

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Advanced Food Marketing
5	Programme Code	5164F/P
6	Programme Accreditation	The degree has been approved and accredited by the Chartered Institute of Marketing to provide direct entry onto the CIM's Chartered Postgraduate Diploma in Marketing
7	QAA Subject Benchmark(s)	Masters Degrees in Business and Management, 2007
8	FHEQ Level	7
9	Last updated	May 2012

10 Programme Aims

The programme aims to:

1. Produce graduates capable of understanding and managing marketing activities to an advanced level in the international food environment. The training given also forms a good foundation for graduates wanting to pursue a career in generic marketing, a career in commercial marketing research or a higher degree by research (PhD).
2. Provide an advanced understanding of market and policy behaviour in domestic and international contexts, as well as theoretical and empirical analysis of real world problems, with particular reference to the food sector.
3. Encourage abstract logical thinking and critical analysis.
4. Equip graduates with a suite of key skills including the abilities to communicate effectively, to employ IT and library resources appropriately, to prioritise work and meet deadlines, to use initiative and to solve problems.
5. To provide a programme which meets the FHEQ at level 7.

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 been cross referenced with the benchmark statements for Masters Degrees in Business and Management, 2007.

Knowledge and Understanding

On completing the programme students should have:

- A1 An advanced knowledge and understanding of fundamental principles of marketing within the food industry.
- A2 A critical awareness of current issues in international food marketing
- A3 An advanced knowledge of analytical frameworks and tools useful to measure and explain food markets and food consumer behaviour.
- A4 A sound understanding of the principles and methods necessary to interpret and evaluate research projects and results relating to marketing and the international food industry

Teaching and Learning Methods

A diverse range of teaching and learning methods are used to facilitate knowledge and understanding in all modules:

- Small group teaching employing lectures supplemented by seminars are the main teaching methods used in core subjects (ACE8089, ACE8088, ACE8058, ACE8069). Lectures are typically used to introduce key concepts and theories, and seminars focus on practical application or critical appraisal of these.
- Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of case studies (ACE8089, ACE8088, ACE8058).
- A key anticipated feature of the degree is the mixed nationality profile of students. Students learn through sharing their different cultural experiences. This will occur through both seminar discussions (above) and group work in ACE8089.
- Teaching materials and supplementary module information will be placed on Blackboard.

Assessment Strategy

A diverse range of teaching and learning methods are also used to assess knowledge and understanding in recognition of the diversity of students' preferences in methods of assessment.

- ACE8095, ACE8089, ACE8086 and ACE8069 are all assessed by 100% continuous assessment.
- ACE8073, ACE8058, ACE8087 and ACE8088 have a combination of continuous assessment and written exam assessment formats. Examination assessments for these modules are scheduled for the January and May/June examination periods.
- The continuous assessment methods include critical reviews, essays, individual reports, group reports (including a business report), presentations and personal reflections.

Intellectual Skills

On completing the programme students should be able to:

- B1 Adopt a critical approach to the evaluation of alternative theories and methodologies relevant to food marketing problems.
- B2 Critically appraise the quality of data and information offered from different sources.
- B3 Question or challenge accepted ideas or assumptions.
- B4 Identify gaps or weaknesses in existing knowledge, derive valid hypotheses based on these, and identify appropriate means of testing them.
- B5 Conduct research either individually or as part of a team, through research design, data collection, analysis, synthesis and reporting.

Teaching and Learning Methods

Seminars are the main vehicle by which students will enhance the intellectual skills listed above. For example, the critical evaluation of alternative theories and methodologies relevant to food marketing problems is discussed in ACE8088, ACE8058, and information from secondary sources (ACE8069). Challenging accepted ideas or assumptions occur in seminars in ACE8089, ACE8058. The generation, analysis and use of data to facilitate decision making occurs both in group based work (ACE8088) and individual research (ACE8069/ACE8095).

Assessment Strategy

Assessments of intellectual skills occur through both continuous assessment and examination. Critical appraisals are a feature of continuous assessment in ACE8088. The generation, analysis and use of data are assessed individually (ACE8095) and in groups (ACE8089). Critical skills are also assessed through assessment of student presentations (ACE8089).

Practical Skills	
On completing the programme students should be able to:	
C1	Acquire and analyse secondary data
C2	Deploy a range of qualitative and quantitative techniques to measure and analyse market and consumer behaviour.
C3	Present primary data and research findings in written format according to accepted disciplinary conventions.
C4	Produce feasible research proposals and implement them competently.
Teaching and Learning Methods	
Teaching and learning methods to enhance research design, the generation and analysis of data and the application of research findings to facilitate decision making are varied throughout the degree. In common throughout the whole programme, teaching occurs mainly via small group teaching of lectures and seminars. Principles of research design and the theories and concepts involved in food industry, market and food consumer behaviour are developed in the lecture/seminar based modules (ACE8069, ACE8073, ACE8088). Computer practicals enhance the delivery of quantitative techniques in ACE8086. Group based research is employed in ACE8089.	
Assessment Strategy	
Assessment of practical skills occurs through both continuous assessment and examination. Individual assessments of essays, reflections, business reports/marketing-related plans form part of the continuous assessment. Group based presentations and reports (ACE8089) which form part of the continuous assessment for this module are also supplemented with individual reports and a personal reflection on the group based activity and the learning derived from these activities.	
Transferable/Key Skills	
On completing the programme students should be able to:	
D1	Communicate effectively both orally and in writing, using a range of media in ways that would be expected at a managerial level
D2	Operate effectively within a team context, taking leadership roles where appropriate
D3	Work independently, with initiative and adaptability
D4	Plan, organise and prioritise work effectively to meet deadlines and objectives.
D5	Make effective use of information technology, e.g. word processing, spreadsheets, presentation software, internet etc.
D6	be adaptable, show insight and critical and reflective abilities which can all be brought to bear upon problem-solving situations
D7	Take responsibility for own learning and personal and professional development
D8	Make effective use of library and other sources of information.
D9	Employ numeracy skills appropriate to quantitative data analysis
D10	Consider the facets of creativity.
Teaching and Learning Methods	
Introducing key transferrable skills occurs primarily through lectures and also workshops from contributors both within the School of Agriculture, Food and Rural Development and elsewhere within the University (e.g. Careers Advisory Service, Library, Business Development Unit). Key transferrable skills are introduced prior to students being required to use them in the assessment process.	
<ul style="list-style-type: none"> The MSc Advanced Food Marketing requires students to undertake both individual work (ACE8069, ACE8095, ACE8086, ACE8087, ACE8088, ACE8058) and group work (ACE8073, ACE8089) where teamwork and negotiation skills are introduced and discussed. Psychometric exercises such as 'Myers Briggs' will facilitate students' self-understanding and self-reflection. 	

- In all modules, students are required to plan, organise and prioritise work to meet deadlines and this includes taking responsibility for their own learning. Project management skills will be introduced in ACE8089 and ACE8069.
- Personal and professional development is enhanced throughout the degree programme
 - Students will have the opportunity to interact with local food industry personnel through guest lectures within certain modules (ACE8089, ACE8058).
 - The development of a CV is a compulsory part of ACE8089, in anticipation of students presenting themselves to local food companies for whom they may undertake marketing consultancy.
- All continuous assessment is required to be word processed. Students will be expected to use PowerPoint when making presentations (a workshop dedicated to presentation skills is provided in ACE8089), and will be introduced to bespoke data analysis software where appropriate (e.g. SPSS in ACE8086).
- Students will be introduced to the library via formal seminars delivered by liaison librarians in ACE8069.

Assessment Strategy

Some of the transferrable skills introduced throughout the degree programme are not explicitly assessed as they facilitate students' personal and professional development (e.g. CIM registration and CV writing) or form an implicit part of other assessments, e.g. personal reflections, where an understanding of students own team working and personality profiles may yield greater personal insights in their reflections. Key skills that are assessed occur mainly through written assignments and presentations. Creativity is assessed in part by the nature of the new food product concept presented in ACE8089.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

MSc Advanced Food Marketing is composed of 120 credits of compulsory taught modules delivered in Semesters 1 and 2 and an individual food marketing related research project (to a value of 60 credits) undertaken in semester 3.

Semester 1	Semester 2	Semester 3
Compulsory Modules		
ACE8069 Dissertation Preparation (10 credits)		
ACE8073 Essentials of Food Marketing (10 credits)		
ACE8086 Multivariate Analysis for Food Marketing Consultancy (10 credits)		
ACE8087 Food Demand Analysis (10 credits)		
ACE8058 International Food Marketing & Markets (20 credits)		
ACE8088 Researching the Food Consumer (30 credits)		
ACE8089 Innovation & New Food Product Development (30 credits)		
		ACE8095 Dissertation in Marketing (60 credits)

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

MSc Advanced Food Marketing is a specialist advanced marketing degree with an empirical focus on the food industry, drawing upon the research strengths of SAFRD and providing a multidisciplinary focus on food consumer research which the School is uniquely positioned to provide. The degree is intended to be both practical and industry relevant by providing a degree that will have sought Chartered Institute of Marketing accreditation and food industry relevant research. As part of their training, students will undertake marketing consultancy for a local food company, presenting a business report of key findings and recommendations to the company. To enhance innovation and creativity skills students will develop, research and present new food product ideas to an academic and industry panel.

Programme regulations (link to on-line version)

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

13 Criteria for admission*Entry qualifications*

An upper second class honours degree from a UK university, or its overseas equivalent in a marketing, nutrition or business- related subject area.

Admissions policy/selection tools

Upon receipt of a completed application form, UK based applicants are invited to AFRD, to meet current students and to attend an informal interview. Overseas applicants are not normally required to attend an interview, and instead may correspond with the Degree Programme Director by email, before a decision is reached. Offers of places are made to suitably qualified candidates following the interview/assessment of applicants and are conditional upon applicants achieving a minimum of an upper 2nd class honours degree or overseas equivalent (if they do not hold such a degree at the time of interview), and upon the provision of a satisfactory reference (if one has not already been provided).

Non-standard Entry Requirements

Applicants who hold non-standard qualifications, and/or have relevant experience, will be considered on an individual basis.

Additional Requirements

None

Level of English Language capability

IELTS 7.0 or equivalent

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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.

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.

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.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

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.

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.

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.

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.

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 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. 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.

Accreditation reports

None of the programmes are accredited.

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

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

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. 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/postgraduate/>)

The School Brochure (contact 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/postgrad/>)

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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ACE8058	Compulsory	1, 2	1, 2, 3	1	1, 3, 4, 5, 6, 8,
ACE8069	Compulsory		2, 4	1, 2, 3, 4	1, 3, 4, 5, 6, 8, 10
ACE8073	Compulsory	1	1, 3	1	1, 3, 4, 5, 6, 8
ACE8086	Compulsory	3, 4	5	2	1, 3, 4, 5, 6, 9
ACE8087	Compulsory	3, 4	2, 3	1, 2	1, 3, 4, 5, 9
ACE8088	Compulsory	3, 4	1, 2, 3	1, 2, 3	1, 3, 4, 5, 6, 8, 9
ACE8089	Compulsory	1	2, 4, 5	1, 2, 3, 4	1, 2, 4, 5, 6, 7, 8,
ACE8095	Compulsory	1, 2, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 3, 4, 5, 6, 7, 8,