>Programme title</b>	1. Marketing  deferred honours options:  2. Marketing with Honours in Food Marketing 3. Marketing with Honours in Marketing Communications 4. Marketing with Honours in E-Marketing
<b>5.</b>	<b>Programme Accredited by</b>	Chartered Institute of Marketing (CIM)
<b>6.</b>	<b>UCAS Code</b>	N500
<b>7.</b>	<b>QAA Subject Benchmarking Group(s)</b>	N/A <sup>1</sup>
<b>8.</b>	<b>Date of production/revision</b>	April 2004
<b>9.</b>	<b>Programme Rationale and Aims</b>	<p><i>Rationale</i></p> <p>The development of this BSc Marketing programme, within the newly created Faculty of Science, Agriculture and Engineering (SAGe), has responded to the clear market demand for a generic marketing degree at Newcastle University. SAGe provides the opportunities for delivering a suite of Marketing degrees, complementary to the existing portfolio of BA (Hons) degrees (including 'Management' and 'Management and Marketing') at the Newcastle School of Management. The new faculty combines Science, Engineering Agriculture and Marketing in its unique structure. This new BSc. Marketing aims to exploit this by delivering a BSc Marketing degree that is unique from its competitors, in particular Lancaster University, University of Leeds, University of Strathclyde and the University of Stirling, due to its emphasis on science and technology, and the role marketing plays in their development. As a BSc programme, the Marketing degree curriculum has been explicitly developed to address the important role of marketing to the adoption and acceptance of science, technology and innovation, in organisations in both the public and private sectors. In addition a great emphasis on numerical competency has been included in the curriculum with modules in quantitative techniques compulsory at all stages, in accordance with guidance from the CIM. The proposed Marketing degrees will benefit from research-led teaching, in particular at Stage 3, by the Social Scientists in SAGe, many of whom are applied researchers examining aspects of adoption and acceptance of science, technology and innovation, in organisations in both the public and private sectors, for example in the agriculture, food and rural sectors.</p> <p>In this Marketing programme, Stages 1 and 2 are common to all applicants. In Stage 3, students can follow the generic Marketing degree syllabus or elect to specialise in Food Marketing, E-Marketing, or Marketing Communications. For each programme, the collective aims and objectives are as follows:</p> <p>Aims:</p> <p>The purpose of our Marketing degree programmes is to encourage and guide students' general higher education and intellectual development. The degrees intend to provide graduates with a coherent understanding of the social science perspective combined with a sound theoretical grasp of Marketing and their chosen specialist area. In particular the programmes intend to:</p> <ol style="list-style-type: none"> <li>To provide the theoretical and practical training necessary to equip marketing graduates with the advanced knowledge and skills, both transferable and analytical, appropriate for a successful career in marketing.</li> <li>To provide graduates with a coherent understanding of the social science perspective combined with a sound theoretical grasp of marketing and their chosen specialist areas.</li> </ol>

<sup>1</sup> (Have consulted both the General Management and Business Studies and Agriculture, Forestry, Agriculture Science, Food Science and Consumer Sciences Benchmarking Statements.)

- (iii) To equip students with a knowledge and understanding of the importance of marketing within organisations, in particular scientific and technological organisations, and society at large,
- (iv) To understand the nature of specific marketing activities and to apply core marketing principles in a variety of contexts
- (v) To provide opportunities for students to acquire further knowledge according to their own interests as they develop over the duration of their degree programme
- (vi) To provide opportunities for students to partake in work related learning activities in order to help develop their awareness and understanding of how marketing operates in the real world
- (vii) To provide students with the opportunity to organise facts, deploy logic and received theory and, through the use of oral, literacy and numeracy skills, analyse problems and issues, synthesise potential resolutions and criticise alternatives
- (viii) To provide students with the opportunity to develop and improve key skills alongside their academic and practical abilities. These key skills, include the ability to communicate effectively, the ability to employ IT and library resources appropriately, the ability to prioritise work and meet deadlines, the ability to work alone and with others, and the ability to use initiative and to solve problems.
- (ix) To contribute to the University's objectives by providing high quality research led teaching and enhancing student's key skills and employability.
- (x) To provide a differentiated suite of complementary BSc Marketing degrees to complete existing BA (Hons) Management, and BA (Hons) Management and Marketing degrees, by drawing upon strengths within the new Faculty of SAgE and also addressing an unfulfilled demand within the university for a generic Marketing degree programme.
- (xi) To provide a programme which has accredited degree status from the professional body for marketing, the Chartered Institute of Marketing (CIM).
- (xii) To encourage students to develop appropriate attitudes towards their own future professional development in line with what is currently
- (xiii) To provide a programme which is in line with currently available relevant benchmarking statements for Marketing degrees
- (xiv) To provide a programme which fully meets learning outcomes at H Level as laid down in the QAA's National Qualifications Framework
- (xv) To provide an environment within the Department such that students enjoy the University learning experience sufficiently to want to maintain contact with the Department in its future recruiting, teaching and research.

**10(a) Programme Intended Learning Outcomes: (Learning Outcomes Matrix Attached)**

**A Knowledge and understanding**

The programme provides opportunities for student to develop and demonstrate:-

- A1:** An advanced understanding of the principles and relevance of marketing to contemporary public and business issues.
- A2:** An advanced understanding through a selection of compulsory modules over the three years of the interrelationship and importance of Management and Economics principles to Marketing, both theoretically and in real world situations.
- A3:** An advanced understanding of how to apply social science principles to improve decision-making in business and marketing and in the analysis of public policy issues through logical reasoning and ethical reasoning.
- A4:** An advanced understanding of both quantitative and qualitative analytical techniques used in marketing.
- A5:** An advanced understanding of a particular marketing specialism chosen from the following:

1. Marketing
2. Food Marketing
3. Marketing Communications
4. E-Marketing

**B Subject-specific/professional skills**

The programme provides opportunities for students to develop and demonstrate:

- B1:** An understanding and appreciation of the principles, applications and limitations of the main subsections of marketing including:
  1. Strategic Marketing
  2. Marketing Communications
  3. Retail Marketing
  4. Supply Chain Management
  5. Direct Marketing
  6. Globalisation, International Trade and Marketing
- B2:** An understanding of the principles, applications and limitations of the marketing research process and the techniques used.
- B3:** The ability to critically assess academic marketing literature and marketing case studies and participant in a simulated marketing game in order to further develop understanding of the importance of marketing within organisations and society at large
- B4:** The ability to present and summarise information and experience gained through B3, and to critically appraise its significance to marketing as a whole
- B5:** An understanding of how marketing is conducted in the 'real world'

**C Cognitive skills**

The degree programmes provide opportunities for students to develop and demonstrate:

- C1** The ability to describe and appraise the data generated by marketing and related social science research methodologies
- C2** The ability to describe and critically assess the value and limitations of information on a given subject
- C3** The ability to synthesise, and present information and data
- C4** The ability to solve problems

**D Key (transferable) skills (Key Skills Matrix Attached)**

The degree programmes provide opportunities for students to develop and demonstrate:

- D1** The ability to communicate by means of well prepared, clear confident presentations and written documents
- D2** The ability to use the library and other information sources skilfully and appropriately
- D3** The ability to plan, organise, and prioritise work activities in order to meet deadlines
- D4** The ability to work independently showing initiative
- D5** The ability to work in teams showing initiative and adaptability
- D6** The ability to solve problems

<b>10b: Intended Learning Outcomes</b>	<b>Teaching/Learning Methods and Strategies</b>
<b>A. Knowledge and Understanding</b>	<p>Specialist knowledge and understanding (A1 – A4) are primarily imparted via lectures, knowledge and understanding are further promoted by workshops, tutorials and seminars, and case studies.</p> <p>Throughout the taught component of the course, students are encouraged and expected to engage in independent reading, and are supported in this by the provision of an extensive, but prioritised reading list.</p> <p>Active participation in workshops, tutorials and seminars and reflection on case studies (A1 – A4) aids in the development of understanding.</p>
<b>B. Subject Specific/Professional Skills</b>	<p>The teaching of marketing principles, applications and their limitations (B1) will be delivered through subject specific modules. Teaching on these modules will mainly take the form of lectures supplemented where applicable through seminars, tutorials, workshops, and a marketing simulation game.</p> <p>Ability to critically assess provided by lectures, tutorials and a marketing simulation game.</p> <p>Active work related learning, with the aim of providing students with an understanding of marketing in the real world, will be achieved through specialist marketing stimulation games, case study analysis, industrial visits and guest speakers over the three-year programme.</p> <p>Students are encouraged to develop subject-specific skills (B1-B5) through individuals reports and essays (B1), group projects (B2, B3, B4), case study analysis (B3, B4) and portfolios of information (B5). Students are encouraged and expected to engage in independent reading and thought. This is supported by the provision of subject specific extensive, but prioritised, reading lists. Opportunities for group discussion will be provided in all modules to ensure that the students learning experience is maximised.</p>
<b>C. Cognitive Skills</b>	<p>Cognitive skills of analysis and appraisal and presentation of information (C1, C2, C3) are introduced and developed from Stage 1 introductory modules to Stage 3 advanced modules. Research methods modules and final year project and dissertation, provide the means for demonstrating all these skills (C1-3). Problem solving skills (C4) through case study analysis, are also developed throughout the degree programme in core marketing modules.</p> <p>Core stage 3 modules place particularly important on the critical appraisal and synthesis of marketing literature (C1-3).</p> <p>Students are encouraged to acquire all the cognitive skills from stage 1 and to develop and refine them by stage 3. Selected modules will develop specific cognitive skills (C4), such as the use of problem solving skills via case study analysis, in marketing modules. Other modules at stages 2 and 3 will encourage students to use all skills (C1-4), such as research methods and project and dissertation modules. The cognitive skills in the degree programme are additive, with stages 2 and 3 consolidating and building upon the skills acquired in previous stages.</p>
<b>D. Key (Transferable Skills)</b>	<p>Key skills are formally taught from Stage 1 with introductions to essay and report writing and presentations (D1), using the library and the use of the internet as a learning resource (D2) and time</p>

	<p>management (D3). Advanced use of library documentation for specific subjects (D2), are extended in relevant modules in stage 3. Management of workload (D3) is also promoted through a strict coursework and assessment timetable. Workshops, lectures and tutorials in all stages (usually associated with core modules) assist with problem solving skills (D6), written communication (D1), and time management (D3). Individual modules at all degree stages have assessment procedures requiring independent or team working (D4 and D5). In addition, the Stage 3 project or dissertation demands demonstration of D1, 2, 3 and 6, for students working individually on a dissertation (D4) or as part of a team in the project (D5) through an assessment schedule which demands of the students to prepare regular written and oral reports over the course of the year. These all contribute to the students mark and help ensure the development of D1, 2, 3 and 6.</p>
	<p>The 'Issues' module at Stage 1 introduces students to all of the key skills. Aspects of these are assessed explicitly and implicitly through the continuous assessment process. Each of the key skills are extended in core marketing modules during stages 2 and 3. All are developed through participation in either the stage 3 project or dissertation.</p>

<b>10C: Intended Learning Outcomes</b>	<b>Methods of Assessment</b>
<b>A. Knowledge and Understanding</b>	<p>Knowledge and understanding (A1 – A4) are assessed by a variety of means including:</p> <ul style="list-style-type: none"> <li>a) Unseen written examination</li> <li>b) Open book written examination</li> <li>c) Coursework</li> <li>d) Portfolio</li> </ul> <p>The written papers assess knowledge and understanding of core marketing principles in a variety of contexts and the importance of marketing within organisation and society at large.</p> <p>The assessed coursework comprises essays, reports, group work, poster presentations, portfolio information and class tests.</p> <p>Some, or all, of A1 – A4 (depending on topic) are examined by means of dissertation, group projects and oral presentation and possibly (at the discretion of an external examiner) by viva voce examination.</p>
<b>B. Subject Specific/Professional Skills</b>	<p>Subject Specific skills are assessed by means of essays, reports (both individual and group based), presentations (both individual and group based), portfolios of information and by unseen and open book written examination, including multiple choice and essay based exams.</p> <p>Some, or all, of B1-B5 (depending on the topic) are also examined in Stage 3 by means of a dissertation or group project and presentation and possibly (at the discretion of an External Examiner) by viva voce examination.</p>
<b>C. Cognitive Skills</b>	<p>All the cognitive skills (C1-4) are assessed by means of continuous assessment in the form of essays, reports, presentations, case study analyses, posters and unseen written examinations and possibly through viva voce examination (at the discretion of the external examiner at Stage 3).</p>
<b>D. Key (Transferable Skills)</b>	<p>All of the key skills are assessed by means of continuous assessment, some of which are based upon presentations (D1), the gathering of information from library or internet sources (D2), and through the submission of reports, essays, case studies. All key skills are examined by means of a dissertation or project (D1-D6).</p>

## **11 Programme Features, Curriculum and Structure:**

### *Programme Features*

This is a three-year full-time programme and based upon 30 weeks attendance per annum.

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 which includes lectures, small group teaching, completion of continuous assessment, private study and examination revision. Modules typically have a valency of 10 or 20 credits, and final year dissertations and group projects a valency of 30 credits.

Stages 1 and 2 are common to all applicants on the BSc (Hons) Marketing Degree. Stages 1 and 2 provide a comprehensive understanding of the core marketing principles. In the final year, students will choose either to follow the Marketing honours degree or elect a specialism in food marketing, E-Marketing or marketing communications.

The programme consists of compulsory and optional modules during each year of study. There are at least 20 credits of optional modules available to students at each stage of their programme. This permits students to pursue interests outside of their Department during each year of study, for example a language may be studied throughout an undergraduate programme. Optional modules can be selected from any Department within the University subject to the approval of the Degree programme Director and timetabling synergies.

Students are provided with the chance to develop their language skills in one of three European languages, French, German or Spanish. Students can take a language option at all stages in their degree and may avail of the Erasmus scheme currently run in the department.

The programme offers flexibility to students to defer choice of marketing degree specialism. In addition, students will also be encouraged if they wish to take advantage of Erasmus Exchange programmes or seek study-related placement between Stages 2 and 3.



ii) Curriculum and Structure

<b>STAGE 1</b>
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(a) All candidates shall take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 115</b>	<b>20</b>	<b>Introduction to Marketing</b>	<b>CORE</b>	<b>1&amp;2</b>	
<b>AEF 116</b>	<b>20</b>	<b>Introduction to Economics</b>	<b>CORE</b>	<b>1&amp;2</b>	
<b>AEF 117</b>	<b>20</b>	<b>Introduction to Management</b>	<b>CORE</b>	<b>1&amp;2</b>	
<b>MAS 186</b>	<b>10</b>	<b>Maths for Marketing and Management</b>	<b>NC/NH</b>	<b>1</b>	
<b>BUS 105</b>	<b>20</b>	<b>Personal, Professional and Key Skills Development</b>	<b>NC/NH</b>	<b>1&amp;2</b>	

(b) All candidates shall select modules to the value of 10 credits from the following list:

Module Code	Credit	Descriptive Title	Type	Semester	
<b>EDU 104</b>	<b>10</b>	<b>Introduction to Society</b>	<b>NC/NH</b>	<b>1</b>	
<b>EDU 114</b>	<b>10</b>	<b>Introduction to Communication and Culture</b>	<b>NC/NH</b>	<b>1</b>	

(c) 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 and/or (b), to the total value of 120 credits.

Module Code	Credit	Descriptive Title	Type	Semester	
<b>CAD 101</b>	<b>10</b>	<b>Student Tutoring</b>	<b>NC/NH</b>	<b>2</b>	
<b>ACC 223</b>	<b>20</b>	<b>Introduction to Accounting for Non specialists</b>	<b>NC/NH</b>	<b>1/2</b>	
<b>BNS 112</b>	<b>10</b>	<b>Nutrition and Food Science</b>	<b>NC/NH</b>	<b>2</b>	

With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

<b>Stage 2</b>
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(a) All candidates shall take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 207</b>	<b>10</b>	<b>Marketing Environments</b>	<b>NC/H</b>	<b>2</b>	
<b>AEF 209</b>	<b>20</b>	<b>Research Methods for Business and Marketing</b>	<b>CORE</b>	<b>1&amp;2</b>	
<b>AEF 258</b>	<b>20</b>	<b>Statistics for Business and Management</b>	<b>NC/H</b>	<b>1&amp;2</b>	
<b>AEF 210</b>	<b>10</b>	<b>Marketing Communications</b>	<b>NC/H</b>	<b>1</b>	
<b>AEF 216</b>	<b>10</b>	<b>Consumer Behaviour</b>	<b>NC/H</b>	<b>2</b>	
<b>AEF 256</b>	<b>20</b>	<b>Managerial Economics</b>	<b>NC/H</b>	<b>1&amp;2</b>	
<b>AEF 205</b>	<b>10</b>	<b>Retail Marketing</b>	<b>NC/H</b>	<b>1</b>	

(b) 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 and/or (b), to the total value of 120 credits. Candidates are only allowed to select a maximum of 10 credits of CAD modules

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 221</b>	<b>10</b>	<b>Agricultural Marketing</b>	<b>NC/H</b>	<b>2</b>	
<b>BUS 214</b>	<b>20</b>	<b>Business Systems</b>	<b>NC/H</b>	<b>1&amp;2</b>	
<b>BUS 219</b>	<b>20</b>	<i>Understanding Work and Organisations</i>	<i>NC/H</i>	<i>1&amp;2</i>	
<b>BUS 217</b>	<b>20</b>	<i>Introduction to Innovation and Technology Management</i>	<i>NC/H</i>	<i>1&amp;2</i>	
<b>ACC 223</b>	<b>20</b>	<i>Introduction to Accounting for Non specialists</i>	<i>NC/H</i>	<i>1/2</i>	
<b>EDU 227</b>	<b>10</b>	<b>Communication and Culture</b>	<b>NC/H</b>	<b>2</b>	
<b>EDU 243</b>	<b>10</b>	<b>Contemporary Social Issues</b>	<b>NC/H</b>	<b>1</b>	
<b>CAD 201/202</b>	<b>10</b>	<i>Student Tutoring</i>	<i>NC/H</i>	<i>1/2</i>	
<b>CAD 207/208</b>	<b>10</b>	<i>Advanced Student Tutoring</i>	<i>NC/H</i>	<i>1/2</i>	
<b>CAD 209/210</b>	<b>10</b>	<i>Support for Widening Participation</i>	<i>NC/H</i>	<i>1/2</i>	
<b>CAD 211/212</b>	<b>10</b>	<i>Advanced support for Widening Participation</i>	<i>NC/H</i>	<i>1/2</i>	
<b>CAD 205/206</b>	<b>10</b>	<i>Management of Student Tutoring</i>	<i>NC/H</i>	<i>1/2</i>	

<b><i>CAD 290/280</i></b>	<b><i>10</i></b>	<b><i>Learning from Work</i></b>	<b><i>NC/H</i></b>	<b><i>1/2</i></b>	
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With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

<b>Stage 3</b>
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(a) All candidates shall take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 301</b>	<b>10</b>	<b>Contemporary Marketing Literature</b>	<b>H</b>	<b>1</b>	
<i>AEF 306</i>	<i>10</i>	<i>Strategic Marketing</i>	<i>H</i>	<i>1</i>	
<i>AEF 308</i>	<i>20</i>	<i>Analytical Techniques for Marketing</i>	<i>H</i>	<i>1&amp;2</i>	
<i>AEF 310</i>	<i>10</i>	<i>Direct Marketing</i>	<i>H</i>	<i>2</i>	

(b) All candidates must choose one of the following 30 credit modules

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 303</b>	<b>30</b>	<b>Marketing Dissertation</b>	<b>H</b>	<b>1&amp;2</b>	
<i>AEF 398</i>	<i>30</i>	<i>Work Related Marketing Project</i>	<i>H</i>	<i>1&amp;2</i>	

(c) 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 the total value of 120 credits. Candidates are only allowed to select a maximum of 10 credits of CAD modules.

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 311</b>	<b>10</b>	<b>Food Marketing</b>	<b>H</b>	<b>2</b>	
<b>AEF 365</b>	<b>10</b>	<b>Supply Chain Management</b>	<b>H</b>	<b>2</b>	
<b>AEF 364</b>	<b>10</b>	<b>Agri Food Markets in Central and Eastern Europe</b>	<b>H</b>	<b>1</b>	
<b>AEF 307</b>	<b>10</b>	<b>Advanced Marketing Communications Management</b>	<b>H</b>	<b>2</b>	
<i>AEF 3XX</i>	<i>10</i>	<i>Globalisation, International Trade and Marketing</i>	<i>H</i>	<i>1</i>	
<b>BUS 302</b>	<b>20</b>	<b>Business Strategy</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 304</b>	<b>20</b>	<b>Electronic Business</b>	<b>H</b>	<b>1&amp;2</b>	

<b><i>BUS 327</i></b>	<b><i>20</i></b>	<b><i>Innovation and Creativity</i></b>	<b><i>H</i></b>	<b><i>1&amp;2</i></b>	
<b><i>CAD 301/302</i></b>	<b><i>10</i></b>	<b><i>Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 303/304</i></b>	<b><i>10</i></b>	<b><i>Advanced Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 307/308</i></b>	<b><i>10</i></b>	<b><i>Support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 309/310</i></b>	<b><i>10</i></b>	<b><i>Advanced support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 315/316</i></b>	<b><i>10</i></b>	<b><i>Management of Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 311/312</i></b>	<b><i>10</i></b>	<b><i>Management of WP Special Projects</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	

With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

*BSc. Marketing with honours in Food Marketing*

*(a) All candidates shall take the following compulsory modules:*

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 301</b>	<b>10</b>	<b>Contemporary Marketing Literature</b>	<b>H</b>	<b>1</b>	
<i>AEF 306</i>	<i>10</i>	<i>Strategic Marketing</i>	<i>H</i>	<i>1</i>	
<i>AEF 308</i>	<i>20</i>	<i>Analytical Techniques for Marketing</i>	<i>H</i>	<i>1&amp;2</i>	
<b>AEF 311</b>	<b>10</b>	<b>Food Marketing</b>	<b>H</b>	<b>2</b>	
<b>AEF 375</b>	<b>10</b>	<b>European Food Policy</b>	<b>H</b>	<b>2</b>	

*(b) All candidates must choose one of the following modules*

Module Code	Credit	Descriptive Title	Type	Semester	
<i>AEF 303</i>	<i>30</i>	<i>Marketing Dissertation</i>	<i>H</i>	<i>1&amp;2</i>	
<i>AEF 398</i>	<i>30</i>	<i>Work Related Marketing Project</i>	<i>H</i>	<i>1&amp;2</i>	

*(c) 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 and/or (b), to the total value of 120 credits. Candidates are only allowed to select a maximum of 10 credits of CAD modules.*

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 365</b>	<b>10</b>	<b>Supply Chain Management</b>	<b>H</b>	<b>2</b>	
<b>AEF 364</b>	<b>10</b>	<b>Agri-Food Markets in Central and Eastern Europe</b>	<b>H</b>	<b>1</b>	
<i>AEF 310</i>	<i>10</i>	<i>Direct Marketing</i>	<i>H</i>	<i>2</i>	
<b>AEF 307</b>	<b>10</b>	<b>Advanced Marketing Communications Management</b>	<b>H</b>	<b>2</b>	
<i>AEF 3XX</i>	<i>10</i>	<i>Globalisation, International Trade and Marketing</i>	<i>H</i>	<i>1</i>	

<b>BUS 302</b>	<b>20</b>	<b>Business Strategy</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 303</b>	<b>20</b>	<b>Information Systems Management</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 304</b>	<b>20</b>	<b>Electronic Business</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 3XX</b>	<b>20</b>	<b><i>Innovation and Creativity</i></b>	<b><i>H</i></b>	<b>1&amp;2</b>	
<b>CAD 301/302</b>	<b>10</b>	<b><i>Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b>CAD 303/304</b>	<b>10</b>	<b><i>Advanced Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b>CAD 307/308</b>	<b>10</b>	<b><i>Support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b>CAD 309/310</b>	<b>10</b>	<b><i>Advanced support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b>CAD 315/316</b>	<b>10</b>	<b><i>Management of Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b>CAD 311/312</b>	<b>10</b>	<b><i>Management of WP Special Projects</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	

With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

*BSc. Marketing with honours in Marketing Communications*

*(a) All candidates shall take the following compulsory modules:*

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 301</b>	<b>10</b>	<b>Contemporary Marketing Literature</b>	<b>H</b>	<b>1</b>	
<i>AEF 306</i>	<i>10</i>	<i>Strategic Marketing</i>	<i>H</i>	<i>1</i>	
<i>AEF 308</i>	<i>20</i>	<i>Analytical Techniques for Marketing</i>	<i>H</i>	<i>1&amp;2</i>	
<b>AEF 307</b>	<b>10</b>	<b>Advanced Marketing Communications Management</b>	<b>H</b>	<b>2</b>	
<i>AEF 310</i>	<i>10</i>	<i>Direct Marketing</i>	<i>H</i>	<i>2</i>	

*(b) All candidates must choose one of the following modules*

Module Code	Credit	Descriptive Title	Type	Semester	
<i>AEF 303</i>	<i>30</i>	<i>Marketing Dissertation</i>	<i>H</i>	<i>1&amp;2</i>	
<i>AEF 398</i>	<i>30</i>	<i>Work Related Marketing Project</i>	<i>H</i>	<i>1&amp;2</i>	

*(c) 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 and/or (b), to the total value of 120 credits. Candidates are only allowed to select a maximum of 10 credits of CAD modules.*

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 365</b>	<b>10</b>	<b>Supply Chain Management</b>	<b>H</b>	<b>2</b>	
<b>AEF 311</b>	<b>10</b>	<b>Food Marketing</b>	<b>H</b>	<b>2</b>	
<b>AEF 364</b>	<b>10</b>	<b>Agri-Food Markets in Central and Eastern Europe</b>	<b>H</b>	<b>1</b>	
<i>AEF 3XX</i>	<i>10</i>	<i>Globalisation, International Trade and Marketing</i>	<i>H</i>	<i>1</i>	
<b>BUS 302</b>	<b>20</b>	<b>Business Strategy</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 303</b>	<b>20</b>	<b>Information Systems Management</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 304</b>	<b>20</b>	<b>Electronic Business</b>	<b>H</b>	<b>1&amp;2</b>	



<b><i>BUS 3XX</i></b>	<b><i>20</i></b>	<b><i>Innovation and Creativity</i></b>	<b><i>H</i></b>	<b><i>1&amp;2</i></b>	
<b><i>CAD 301/302</i></b>	<b><i>10</i></b>	<b><i>Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 303/304</i></b>	<b><i>10</i></b>	<b><i>Advanced Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 307/308</i></b>	<b><i>10</i></b>	<b><i>Support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 309/310</i></b>	<b><i>10</i></b>	<b><i>Advanced support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 315/316</i></b>	<b><i>10</i></b>	<b><i>Management of Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 311/312</i></b>	<b><i>10</i></b>	<b><i>Management of WP Special Projects</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	

With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

*BSc. Marketing with honours in E-Marketing*

(a) All candidates shall take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 301</b>	<b>10</b>	<b>Contemporary Marketing Literature</b>	<b>H</b>	<b>1</b>	
<i>AEF 306</i>	<i>10</i>	<i>Strategic Marketing</i>	<i>H</i>	<i>1</i>	
<b>AEF 308</b>	<b>20</b>	<b>Analytical Techniques for Marketing</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 304</b>	<b>20</b>	<b>Electronic Business</b>	<b>H</b>	<b>1&amp;2</b>	
<i>AEF 310</i>	<i>10</i>	<i>Direct Marketing</i>	<i>H</i>	<i>2</i>	

(b) All candidates must choose one of the following modules

Module Code	Credit	Descriptive Title	Type	Semester	
<i>AEF 303</i>	<i>30</i>	<i>Marketing Dissertation</i>	<i>H</i>	<i>1&amp;2</i>	
<i>AEF 398</i>	<i>30</i>	<i>Work Related Marketing Project</i>	<i>H</i>	<i>1&amp;2</i>	

(c) 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 and/or (b), to the total value of 120 credits. Candidates are only allowed to select a maximum of 10 credits of CAD modules.

Module Code	Credit	Descriptive Title	Type	Semester	
<b>AEF 365</b>	<b>10</b>	<b>Supply Chain Management</b>	<b>H</b>	<b>2</b>	
<b>AEF 364</b>	<b>10</b>	<b>Agri Food Markets in Central and Eastern Europe</b>	<b>H</b>	<b>2</b>	
<b>AEF 307</b>	<b>10</b>	<b>Advanced Marketing Communication Management</b>	<b>H</b>	<b>2</b>	
<i>AEF 311</i>	<i>10</i>	<i>Food Marketing</i>	<i>H</i>	<i>2</i>	
<i>AEF 3XX</i>	<i>10</i>	<i>Globalisation, International Trade and Marketing</i>	<i>H</i>	<i>1</i>	
<b>BUS 302</b>	<b>20</b>	<b>Business Strategy</b>	<b>H</b>	<b>1&amp;2</b>	
<b>BUS 303</b>	<b>20</b>	<b>Information Systems Management</b>	<b>H</b>	<b>1&amp;2</b>	
<i>BUS 3XX</i>	<i>20</i>	<i>Innovation and Creativity</i>	<i>H</i>	<i>1&amp;2</i>	

<b><i>CAD 301/302</i></b>	<b><i>10</i></b>	<b><i>Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 303/304</i></b>	<b><i>10</i></b>	<b><i>Advanced Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 307/308</i></b>	<b><i>10</i></b>	<b><i>Support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 309/310</i></b>	<b><i>10</i></b>	<b><i>Advanced support for Widening Participation</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 315/316</i></b>	<b><i>10</i></b>	<b><i>Management of Student Tutoring</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	
<b><i>CAD 311/312</i></b>	<b><i>10</i></b>	<b><i>Management of WP Special Projects</i></b>	<b><i>H</i></b>	<b><i>1/2</i></b>	

With approval of the Degree Programme Director, alternative modules to those listed in the above options, including a foreign language may be selected.

## **12 Support for Students and their Learning:**

### *Induction week*

A series of introductory lectures, meetings, visits and field trips designed to assist student orientation to the University, Department, Departmental teaching staff and degree programmes are offered to the students in Induction week, which takes place the week before the start of term. Induction weeks are conducted at the beginning of each academic year for both new and returning students. Stage 1 Induction Week provides students with a comprehensive introduction to the University, through university induction sessions, the department, through introductory sessions and a departmental lunch, and the degree programme. Stage 2 induction week consists of a detailed introduction to the Stage 2 curriculum. Students are encouraged and supported to make their module selection during this week. Talks on CV preparation, placements and the Erasmus scheme are provided. The Stage 3 induction week focuses on introducing students to the various options open to them with respect to the degree specialisms. They will be actively supported through tutor group meetings to complete their module selection and to choose the degree path they intend to follow in this week. In addition a number of sessions are run to help staff choose the groups that students undertaking a project will be in. Talks on CV preparation, interview skills and careers are also provided.

### *Study skills support*

#### *Interpersonal study skills support:*

- Sessions within relevant modules on skills development
- Personal tutor
- Liaison librarians
- Computing Service support

#### *Independent study skills support:*

- Student handbooks and module guides
- University, in particular library, website study skills guides
- Departmental website information
- Language laboratories

### *Academic support*

The Degree Programme Director will have overall responsibility for management of the degree programme. In addition, students will be assigned a personal tutor to monitor academic performance and assist with module selection. For specific modules, module leaders and contributing staff such as tutorial leaders (where appropriate), will be contactable and/or personally available for student queries.

### *Pastoral support*

Each student is assigned a personal tutor who will be available to discuss both academic and pastoral concerns. Within the University there are additional support services such as the Student Counselling Service and Student Union Welfare Office.

### *Support for Special Needs*

The Disability Unit provides assistance and guidance for students with special need.

### *Learning resources*

- Comprehensive University library facilities including on-line services and private study rooms.
- Careers Advisory Service
- Up-to-date IT facilities throughout the campus

### **13. Criteria for Admission:**

#### **UK School/College leavers**

ABB or equivalent at 'A' level . No specific subjects are required. GCSE Mathematics (at least grade B) is expected as evidence of adequate numerical skills.

AABBB at Scottish Higher Grade, BBB at Scottish Advanced Higher Grade:

BTEC Merits plus 1 'A' level at grade B or above

International Baccalaureate: A minimum of 36 points in IB diploma

Other qualifications will be considered individually.

#### **Overseas Students**

Appropriate overseas qualifications will be considered in addition to 'A' levels. Evidence of adequate English language skills to complete the programme successfully will also be required, preferably by means of an IELTS score of 6.5 or greater or by a TOEFL score of 575 or greater.

#### **Mature Students**

Applicants with non-standard qualifications, and/or relevant work experience will be considered on an individual basis.

#### **Admissions Policy**

Upon receipt of the UCAS application form, all applicants are invited to attend a School Open Day and may be required to attend an individual interview with the admissions selector. Offers are made to suitable applicants on receipt of the UCAS form. Other offers will be made following the applicant's attendance at the Departmental Open Day and Interview. Attendance is however, not compulsory. Deferred entry is accepted.

### **14. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

#### *Committees with responsibility for monitoring and evaluating quality and standards*

- Board of Studies (BoS). Monitoring and evaluation of quality and standards is primarily the responsibility of the Board of Studies. Membership of the Board of Studies consists of the teaching staff, plus a student member nominated from the Staff-Student Committee. Here for example, the results of module feedback forms are discussed.
- Board of Examiners (BoE). Issues related to degree structure, examinations, marks and awards are discussed. This Committee is composed of teaching staff and the external examiner.
- Staff-Student Committee (SSC). Wider student issues, including the quality and standards of teaching and learning may be raised at Staff Student Committee Representatives. This Committee is chaired by a member of the teaching staff, and student representatives from each year group (approximately two per Stage) and is open to all members of teaching staff.
- Marketing Teaching Group (MTG). This Committee of staff with teaching responsibilities to the Marketing and Management related degrees, discuss specific programme and module improvements within a wider strategic framework and also more specific day to day management of the degrees including for example discussion of examination papers.
- Faculty Teaching Committee (FTLC) and University Teaching Committee (UTLC). Major changes to existing modules, the introduction of new modules and the deletion of existing modules are amongst the teaching and learning related activities of these Committees.

#### *Mechanisms for the review and evaluation of teaching, learning, assessment, the curriculum and outcome standards.*

- Student evaluation questionnaires of modules and programmes discussed at BoS.
- Programme reviews by, BoS.
- Module reviews by module leaders in light of staff (MTG), student evaluation and external examiner reports where appropriate.
- Peer observation of teaching
- External Examiner reports

- Professional accreditation reports (Chartered Institute of Marketing - CIM)
- Taught Programme Review (UTC), and Internal subject review (FTC)
- Feedback obtained from past graduates, e.g. departmental surveys and Careers Service Graduate Destination Surveys
- Feedback from actual and potential employers of graduates
- Feedback from independent external reviews (QAA, HEFCE)

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

- Staff-Student Committee and student representation at Board of Studies.
- Module and degree programme evaluation questionnaires
- Graduate surveys, (Departmental and Careers Service)

## 15. Regulation of Assessment

*Pass Marks*

- Minimum pass mark is 40 for each module

*Course Requirements*

- Most modules are assessed by a combination of continuous assessment and end of module examination, although some may be 100% assessed by either method.
- Information on assessment is available in the degree programme handbook and in module outlines which are available on the intranet

- The Board of examiners must be satisfied at each of stages 1 and 2 before progression to subsequent stages can take place.

*Weighting of Stages*

- Degree classification is based upon the weighted average result for stages 2 and 3, with stage 2 results accounting for 25% and stage 3 for 75% or
- In cases where a candidate has marks in at least 80 credits, weighted 25% from Stage 2 and 75% from Stage 3, contributing to honours in a class higher than that of his/her average mark, the higher class shall be awarded provided:
  1. That the candidate's overall average mark does not fall more than 2 percentage points below the bottom of the higher class boundary,
  2. That the candidate does not have more than two-thirds of his/her marks in classes two or more classes below the proposed final class.
- Honours marks are based on the following University scale:

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

All Stage 3 students may be called for an oral examination at the request of the external examiner. In particular those Stage 3 Honours degree students, whose marks are within around 2 points of the boundary of the higher degree class, may be required to undertake an oral examination. These examinations are an opportunity for students to improve their degree classification. The examination panel consists of the external examiner and two members of the teaching staff.

*Common Marking Scheme*

- A common marking scheme for continuous and examination assessment is used by Department staff. All stage 3 examination scripts and sample scripts from stages 2 and 1 are blind double-marked. External examiners also moderate the marking of assessed work.

*Role of External Examiners*

The external examiner is appointed by the Board of Studies. The external examiner is a distinguished member of the academic community whose knowledge spans the range of activities covered by the course. The external examiner may have industrial experience in addition to academic credentials.

The external examiner's role is that of moderator, and includes:

- Seeing and approving examination questions
- Seeing examination scripts and making comments upon standards of marking
- Seeing coursework and making comments upon standards of marking
- Examining dissertations
- Performing oral examinations of some or all students.
- Attends the June Board of Examiners meeting
- Reports to the University regarding standards, and comparability of standards.

#### **16. Indicators of Quality and Standards:**

There is currently no QAA Subject Benchmarking Statement for Marketing. As a result the QAA Subject Benchmarking Statements for Management and Agriculture, forestry, agricultural science, food science and consumer sciences were consulted in the design of the programme. In addition, advice was sought from the Faculty of Education and the Department of Computer Science with respect to the design and content of the marketing communications and e-marketing specialism's.

The course will seek accreditation from the Chartered Institute of Marketing (CIM) once the new guidelines for accreditation are published. Informal guidance was obtained from the Chartered Institute of Marketing when the programme was being designed in particular with relation to the amount of quantitative modules and specialist modules that will be required in the curriculum to gain future CIM accreditation. There will be a number of types of accreditation offered by the CIM. It is the aim to obtain full CIM Degree accreditation in the over the next 3 years. This timespan allows for the rigorous preparation necessary for attaining full CIM Degree Accreditation,

Graduate employment statistics

Previous QAA report: 22/24 excellent rating

#### **17. Other Source of Information**

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.

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
- Department website ([www.ncl.ac.uk/aefm/](http://www.ncl.ac.uk/aefm/))

## **Learning Outcome Matrix**



## **Key Skills Matrix**