

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Bachelor of Science (honours)
4	Programme Title	BSc. (hons) Marketing with honours in Food Marketing; Marketing Communications or E-Marketing
5	UCAS/Programme Code	N500
6	Programme Accreditation	Chartered Institute of Marketing
7	QAA Subject Benchmark(s)	General Business Management & Consumer Sciences
8	FHEQ Level	H
9	Date written/revised	29/04/2008

10 Programme Aims

The purpose of the Marketing degree programme is to encourage and guide students' general higher education and intellectual development. The degree intends 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. The programme aims to:

1. To provide the theoretical and practical training necessary to equip marketing graduates with the advanced knowledge and skills, transferable and analytical, appropriate for a successful career in marketing.
2. 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
3. To equip students with a knowledge and understanding of the importance of marketing within organisations in a wide variety of business environments and within society at large
4. To understand the nature of specific marketing activities and to apply core marketing principles in a variety of contexts and business environments
5. To provide opportunities for students to acquire further knowledge according to their own interests as they develop over the duration of their degree programme through access to a wide variety of optional humanities and social science modules
6. To actively encourage and provide students with the opportunities to partake in work-related and experiential learning activities in order to help develop their awareness and understanding of their own personal and professional skills set and of how these skills can be employed in real world marketing cases
7. To provide students with the opportunity to organise facts, deploy logic and receive theory, and through the use of oral, literacy and numeracy skills, analyses problems and issues, synthesise potential resolutions and criticise alternatives.
8. To provide students with the opportunity to develop advanced level key skills alongside their academic and practical abilities. These key skills include the ability to communicate effectively; the ability to use and employ IT solutions appropriately; the ability to use and employ library and other research resources appropriately; the ability to prioritise work and meet deadlines through effective time management; the ability to work independently; the ability to work in teams; and the ability to use ones on personal initiative to accomplish tasks, study effectively and to solve problems posed.
9. To contribute to the University's objectives by providing high quality research led teaching and enhancing the student's key skills and employability as a result.

10. To provide a differentiated suite of complementary BSc. Marketing degrees to complement the joint BA (hons) Marketing and Management programme and the single honours BA (hons) Business Management.
11. To provide a programme, which has accredited status from the professional body for marketing, the Chartered Institute of Marketing (CIM).
12. To encourage students to develop appropriate attitudes towards their own future professional development.
13. To provide a programme which leads to a qualification which meets the FHEQ at honours level and takes appropriate account of the subject benchmark statements in General Business Management and Consumer Sciences.
14. To provide an environment within the School such that students enjoy the University learning experience sufficiently to want to maintain contact with the school in its future recruiting, teaching and research.

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 management and consumer sciences. See Appendix 1 for a matrix of how the learning outcomes map onto the degree programme curriculum.

Knowledge and Understanding

On completing the programme students should have developed and demonstrated an advanced:

A1: understanding of the principles and relevance of marketing to contemporary public and business issues.

A2: understanding, through a selection of carefully chosen compulsory modules over the three years, of the interrelationship and importance of Management and Economic principles to Marketing, both theoretically and in real world situations.

A3: 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: understanding of both quantitative and qualitative analytical techniques used in marketing.

A5: understanding of a particular marketing specialism chosen from the following:

1. Marketing (generic)
2. Food Marketing
3. Marketing Communications
4. E-Marketing

Teaching and Learning Methods

Specialist knowledge and understanding (A1-5) are primarily imparted via lectures. Lectures are further supplemented where appropriate with workshops, tutorials, seminars, computer practicals, case studies, work related activities and guest speakers.

To support these teaching activities all students are encouraged and expected to engage in independent reading and learning. This is actively supported by the provision of module specific reading lists and access to a wide array of other information sources including the wide variety of available e-journals in the marketing and management field.

Active participation in workshops, tutorials, seminars and computer practicals and reflection and discussion of case studies aids further in the development of knowledge and understanding.

Assessment Strategy

Knowledge and understanding (A1-A5) are assessed by a variety of assessment techniques including:

- a) Unseen Written examination
- b) Seen written examination
- c) Open Book written examinations
- d) Multiple choice exams - unseen
- e) Course work – essays; reports; quantitative assignments; literature reviews
- f) Portfolios
- g) Reflective Skills Summaries
- h) Group Work
- i) Oral Presentations
- j) Case Studies
- k) Class tests
- l) Blackboard based interactive tests
- m) Seminar Diaries

The written papers (unseen/seen/open book) assess knowledge and understanding of core marketing principles in a variety of contexts and the importance of marketing within organisations, different international contexts and society at large.

The assessed coursework comprises essays, business and research reports, course portfolios, individual reflective skills summaries, group work, oral presentations, case studies and class based and blackboard tests.

Some, or all, of A1-A5 (depending on topic) are examined in final year by means of either a dissertation or work-related group project.

Only in exceptional circumstances (at the discretion of the external examiner) will viva voce examination be used to help decide on overall degree classifications where students are borderline between two degree classifications.

See Appendix 2 & 3 to observe how the assessment strategies map onto the degree programme curriculum.

Intellectual Skills

On completing the programme students should have developed and demonstrated an advanced :

B1: understanding and appreciation of the principles, applications and limitations of the main subsections of marketing including:

- a) Strategic Marketing
- b) Marketing Communications
- c) Services Marketing
- d) Supply Chain Management
- e) Direct Marketing
- f) Globalisation, International Trade and Marketing
- g) Consumer Behaviour
- h) European Food Marketing and Policy

B2: understanding of the principles, applications and limitations of the marketing research process and the techniques used.

B3: ability to critically assess academic and grey marketing literature and marketing case studies in order to further develop understanding of the importance of marketing within organisations, different international contexts and society at large.

B4: ability to present and summarise information and experience gained through B3, and to critically appraise its significance to marketing as a whole.

B5: understanding of how marketing is conducted in the 'real world'.

Teaching and Learning Methods

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 workshops, tutorials, seminars, computer

practicals, case studies, work related activities and guest speakers.

Ability to critically assess is developed through lectures, seminars, tutorials and case study workshops.

Active work related and experiential learning, with the aim of providing students with an understanding of marketing in the real world, will be achieved through specialist work related optional modules, case study analysis, industrial visits and guest speakers over the three year programme.

Students are encouraged to develop intellectual skills (B1-5) through individual essays and reports, group projects, case study analysis and portfolios.

Students are encouraged and expected to engage in independent reading and thought. This is supported by the provision of subject specific reading lists that are both extensive and prioritised.

Opportunities for group discussion will be provided in the majority of modules, both explicitly through module assessment and implicitly through the teaching activities, to ensure that the students learning experience is maximised.

Assessment Strategy

Intellectual skills are assessed by means of essays, business and research reports (individual and group based), portfolios, oral presentations and by unseen/seen/open book written and multiple choice examinations.

Some, or all, of A1-A5 (depending on topic) are examined in final year by means of either a dissertation or work-related group project.

Only in exceptional circumstances (at the discretion of the external examiner) will viva voce examination be used to help decide on overall degree classifications where students are borderline between two degree classifications.

Practical Skills

On completing the programme students should have developed and demonstrated an advanced:

C1: ability to describe and appraise both qualitative and quantitative data generated by marketing and related social science research methodologies.

C2: ability to describe and critically assess the value and limitations of information on a given subject

C3: ability to synthesis, interpret and present secondary and primary information and data

C4: ability to solve marketing related problems

Teaching and Learning Methods

Practical research and cognitive skills of analysis and appraisal and presentation of information (C1-C3) are introduced and developed from stage 1 introductory modules to stage 3 advanced modules. Core and compulsory research methods modules at all stages and a compulsory final year dissertation/work related group project provide the primary means for demonstrating all these skills. Core stage 3 modules place particular emphasis on the critical appraisal and synthesis of marketing literature (C1-C3). Problem solving skills (C4) through case study analysis are also developed throughout the core marketing modules on the degree programme. Other specific modules as outlined in B1 will also develop and assess these practical skills (C1-C4).

Assessment Strategy

All cognitive skills (C1-C4) are assessed by means of assessment in the form of unseen/seen/open book examinations, essays, business and research reports, course portfolios, individual reflective skills summaries, group work, oral presentations, case studies and class based and blackboard tests.

Transferable/Key Skills

On completing the programme students should have developed and demonstrated an advanced:

D1: ability to communicate by means of well prepared, clear, confident oral presentations and written documents.

D2: ability to use the library and other information sources skilfully and appropriately

D3: ability to plan, organise and prioritise work activities in order to meet deadlines

D4: ability to work independently showing initiative

D5: ability to work in teams showing initiative and adaptability

D6: ability to solve problems

D7: ability to reflective on ones on learning through both educational and work related experiences

Teaching and Learning Methods

Key skills are formally taught from Stage 1 with a introductions to essay and report writing (D1); oral presentations (D1); using the library, e-journals, databases and the internet as a learning resource (D2, D4); time management; exam and revision skills (D1-D3; D6). In addition a specific stage 1 module will start to develop specific marketing research and information skills. Advanced skill development of all the above (D1-D6) are extended through stage 2 and stage 3 core and compulsory modules. Management of workload (D3) is also promoted through a strict coursework and assessment timetable. Workshops, lectures, tutorials, seminars and practical on all stages assist with problem solving skills (D6), written communication (D1), research skills (D2) and time management (D3).

Individual modules at all degree stages have assessment procedures requiring independent or team working (D4; D5). In addition, the stage 3 work related group project or the dissertation demands demonstration of D1-3&D6, 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 students to prepare written and oral reports over the course of the year. These all contribute to the students mark and help ensure the development of D1-3 & D6.

Assessment Strategy

All key skills are assessed by means of continuous assessment, some of which are based upon presentations (D1), the gathering of information from library and other sources including the internet (D2), and through the timely (D3) submission of reports, essays, case studies. All key skills are examined by means of a dissertation or project (D1-D6).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a three year full time programme that is based upon 30 weeks attendance per annum, including examination times. All students undertaking this programme have the option of undertaking a commercial placement between years 2 and 3. This is an option and the onus is placed on the students to arrange the placement. Support is provided by the placement co-ordinator who looks after all those undertaking placements from BSc. (hons) Marketing; BA. (hons) Marketing and Management and BA. (hons) Business Management.

Each stage requires the study of modules with a total credit value of 120. A 10 credit module consists of 100 hours of student effort. This includes lectures, small group teaching, completion of continuous assessment, private study and examination revision. Modules typically have a valency of 10 to 20 credits though final year dissertations and group projects have a credit valency of 30credits.

Stage 1 is made up completely of 7 compulsory modules. Stage 2 contains 100 credits of compulsory modules allowing students 20 credits of optional modules that can be selected from a wide selection on offer across the university subject to: module leader approval; timetabling synergies and pre-requisite requirements. At stage 3 the number of compulsory credits varies between 20-40 credits depending on the honours stream chosen.

Students have the option to develop their language skills in a range of European and far eastern languages. In addition all students can avail of the Erasmus scheme currently run with a number of corresponding European institutions.

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

Industrial Placement

All students have the option to undertake an industrial placement between year 2 and 3. Currently approximately 20% of N500 students take up this option. Students are responsible securing their placement themselves though significant advice and support is provided by Stuart Challinor, the placement co-ordinator for N500; NN52 and N200. Stuart visits all students undertaking placements from N500; NN52 and N200 at least once during their period away if they are based in the UK. Those based overseas are contacted regularly by email and are visited if possible. Companies that have taken N500 students on placement include: BMW; AUDI; Waitrose; Debenhams; and Hewlett Packard. All students are provided with a placement handbook and are encouraged to undertake the credited module Learning from Work while on placement.

Honour Pathways

Stage 1 & 2 are common to all students on BSc. (hons) marketing degree. Stage 1 is also very comparable with the stage 1 on the BA Business Management and BA Marketing and Management degree programmes. Stage 1 and 2 provides a comprehensive grounding in core marketing and research principles. In Stage 3, students choose either to follow a generic honours marketing degree curriculum or to elect an honours specialism curriculum in either Food Marketing; E-Marketing or Marketing Communication.

Professional Accreditation

All honours graduates are eligible for full exemption to year 3 of the Chartered Institute of Marketing Postgraduate Professional Diploma.

Analytical Focus

This programme has been designed to be a very comprehensive research focused marketing degree programme. The curriculum places great emphasis on the development of advanced analytical and quantitative skills through a series of core and compulsory quantitative based modules at all stages. This focus on quantitative analytical skill development appears to be unique amongst marketing degree programmes in the UK and is seen as a unique selling point of this degree programme.

It has been repeatedly observed through placement student assessments and feedback from employers of N500 graduates that the numerical and analytical skills of our graduates are noticeably higher than those from other N500 programmes.

Work Related Learning Project

This project challenges students to become marketing professionals that can, develop working relationships in a team, generate an idea for a new product or service, research the

concept, develop a marketing plan for the product launch and deliver business style presentations and reports to deadlines. An industry guest, last year Howard Jones, Saatchi & Saatchi, attends and assesses the final presentation. The individual assessment at the end of the project allows students to evaluate their individual progress. The Work-related project is innovative as not only are work-related skills developed but higher level skills such as critical evaluation and reflective practice. This means that the project is suitable for students entering a wide range of careers including business, the voluntary sector and academic research. This year the NorthX team won the David Lessor Prize for best team project for their plan to launch a NorthX Mountain Board Centre in the north east.

Programme regulations (link to on-line version)

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

Mapping of intended learning outcomes and assessment strategies onto the Curriculum

See Appendix 1;2 & 3 for tables illustrating how the intended learning outcomes and assessment strategies map onto the degree curriculum.

13 Criteria for admission

Entry qualifications

UK School/College Leavers

ABB or equivalent at 'A' level excluding general studies. No specific subjects required. AVCE (Double Award) in Business accepted if offered with an A level. AVCE in Business if offered with two A Levels. GCSE Mathematics at grade B or above is expected as evidence of adequate numerical skills.

AABBB at Scottish Higher Grade.
ABB at Scottish Advanced Higher Grade.

Scottish Highers AABBB plus Standard Grade 2 in English and Mathematics if not taken at Higher level

BTEC National Diploma - two distinctions and one merit - DDM

BTEC Higher National Diploma - six Merits and six Distinctions

Partners Programme

Applications via the University of Newcastle upon Tyne Partners programme are accepted on N500 BSc. (hons) Marketing. Offers are made subject to applicants attaining minimum requirements specified below and successful completion of the University Summer School Programme.

Partners A/AS Level and AVCE Qualification: BCC from three Alevels excluding general studies. AVCE (Double Award) in Business accepted if offered with an A level. AVCE in Business if offered with two ALevels. GCSE Mathematics at grade B or above is expected as evidence of adequate numerical skills.

Partners BTEC National Diploma: Overall DMM. Business-related subjects preferred.

International Qualifications

Irish Leaving Certificate - AABBB including Mathematics

International Diploma - 33-35 points plus Mathematics grade 6 at standard level if not taken at higher level

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.

Admissions policy/selection tools

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 School Open Day and interview. Attendance is however not compulsory though strongly advised. Deferred entry is accepted. Applications for entry to stage 2 will be considered on an individual basis.

Non-standard Entry Requirements

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

Additional Requirements

None

Level of English Language capability

English language skills to complete the programme successfully are set at an IELTS score of 6.5 or greater or by a TOEFL score of 575 or greater. Alternative tests will be assessed individually on their merits and comparability to the standards set by IELTS and/or TOEFL.

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 and the University's Student Charter. 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/arrival/jan/index.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.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

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. The Degree Programme Director will have overall responsibility for management of the degree programme.

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/index.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/degrees/facilities/index.phtml>

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See

<http://ncl.ac.uk/langcen/index.htm>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Board of Studies

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 representing each stage nominated from the Staff-Student Committee.

Board of Examiners

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

This committee provides a forum in which wider student issues, including the quality and standards of teaching and learning may be raised at the Staff Student Committee. Students

are advised to consult with their staff student rep if they are having problems of this nature.

Degree Programme Director Forum (Business School)

This committee is made up of all the undergraduate DPD's in the University of Newcastle Business School. This group meets on a monthly basis to discuss overarching undergraduate issues in a more conducive, discursive environment than the Board of Studies allows. It has provided an excellent opportunity for sharing ideas, best practice and problems that are being encountered. The forum is chaired by Rob Jones, the Director of Undergraduate Studies, Business School.

Marketing Teaching Group

This committee of staff with teaching responsibilities for the marketing modules at undergraduate and postgraduate level and the following degrees: BSc. (hons) Marketing, BA. (hons) Marketing and Management and MSc. International Marketing. This committee discusses specific programme and module improvements within a wider strategic framework and of a more specific day to day management of the degrees including for example discussion of marketing examination papers.

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 the review of teaching, learning, assessment, the curriculum and outcome standards

- Student evaluation questionnaires of modules and programmes discussed at Board of Studies
- Programme and Module Reviews by Board of Studies (see above)
- Module reviews by marketing staff in the light of staff discussions at the marketing teaching group, student evaluations and the external examiner report if appropriate.
- Peer observation of teaching
- External Examiner Reports
- Feedback from Professional Accreditation bodies (Chartered Institute of Marketing)
- Taught Programme Review (University Teaching and Learning Committee) and internal subject review (Faculty Teaching and Learning Committee)
- Past graduates – feedback through careers service graduate destination survey and school specific surveys
- Feedback from actual and potential employers of graduates via the commercial

- placement process
- Feedback from independent external reviews (QAA, HEFCE)

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

Currently not provided by the Chartered Institute of Marketing though the process is under development and it is expected that in the future they will provide accreditation reports for each programme that they have approved.

Additional mechanisms

N/A

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.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages

Degree classification is based upon the weighted average result for stage 2 and 3, with stage 2 results accounting for 25% and stage 3 for 75%.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	Modules not used for degree classification
<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
- Seeing examination scripts and making comments upon standards of marking
- Seeing coursework and making comments upon standards of marking
- Viewing and moderating examinations and coursework marking where appropriate
- Attend the June undergraduate Board of Examiners
- Report to the University on the standards of the programme and the comparability of standards

Only in exceptional circumstances (at the discretion of the external examiner) will viva voce examination be used to help decide on overall degree classifications where students are borderline between two degree classifications.

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 (Handbook provided to all stage 1 students during induction week. Made available on the N500 community blackboard site)

The Student Charter (see <http://www.ncl.ac.uk/student-progress/documents/charter.pdf>)

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.

Appendix 1: Mapping of Intended Learning Outcomes onto Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ACE1002	CORE	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4
ACE1003	CORE	2;3;4	1	1;2	1;2;3;4;6
ACE1004	CORE	1;2;3	3;4;5	1;2;3;4	1;2;3;4;5;6
ACE1031	CORE	4	2;3;4	1;3;4	1;2;3;4;6;7
MAS1402	CORE	2;3;4		1	1;3;4;6
ACC2013	CORE	2;3;4		1;2;3	1;2;3;4;6
ACE2002	CORE/HONS	1;2	3;4;5	1;2;3;4	1;2;3;4;6;7
ACE2008	CORE/HONS	4	2;3;4;5	1;2;3;4	1;2;3;4;5;6
ACE2005	CORE/HONS	1;5	1;3;4;5	2;3;4	1;2;3;4;6
ACE2007	CORE/HONS	1;3;4	1;3;4;5	2;3;4	1;2;3;4;6
ACE2012	CORE/HONS	2;3;4	3;4	1;2;3;4	1;2;3;4
ACE2045	CORE/HONS	1	1;3;4;5	2;3;4	1;2;3;4;6
ACE2013	CORE/HONS	2;3;4	3;4	1;2;3;4	1;3;4;6
BUS2012	OPTIONAL	2;3		2;3	1;2;3;4
BUS2013	OPTIONAL	2;3		2;3	1;2;3;4;5
BUS2014	OPTIONAL	2;3		2;3	1;2;3;4;5;6
BUS2019	OPTIONAL	2;3		2;3	1;2;3;4;6
BUS2017	OPTIONAL	2;3		23	1;2;3;4;5;6
ACE1025	OPTIONAL	5	1	2;3	1;2;3;4
NCL 2001/2002	OPTIONAL				1;2;3;4;6
ACE3001	HONOURS	1;3;4;	2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3002	HONOURS	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3004	HONOURS	4	2;3;4	1;2;3;4	1;2;3;4;6
ACE3005	HONOURS	1;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6;7
ACE3091	HONOURS	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3094	HONOURS	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;5;6;7
ACE3065	HONOURS	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3066	HONOURS	1;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3011	HONOURS	1;2;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3003	HONOURS	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6
ACE3008	HONOURS	2;3	1;3;4;5	1;2;3;4	1;2;3;4;6
BUS3002	HONOURS	2;3		1;2;3	1;2;3;4;5;6
BUS3004	HONOURS	2;3		1;2;3;4	1;2;3;4;5;6
BUS3027	HONOURS	2;3		1;2;3;4	1;2;3;4;5;6
BUS3021	HONOURS	2;3		1;2;3;4	1;2;3;4;5;6
BUS3022	HONOURS	2;3		1;2;3;4	1;2;3;4;5;6
BUS3031/3034	HONOURS	2;3;4	4;5	2;3;4	1;2;3;4;5;6;7
BUS3032	HONOURS	2;3;4	3;5	1;2;3;4	1;2;3;4;5;6
NCL 3001/3002	HONOURS				1;2;3;4;6
NCL 3003	HONOURS				1;2;3;4;6
NCL3102	HONOURS				1;2;3;4;6
NCL3104	HONOURS				1;2;3;4;6

Appendix 2: Mapping of Assessment Strategies

Intended Learning Outcomes	If Assessed	Modules	Method(s) of Assessment
A1	Yes	ACE1002; ACE1004; ACE2002; ACE2005; ACE2007; ACE2045; ACE3001; ACE3002; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3003	Multiple choice exams; unseen written exams; seen written exams; essays; business reports; case study reports; literature reviews; blackboard based interactive tests; oral presentations; group reports; individual dissertations; class tests; open book exam
A2	Yes	ACE1003; ACE1004; MAS1402; ACC2013; ACE2002; ACE2012; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE3091; ACE3094; ACE3011; ACE3003; ACE3008; BUS3002; BUS3004; BUS3027; BUS3021; BUS3022; BUS3031; BUS3034; BUS3032	Multiple choice exams; unseen written exams; seen written exams; essays; business reports; case study reports; group reports; oral presentations; computer practical's; e-portfolios; seminar diaries; open book exam
A3	Yes	ACE1002; ACE1003; ACE1004; MAS1402; ACC2013; ACE2007; ACE2012; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE3001; ACE3002; ACE3091; ACE3094; ACE3011; ACE3003; ACE3008; BUS3002; BUS3004; BUS3027; BUS3021; BUS3022; BUS3031; BUS3034; BUS3032	Multiple choice exams; unseen written exams; seen written exams; essays; business reports; case study reports; literature reviews; oral presentations; group reports; individual dissertations; e-portfolios; seminar diaries; open book exam
A4	Yes	ACE1002; ACE1003; ACE1029; MAS1402; ACC2013; ACE2007; ACE2012; MAS1403; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3031; BUS3034; BUS3032	Class tests; short quantitative assignments; portfolio's; literature reviews; business reports; group reports; individual dissertations; oral presentations; open book exam
A5	Yes	ACE2005; ACE1025; ACE3091; ACE3094; ACE3066; ACE3003	Unseen written exams; seen written exams; business reports; marketing plans; individual dissertations; group reports; oral presentations; e-portfolios; case studies;
B1	Yes	ACE1002; ACE1003; ACE2005; ACE2007; ACE2045; ACE1025; ACE3002; ACE3003; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008	Multiple choice exams; unseen written exams; seen written exams; essays; business reports; case study reports; literature reviews; blackboard based interactive tests; oral presentations; group reports; individual dissertations; class

			tests; e-portfolios; open book exam
B2	Yes	ACE1002; ACE1029; ACE2008; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003	Multiple choice exams; portfolio's; group reports; group presentations; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; class tests; unseen written exams; open book exam
B3	Yes	ACE1002; ACE1004; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; ; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; open book exam
B4	Yes	ACE1002; ACE1004; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3031; BUS3034;	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; ; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; open book exam
B5	Yes	ACE1002; ACE1004; ACE2002; ACE2008; ACE2005; ACE2007; ACE2045; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3031; BUS3034; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; ; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; open book exam
C1	Yes	ACE1002; ACE1003; ACE1004; ACE1029; ACC2013; ACE2002; ACE2008; MAS1403; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003 BUS3002; BUS3004; BUS3027;BUS3021; BUS3022; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; open book exam
C2	Yes	ACE1002; ACE1003; ACE1004; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; MAS1403; ACE1025; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003 BUS3002; BUS3004; BUS3027;BUS3021; BUS3022; BUS3031; BUS3034; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; open book exam
		ACE1002; ACE1004; ACE1029; ACE2002; ACE2008; ACE2005;	

C3	Yes	ACE2007; ACE2045; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3004; BUS3027; BUS3021; BUS3022; BUS3031; BUS3034; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; seminar diaries; open book exam
C4	Yes	ACE1002; ACE1004; ACE1029; ACE2002; ACE2008; ACE2005; ACE2007; ACE2045; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; BUS3004; BUS3027; BUS3021; BUS3022; BUS3031; BUS3034; BUS3032	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; open book exam
D1	Yes	ACE1002; ACE1003; ACE1004; ACE1031; BUS1005; ACC2013; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; seminar diaries; open book exam
D2	Yes	ACE1002; ACE1003; ACE1004; ACE1031; BUS1005; ACC2013; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	Case study reports; group reports; literature reviews; business reports; marketing plans; essays; individual dissertation; group reports; unseen written exams; seen written exams; portfolios; oral presentations; portfolios; open book exam
D3	Yes	ACE1002; ACE1003; ACE1004; ACE1031; BUS1005; ACC2013; ACE2002; ACE2008; ACE2005; ACE2007;	All assessments including examinations

		ACE2012; ACE2045; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	
D4	Yes	ACE1002; ACE1003; ACE1004; ACE1031; BUS1005; ACC2013; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	All assessments including examinations
D5	Yes	ACE1004; ACE2008; BUS2013; BUS2014; BUS2017; ACE3094; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	Group reports; group presentations; peer assessment; group data collection
D6	Yes	ACE1002; ACE1003; ACE1004; ACE1031; BUS1005; ACC2013; ACE2002; ACE2008; ACE2005; ACE2007; ACE2012; ACE2045; MAS1403; BUS2012; BUS2013; BUS2014; BUS2019; BUS2017; ACE1025; ACE3001; ACE3002; ACE3004; ACE3005; ACE3091; ACE3094; ACE3065; ACE3066; ACE3011; ACE3003; ACE3008; BUS3004; BUS3027; BUS3021; BUS3022; NCL2001; NCL2002; NCL3001; NCL3002; NCL3101; NCL3103; NCL3003; NCL3102; NCL3104	All assessments including examinations
D7	Yes	ACE1031; ACE2002; ACE3005; ACE3094	Reflective summaries; portfolios;

Appendix 3: Mapping of Modules; learning outcomes and assessment strategies

Module	A	B	C	D	Assessment Strategies
ACE1002	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4	Multiple choice exams; case study reports
ACE1003	2;3;4	1	1;2	1;2;3;4;6	Class tests; unseen written exams
ACE1004	1;2;3	3;4;5	1;2;3;4	1;2;3;4;5;6	Group report; multiple choice exam
BUS1005				1;2;3;4;6	Portfolio
ACE1031	4	2;3;4	1;3;4	1;2;3;4;6;7	Portfolio with reflective summary
MAS1402	2;3;4		1	1;3;4;6	Regular quantitative assignments; unseen exams
ACC2013	2;3;4		1;2;3	1;2;3;4;6	Regular quantitative assignments; unseen exam
ACE2002	1;2	3;4;5	1;2;3;4	1;2;3;4;6;7	Marketing plan; multiple choice exam
ACE2008	4	2;3;4;5	1;2;3;4	1;2;3;4;5;6	Group Reports; Group oral presentations; unseen written exam
ACE2005	1;5	1;3;4;5	2;3;4	1;2;3;4;6	Individual Business Reports;
ACE2007	1;3;4	1;3;4;5	2;3;4	1;2;3;4;6	Literature review; unseen written exam
ACE2012	2;3;4	3;4	2;3	1;2;3;4	Unseen written exams
ACE2045	1	1;3;4;5	2;3;4	1;2;3;4;6	Unseen written exam
ACE2013	2;3;4	3;4	1;2;3;4	1;3;4;6	Regular quantitative assignments; unseen exam
BUS2012	2;3		2;3	1;2;3;4	Unseen written exam
BUS2013	2;3		2;3	1;2;3;4;5	Multiple choice tests; seminar diary
BUS2014	2;3		2;3	1;2;3;4;5;6	Unseen written exam; essays
BUS2019	2;3		2;3	1;2;3;4;6	Essay; seminar diary
BUS2017	2;3		23	1;2;3;4;5;6	Multiple choice exam questions; unseen exam questions; seen exam questions
ACE1025	5	1	2;3	1;2;3;4	In-course multiple choice tests; unseen written exam
NCL 2001/2002				1;2;3;4;6	Reflective portfolio and diary
ACE3001	1;3;4;	2;3;4;5	1;2;3;4	1;2;3;4;6	Literature review; open book exam
ACE3002	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Marketing Plan Report
ACE3004	4	2;3;4	1;2;3;4	1;2;3;4;6	Class tests;

					essay – qualitative; quantitative techniques – 2 assignments
ACE3005	1;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6;7	Essay; unseen exam
ACE3091	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Individual Dissertation
ACE3094	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;5;6;7	Group presentations; Group Reports; Peer Assessment; Individual reflective summaries
ACE3065	1;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Marketing plan reports
ACE3066	1;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Essay; unseen written exams
ACE3011	2;3;4	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Unseen written exams
ACE3003	1;2;3;4;5	1;2;3;4;5	1;2;3;4	1;2;3;4;6	Essay; e-portfolios; seen case study exam
ACE3008	2;3	1;3;4;5	1;2;3;4	1;2;3;4;6	Unseen written exam
BUS3002	2;3		1;2;3	1;2;3;4;5;6	Unseen written exam; group report
BUS3004	2;3		1;2;3;4	1;2;3;4;5;6	Unseen written exam; group report
BUS3027	2;3		1;2;3;4	1;2;3;4;5;6	Unseen written exam; group report
BUS3021	2;3		1;2;3;4	1;2;3;4;5;6	Case Study report
BUS3022	2;3		1;2;3;4	1;2;3;4;5;6	Unseen written exam; Essay
BUS3031/3034	2;3;4	4;5	2;3;4	1;2;3;4;5;6;7	Management simulation game report and individual reflection
BUS3032	2;3;4	3;5	1;2;3;4	1;2;3;4;5;6	Written assignment
NCL 3001/3002				1;2;3;4;6	Reflective portfolio and diary
NCL 3003				1;2;3;4;6	Reflective portfolio and diary
NCL3102				1;2;3;4;6	Reflective portfolio and diary
NCL3104				1;2;3;4;6	Reflective portfolio and diary