

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Marketing and Management
5	UCAS/Programme Code	NN52
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	General business and management. There is no benchmark for marketing.
8	FHEQ Level	3
9	Date written/revised	Written 2000, revised 2005,2007

10 Programme Aims

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

- To study organisations, their management and the changing external environment in which they operate. Organisations include a wide range of different types e.g. private, public and not-for-profit, together with a variety of sizes and structures.
- To prepare students for a career in marketing and business management
- To enhance lifelong learning skills and personal development to contribute to society at large.

Specifically, this programmes aims are:

1. To provide for the students on the programme a supportive and stimulating learning environment.
2. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a first degree level, covering the main disciplines of management and more specifically the discipline of marketing. These modules will be relevant to understanding the role and problems of business in a global context in order to equip graduates for a successful career in business or in the further study of business, or in other careers where the degree will provide a general educational preparation.
3. To increasingly reflect the output of original research as students progress through the degree programme.
4. To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analysis and projects.
5. To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills and an appreciation of working in a multicultural environment.
6. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.
7. To develop students' analytical and critical abilities in dealing with business concepts and practices.
8. To facilitate students in acquiring a work placement that will provide an opportunity for the skills and understanding acquired during Stages1 and 2 to be applied to actual problem situations in a business environment.

9. To produce highly marketable graduates who can contribute immediately to an employing organisation through their application of the knowledge and practical skills gained on the programme which are grounded firmly upon a sound conceptual base and an understanding of relevant institutional frameworks.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for General Business and Management (M).

Knowledge and Understanding

On completing the programme students should demonstrate:

A1. Knowledge and understanding of core business areas (marketing, finance, economics, organisational behaviour/ human resource management) as subjects of academic study and as practical activities. **(M)**

A2 Focused knowledge and understanding of the marketing discipline within the broader business context. **(M)**

A3 Detailed understanding of the issues and problems appropriate to business marketing. **(M)**

A4 How to evaluate critically ideas, concepts and practices related to business and management. **(M)**

A5 Knowledge of the business environments and the institutions including business firms, governments, international organisations and the markets in which businesses operate. **(M)**

A6 Through optional modules knowledge and understanding of specialist areas within business and marketing. **(M)**

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through lectures and seminars which guide students towards independent reading and enable students to check their learning through group discussions and problem solving / practice (A1, A2, A3,). Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages (A3,A4,A5,A6). The work placement is also an important vehicle for all of A1-7 to be developed.

Assessment Strategy

Intended Learning Outcome	If assessed	How assessed
A1	Yes	MCQ, unseen written exam
A2	Yes	MCQ, unseen written exam
A3	Yes	Unseen written exam
A4	Yes	Unseen written exam
A5	Yes	MCQ, research project
A6	Yes	Unseen written exam, research project

Intellectual Skills

On completing the programme students should be able to:

B1 Solve problems within the context of business, management and marketing

B2	Gather, synthesise and evaluate information
B3	Undertake independent critical analysis
Teaching and Learning Methods	
Intellectual skills are in the first instance developed by encouraging students to prepare and give presentations at seminars relating to particular business problems. Later, students have the opportunity to practice through student-centred project work and analysis of current research in seminars and tutorials. Students are expected to further develop cognitive skills while on placement.	
Assessment Strategy	
Intellectual skills are assessed by essays, projects and unseen examinations	
Practical Skills	
On completing the programme students should be able to:	
C1	Manage in a business and marketing environment using quantitative and human resource management skills
C2	Relate theory to practice
C3	Analyse business information for marketing and management decision making
Teaching and Learning Methods	
Practical skills are achieved via lectures where the theory is demonstrated and then followed up in assessments based on experiential learning. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills. The work placement also provides the opportunity to demonstrate and use practical skills.	
Assessment Strategy	
Assessments based around experiential learning: students manage projects of their choice in Market Research, Marketing Environments, Marketing Communications, Business Enterprise, Strategic Marketing and Marketing Consultancy Project.	
Transferable/Key Skills	
On completing the programme students should be able to demonstrate:	
D1	Effective oral and written communication skills
D2	Numeracy and computer literacy
D3	Effective team-working, project management, initiative and adaptability
D4	The ability to work independently
Teaching and Learning Methods	
These are introduced to students through sessions in induction and within modules. IT and numeracy are delivered as specific modules (D2). Oral communications are developed specifically in seminars and through presentations (D1). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities both inside and outside seminar times (D3). Students develop their time management skills through time constrained activities in class and through set work for seminars. Business games allow students to develop initiative and adaptability (D4). All transferable skills will be utilised during the placement year.	
Assessment Strategy	
D1 is assessed through presentations, unseen examinations, essays and project work. D2 IT is assessed through portfolio work at Stage 1 and systems building at Stage 2 and 3. Numeracy is assessed through project work and unseen examination. D3 is assessed as part of group work and group presentations. D4 cannot be assessed directly and is assessed as part of course work and group work.	

12 Programme Curriculum, Structure and Features**Basic structure of the programme****NN52 Marketing & Management Programme Regulations 2007/8****Stage 1**

Module Code	Credit 120	Descriptive Title	Type	Semester
ACC1003	20	Introduction to Accounting & Finance for Non-Specialists	Core	1 & 2
ACE1002	20	Introduction to Marketing	Core	1 & 2
ECO1017	20	Introductory Economics	Core	1 & 2
BUS1001	20	Introduction to Management and Organisation	Core	1 & 2
BUS1005	20	Personal, Professional and Key Skills Development	Core	1 & 2
MAS1403	20	Quantitative Methods for Business Management	Core	1 & 2

Stage 2**Compulsory Core**

Module Code	Credit 70	Descriptive Title	Type	Semester
BUS2012	10	Human Resource Management	Comp/Core	1
BUS2013	10	Human Resource Management in Practice	Comp/Core	2
ACE2002	10	Marketing Environments	Comp/Core	1
ACE2007	10	Consumer Behaviour	Comp/Core	1
ACE2008	10	Market Research for Business & Marketing	Comp/Core	2
ACE2012	20	Managerial Economics	Comp/Core	1&2

A minimum 10 credits from the following modules

Module Code	Credit	Descriptive Title	Type	Semester
BUS2022	20	Understanding Enterprise	Comp/Op	1&2
OR:				
BUS2017	20	Introduction to Innovation & Technology Management	Comp/Op	1&2
OR:				
ACE2005	10	Marketing Communications	Comp/Op	2

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

Module Code	Credit	Descriptive Title	Type	Semester
BUS2011	20	Business Enterprise	Optional	1&2
BUS2014	20	Business Systems	Optional	1&2
BUS2019	20	Understanding Work & Organisations	Optional	1&2
ACE2045	10	Services Marketing	Optional	2
ACC2003	20	Financial Control	Optional	1&2
FRE1065	20	French Level A	Optional	1
GER1062	20	German Level A	Optional	1
SPA1065	20	Spanish Level A	Optional	1
COM1022	20	Introduction to Communication Studies	Optional	1
COM1023	20	Introduction to Media Studies	Optional	1
COM1026	20	Introduction to Social & Cultural Studies	Optional	2
NCL2001	10	Student Tutoring and Volunteering 2 nd Year	Optional	1

NCL2101 10 Student Tutor Management 2nd Year Optional 1

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

Stage 3

All candidates will take the following compulsory modules:

Module Code	Credit	Descriptive Title	Type	Semester
ACE3001	10	Contemporary Marketing Literature	Comp/Core	1
ACE3002	10	Strategic Marketing	Comp/Core	1
BUS3002	20	Business Strategy	Comp/Core	1&2

Plus one module from the following:

Module Code	Credit	Descriptive Title	Type	Semester
BUS3028	30	Management Studies Dissertation	Comp/Op	1&2
ACE3091	20+10	Marketing Dissertation	Comp/Op	1&2
ACE3094	30	Work-Related Marketing Project	Comp/Op	1&2
ACE3092	10 +20	Marketing Consultancy Project	Comp/Op	1&2

All candidates shall select a further 50 credits from the following lists:

Module Code	Credit	Descriptive Title	Prerequisite For Options	Semester
Optional Logistics Management Stream				
ACE3008	10	Globalisation, Trade & Marketing	None	1
ACE3011	10	Supply Chain Management	ACE1002	2
BUS3030	10	Operations Management	None	1
BUS3031	10	Management Practice Business Game	None	2
BUS3004	20	Electronic Business	BUS2014	1&2
BUS3016	20	Public Services Management	BUS1001	1&2
BUS3022	10	Strategic Human Resource Management	BUS2012	1
BUS3027	20	Innovation & Creativity	BUS2017	1&2
ACE3003	20	Ad. Marketing Comms Man.	ACE2005	2
ACE3005	10	Direct Marketing	ACE1002	2
ACE3066	10	European Food Marketing and Policy	ACE1002	2
ACE3065	10	Arts and Heritage Marketing	ACE1002	2
ACC3002	20	Management Accounting	ACC2003	1&2
COM2010	20	Communication & Culture	COM1022,1023 or 1026	2
COM2063	20	Advertising & Consumption	COM1022,1023 or 1026	2
COM2067	20	Television Studies	COM1022,1023 or 1026	1
COM2068	20	Writing for the Media	COM1022,1023 or 1026	1

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

Optional commercial placement (in 2007 46% of students having undertaken commercial placement gained first class degrees).

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications

ABB from 18 units including a minimum of two A levels and excluding General Studies. AVCE (Double Award) in Business accepted if offered with an A level. GCSE Mathematics minimum grade B required.

Scottish Qualifications

AAABB at Higher Grade. Mathematics required at Standard Grade (or Intermediate 2). Combinations of Highers and Advanced Highers accepted.

Other Qualifications

For candidates offering Access courses, modules in Business and Marketing desirable (at Distinction level for courses which are graded).

Admissions policy/selection tools

Students to whom offers are made are invited to an open day to meet staff and students and see the Department and University. Attendance is not compulsory. Applicants with non-standard qualifications will be interviewed

Non-standard Entry Requirements

Mature Students

Each case is considered on its merits, although evidence of successful recent study is normally required (e.g. access course). Relevant work experience is also useful.

Additional Requirements

Overseas students

Appropriate overseas qualifications will be considered, as well as A levels. Evidence of adequate English language skills (minimum IELTS 6.5) to complete the programme successfully

Level of English Language capability

IELTS 6.5 or equivalent

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. 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, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

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 Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

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-session 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 exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 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. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student 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. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With

reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled 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 process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

None applicable

Additional mechanisms

None

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2/3 is 25%:75%

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, 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
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	ACE1002,ACC1003,ECO1017,BUS1001, BUS2012,BUS2013,ACE2012, BUS2019, ACC2003, ACE3001, ACE3002,BUS3002,
A2	ACE1002, ACE2002,ACE2007, ACE2008, ACE2005,ACE2045, ACE3001,ACE3002, ACE3003, ACE3005, ACE3011, ACE3008, ACE3066, ACE3065
A3	BUS1001, BUS2012,BUS2013, BUS2022, BUS2017, BUS2011, BUS2014, BUS2019, BUS3002, BUS3030, BUS3031, BUS3004, BUS3016, BUS3022, BUS3027,
A4	BUS1001, BUS3002, ACE3001, ACE3002
A5	ACE2002, ACE3002
A6	FRE1065,GER1062,SPA1065,COM1022,COM1023,COM1026,COM2010, COM2063,COM2067,COM2068
B1	BUS3028,ACE3091, ACE3094,ACE3092
B2	ACE2002,ACE2008,ACE3002
B3	BUS3028,ACE3091, ACE3094,ACE3092
C1	MAS1403,ACC1003,BUS2012, BUS2013, BUS3022
C2	ACE2002, ACE2008, ACE3002
C3	ACE2002, ACE3002
D1	ACE3092, ACE3094
D2	MAS1406, BUS1005
D3	ACE3092, ACE3094
D4	ACE3091, BUS3028