

**PROGRAMME SPECIFICATION**

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|---|---------------------------------|--|
| 1 | <b>Awarding Institution</b>     | Newcastle University   |
| 2 | <b>Teaching Institution</b>     | Newcastle University   |
| 3 | <b>Final Award</b>              | BSc (Hons.)  |
| 4 | <b>Programme Title</b>          | Agribusiness Management  |
| 5 | <b>UCAS/Programme Code</b>      | N280   |
| 6 | <b>Programme Accreditation</b>  | None   |
| 7 | <b>QAA Subject Benchmark(s)</b> | Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science |
| 8 | <b>FHEQ Level</b>               | 6  |
| 9 | <b>Date written/revised</b>     | February 2011  |

**10 Programme Aims**

- To recruit students from varied educational backgrounds who wish to study a range of social science and business subjects applied to the agrifood sector
- To produce graduates with:
  - (i) knowledge and understanding of the issues and principles associated with management within the agrifood sector, including familiarity with relevant institutions and policies
  - (ii) an ability to analyse problems and construct and criticise alternative solutions relevant to agribusiness firms and the agrifood sector
  - (iii) the necessary key skills to pursue managerial careers within agribusiness and related environments.
- To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the QAA subject benchmark statements for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences.

**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 Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science.

**Knowledge and Understanding**

On completing the programme students should be able to demonstrate a knowledge and understanding of:

- A1 The fundamental principles of management, economics, marketing and finance, in particular as they apply to agribusiness and agrifood sectors.
- A2 Familiarity with the institutions and policies, including legislative frameworks, influential to agribusinesses' behaviour.
- A3 Familiarity with professional terminology and concepts in business management
- A4 Knowledge and understanding of analytical frameworks and tools useful to the measurement and management of agribusiness activities
- A5 An appreciation of the integrated nature of business functions

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| <b>Teaching and Learning Methods</b>  |  |
| <p>The primary method of imparting knowledge and understanding is lectures. These are supplemented by teamwork, seminars, field trips, workshops and large group problem sessions where students are able to check their learning through discussion and through practice. The principles and context of business (A1, A2) are introduced using a multi-disciplinary foundation of management, marketing and economics. Much learning in accounting and finance (A3, A4) is accomplished through a problem-solving approach. The integrated learning (A5) is developed through lectures, seminars and guided reading and in the final year integration is put into practice by the use of an iterative competitive business simulation.</p> <p>Self awareness is introduced at stage1 but developed by stage 3 using personality profiling and reflection on activity and roles adopted in teamwork contexts.</p> <p>Students are encouraged to supplement taught material through independent reading, with guidance being given on books and articles to read. Students also enhance their learning through student-centred project work and by analysing case studies. The cross-cultural dimensions of business are supported by the language options offered at stage 1 and supported at stages 2&amp;3.</p> |  |
| <b>Assessment Strategy</b>  |  |
| <p>Assessment is partly by way of unseen examinations and partly by way of coursework and case studies. Most modules include coursework, thus encouraging an element of formative as well as summative assessment. At stage 3 students' knowledge and understanding of the truly integrated nature of the separate business functions and context are tested using the iterative competitive business simulation</p>  |  |
| <b>Intellectual Skills</b>  |  |
| <p>A successful student will be able to:</p> <p>B1 Critically evaluate arguments and evidence put forward from different sources</p> <p>B2 Design appropriate ways of investigating problems relevant to agribusiness</p> <p>B3 Locate, extract and interpret data from a variety of sources</p> <p>B4 Draw appropriate conclusions from analysis of problems and produce reasoned solutions to them</p>  |  |
| <b>Teaching and Learning Methods</b>  |  |
| <p>First developed through written presentation of analysis and solutions to set problems (B1, B2). Developed further in tutorials and seminars, where guided group discussions enable students to explore and evaluate arguments and evidence discussed in the context of business provided by economics and English Law &amp; Contract. Data extraction, analysis and interpretation skills (B3, B4) are developed through problem-solving exercises, case studies and student-centred project work centred in statistics, accounting and finance modules. The business simulation at stage 3 integrates B1-B4 as, at each iteration, students must as teams make decisions and analyse and interpret the results that ensue. A dissertation at stage 3 allows students to practice their research and critical thinking skills on an individual basis (B1-B4)</p>  |  |
| <b>Assessment Strategy</b>  |  |
| <p>Assessed by unseen examinations, and more particularly by problem-solving exercises, interactive business simulation, case studies, project work and dissertation.</p>   |  |
| <b>Practical Skills</b>   |  |
| <p>A successful student will be able to:</p> <p>C1 Conceptualise business problems, particularly in the agrifood sector, using</p>  |  |

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| <p>analytical frameworks drawn from the disciplines of management, economics and marketing.</p> <p>C2 Interpret business related documentation, including accounts and legislative material.</p> <p>C3 Deploy a range of qualitative and quantitative techniques in the handling and analysis of data relevant to agribusinesses.</p> <p>C4 Present data and research findings according to standard business conventions.</p> |
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#### **Teaching and Learning Methods**

Professional skills are demonstrated by lecturing staff and invited speakers. Seminars and follow-up tutorial sessions enable students to develop these skills in a supportive environment where help is available. Students gain further practice of these skills through projects, assignments teamwork and case studies. There is also consultation with members of staff. At stage 3 the business simulation forces students to use practical skills (C1-C4) and through the development of self awareness and reflection allows the students to capitalise on the strengths and weaknesses of team members and peers in competing teams.

#### **Assessment Strategy**

Assessed through examinations, assignments, seminars, presentations Interactive business simulation and case studies.

#### **Transferable/Key Skills**

A successful student will be able to:

- D1 Communicate well in a literate and numerate manner, both orally and in writing
- D2 Work independently, showing initiative and adaptability to their own learning and time management
- D3 Work with others in a team situation
- D4 Use information and communication technology effectively

#### **Teaching and Learning Methods**

IT and numeracy skills are taught in specific modules through lectures and tutorials, but are developed further through tasks and assignments set in many other modules. Oral communication skills are in particular developed through seminars presentations and teamwork. Teamwork skills are further developed and additional skills are acquired through the group work associated with the iterative competitive business simulation which involves regular analysis, presentation and interpretation of the decision outcomes for each iteration.

#### **Assessment Strategy**

Unseen examinations assess written communication skills, whilst assignments, the dissertation and coursework assess information technology usage, initiative and independent learning. Project work assesses problem-solving skills and initiative, whilst team working is assessed via modules specifically incorporating this component

### **12 Programme Curriculum, Structure and Features**

#### **Basic structure of the programme**

The programme is studied over three years full-time.

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

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

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| <b>Key features of the programme (including what makes the programme distinctive)</b>  |
| <p>Stage 1 provides a multi-disciplinary foundation covering management, food marketing, economics, maths and development of professional and personal skills. The emphasis in agribusiness management and food marketing is a combination of principles and illustration of their appreciation. Key concepts are introduced. Stage 1 also incorporates further credits of options which may be in related disciplines or a modern language.</p> <p>Stage 2 builds on the introductory modules from stage 1. At this stage the emphasis on the applied aspects of the discipline is increased, and students start to be introduced to research methods and agribusiness environments. Further study of economics, the key social science perspective used on the programme, is compulsory at stage 2, thus providing students with a deeper knowledge and understanding of this underpinning discipline.</p> <p>At stage 3 students take advanced courses and also increase their research abilities by undertaking an individual honours project. Optional modules can be taken from a large selection of modules subject to prerequisites, and to the approval of the Degree Programme Director.</p> |
| <b>Programme regulations (link to on-line version)</b>   |
| <a href="http://www.ncl.ac.uk/regulations/programme/2010-2011/sage.php">http://www.ncl.ac.uk/regulations/programme/2010-2011/sage.php</a>  |

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| <b>13 Criteria for admission</b>   |
| <p><b>School/College Leavers</b><br/>Generally three A levels required for entry.<br/>A level grades – ABB including General Studies. GCSE Mathematics (minimum grade B) required if not taken at A or AS level.</p> <p><b>Scottish Highers</b><br/>AABBB at Higher Grade. Mathematics required at grade 2 Standard Grade (or intermediate 2) if not offered at Higher Grade. Combinations of Highers and Advanced Highers accepted.</p> <p><b>International Baccalaureate</b><br/>33-35 points. Mathematics to be offered at Standard Level grade 6 if not offered at Higher Level.</p> <p><b>Irish Leaving Certificate</b><br/>AABBB at Higher Level, normally including Mathematics. Junior Certificate Mathematics required if not offered at Higher Level.</p> <p><b>Access Qualifications</b><br/>For applicants offering Access to HE courses, modules in Marketing, Business or Economics are desirable (three modules at Merit/Credit grade for HEFC usually required).</p> <p><b>BTEC Higher National Diploma</b><br/>BTEC Higher National Diploma in a relevant subject to include at least six units at Merit grade and six units at Distinction grade.</p> <p><b>BTEC National Diploma</b><br/>BTEC National Diploma at overall DDM. Business-related subjects preferred</p> <p><b>Overseas Students</b><br/>Appropriate overseas qualifications are considered and evidence of adequate English language skills to start the programme successfully required.</p> <p><b>Admissions Policy</b><br/>Applicants are invited to attend a departmental open day and individual interview. We welcome applications from mature candidates and those with non-traditional qualifications.</p> |

### **Arrangements for non-standard entrants**

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

## **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/practical activities/labs/tutorials/etc. The International Office offers an additional induction programme for overseas students (see: <http://www.ncl.ac.uk/international/>)

### *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/about/campus/facilities/list/maths-aid> . Help with academic writing is available from the Writing Centre. Details can be obtained from [Alicia.Cresswell@ncl.ac.uk](mailto: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 Senior Tutor, 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 it 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.htm>

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/about/campus/facilities/list/disability+support+service>

### *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/about/campus/facilities/list/disability+support+service>

### *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/facilities/index.htm>

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://www.ncl.ac.uk/langcen/index.htm>

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

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## 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/regulations/docs/>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/docs/>). 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 is 25% and stage 3 is 75%.

### *Common Marking Scheme*

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

|       | <b>Modules used for<br/>degree classification (DC)</b> | <b>Modules not used for<br/>degree classification</b> |
|-------|--|---|
| <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/degrees/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook (see: <http://www.ncl.ac.uk/afrd/undergrad/>)

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

| Intended Learning Outcome | Module codes (Compulsory in Bold)   |
|---------------------------|---|
| A1                        | <b>ACE1032, ACE1034, ACE1049, MAS1403, ACE2010, ACE2006, LAW1054, ACE3012, ACE3075, ACC2002, LAW2053, MKT2000, BUS2000, ACE2012, ACE2020, ACE3009, ACE3036, ACE3039</b>   |
| A2                        | <b>ACC1003, ACE1049, ACE2010, ACE3012, ACE3075, LAW1054, ACE1014, ACE1025, ACE1031, MKT2000, ACE3009, ACE3039</b>   |
| A3                        | <b>ACE1032, ACE1034, ACE1049, LAW1054, ACE2006, ACE2010, ACE2013, ACE2047, ACE3012, ACE3075, ACE1020, ACC2002, ACE2020, LAW2053, ACE3009, ACE3036, ACE3039, ACE3040</b>   |
| A4                        | <b>ACE1003, ACE1032, MAS1403, ACE2047, ACE2006, ACE2013, ACE3012, ACE3078, ACE3099, ACC2002, ACE2020, MKT2000, ACE2012, ACE3036, PSY3006</b>  |
| A5                        | <b>ACE1034, ACE1049, LAW2053, ACE3012, ACE3075, ACC2002</b>   |
| B1                        | <b>ACE1003, ACE1032, ACE1034, ACE1049, ACE2006, ACE2010, ACE2013, ACE2047, ACE3012, ACE3075, ACE3078, ACE3099, ACE1014, ACE1031, ACE2012, ACE2020, BUS2000, ACE3009, ACE3036, ACE3039, ACE3040</b>  |
| B2                        | <b>ACE1032, ACE2047, ACE2013, LAW1054, ACE3012, ACE3075, ACE3078, ACE3099, ACE2020, MKT2000, ACE3002, ACE3009, ACE3036, LAW2053</b>   |
| B3                        | <b>ACE1003, ACE1032, ACE1049, MAS1403, ACE2047, ACE2006, ACE2013, ACE3012, ACE3078, ACE3078, ACE3099, ACE1031, ACE2012, ACE2020, ACE3009, ACE3036, ACE3039</b>  |
| B4                        | <b>ACE1032, ACE1034, ACE1049, ACE2047, ACE1003, ACE3012, ACE3075, ACE3078, ACE3099, ACE2020, MKT2000, BUS2000, ACE3009, ACE3036</b>   |
| C1                        | <b>ACE1034, ACE1049, ACE2047, ACE3012, ACE3075, ACE3099, ACC2002</b>  |
| C2                        | <b>ACE2006, ACE2013, ACE2047, ACE3012, ACE3099, ACE2012</b>   |
| C3                        | <b>ACE1049, ACE2013, ACE2047, ACE1003, ACE3012, ACE3078, ACE3099, ACE2020, ACE3009, ACE3036</b>   |
| C4                        | <b>ACE1003, ACE1049, MAS1403, ACE2006, ACE2010, ACE2013, ACE2047, LAW1054, ACE3012, ACE3075, ACE3078, ACE3099, ACE2012, ACE2020, BUS2000, ACE3009, ACE3036</b>  |
| D1                        | <b>ACE1003, ACE1032, ACE1034, ACE1049, MAS1403, ACE2006, ACE2010, ACE2012, ACE2047, LAW1054, ACE3012, ACE3075, ACE3099, ACE1014, FRE1066, ACC2002, ACE2012, ACE2020, BUS2000, NCL2007, ACE3009, ACE3036, ACE3039, ACE3040, ACE3066, BUS3000</b> |
| D2                        | <b>ACE1003, ACE1032, ACE1049, MAS1403, ACE2006, ACE2010, ACE2013, ACE2047, LAW1054, ACE3012, ACE3075, ACE3099, ACE1014, ACE1025, ACE2012, ACE2020, BUS2000, NCL2007, ACE3009, ACE3036,</b>  |



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|    | ACE3039, ACE3040, ACE3066, ACE3069, MKT3000, BUS3000, LAW2053  |
| D3 | <b>ACE1049, ACE2047, ACE3012, ACE3078, ACE3099</b>   |
| D4 | <b>ACE1003, ACE1032, ACE1034, ACE1049, MAS1403, ACE2047, ACE2006, ACE2010, ACE2013, LAW1054, ACE3012, ACE3075, ACE3078, ACE3099</b><br>ACE1014, ACE1025, ACE1007, MKT2000, ACE2012, ACE2020, BUS2000, NCL2007, ACE3009, ACE3036, ACE3039, ACE3040, ACE3066, BUS3000, LAW2053 |