	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BSc (Hons)
4	**Programme Title**	Agribusiness Management
5	**UCAS/Programme Code**	N280
6	**Programme Accreditation**	None
7	**QAA Subject Benchmark(s)**	Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science
8	**FHEQ Level**	6
9	**Last updated**	May 2012

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:

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

Teaching and Learning Methods

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.

Self-awareness is introduced at stage1 but developed by stage 3 using personality profiling and reflection on activity and roles adopted in teamwork contexts.
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&3.

Assessment Strategy

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 2 students' knowledge and understanding of the truly integrated nature of the separate business functions and context are tested using the iterative competitive business simulation. Stage 3 students culminate their knowledge and enquiry skills in a research project produced as a dissertation.

Intellectual Skills

On completing the programme students should be able to:

B1   Critically evaluate arguments and evidence put forward from different sources

B2   Design appropriate ways of investigating problems relevant to agribusiness

B3   Locate, extract and interpret data from a variety of sources

B4   Draw appropriate conclusions from analysis of problems and produce reasoned
         solutions to them

Teaching and Learning Methods

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 & 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).

Assessment Strategy

Assessed by unseen examinations, and more particularly by problem-solving exercises, interactive business simulation, case studies, project work and dissertation.

Practical Skills
On completing the programme students should be able to:

C1   Conceptualise business problems, particularly in the agrifood sector, using analytical frameworks drawn from the disciplines of management, economics and marketing.

C2   Interpret business related documentation, including accounts and legislative material.

C3   Deploy a range of qualitative and quantitative techniques in the handling and analysis of data relevant to agribusinesses.

C4   Present data and research findings according to standard business conventions.

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
On completing the programme students should 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.

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

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.

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.

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.

Programme regulations (link to on-line version)

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

13	**Criteria for admission**

Entry qualifications

School/College Leavers
Generally three A levels required for entry.
A level grades – AAB/ABB including General Studies. GCSE Mathematics (minimum grade B) required if not taken at A or AS level.

Scottish Highers
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.

International Baccalaureate
33-35 points. Mathematics to be offered at Standard Level grade 6 if not offered at Higher Level.

Irish Leaving Certificate
AABBB at Higher Level, normally including Mathematics. Junior Certificate Mathematics required if not offered at Higher Level.

Access Qualifications
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).

BTEC Higher National Diploma
BTEC Higher National Diploma in a relevant subject to include at least six units at Merit grade and six units at Distinction grade.

BTEC National Diploma
BTEC National Diploma at overall DDM. Business-related subjects preferred

Overseas Students
Appropriate overseas qualifications are considered and evidence of adequate English language skills to start the programme successfully required.

Admissions policy/selection tools
Applicants are invited to attend a departmental open day and individual interview. We welcome applications from mature candidates and those with non-traditional qualifications.

Non-standard Entry Requirements
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.

Additional Requirements
None.

Level of English Language capability
IELTS 6.5 (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. The International Office offers an additional induction programme for overseas students.

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 and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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-sessional 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 and/or the School Teaching and Learning Committee. 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, Learning and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience 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 students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports
None.

Additional mechanisms
None.

16	Regulation of assessment

Pass mark
The pass mark is 40%

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. 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 re-assessment 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 and 3 is 25%: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, 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: http://www.ncl.ac.uk/undergraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**ACC1000, ACE1032, ACE1034, ACE1036, ACE1049, MAS1403, ACE2010, ACE2006, ACE2049, LAW1054, ACE3012, ACE3075, ACE3079,** ACE1031, ACE2001, LAW2053, MKT2000, BUS2000, ACE2012, ACE2020, ACE3002, ACE3001, ACE3008, ACE3009, ACE3036, ACE3039, ECO3000
A2	**ACC1000, ACE1049, ACE2006, ACE2010, ACE3012, ACE3075, ACE3079, LAW1054,** ACE1014, ACE1025, ACE1031, ACE1007, ACE2001, MKT2000, LAW2054, ACE3008, ACE3009, ACE3039, ECO3000
A3	**ACC1000, ACE1031, ACE1032, ACE1034, ACE1036, ACE1049, LAW1054, ACE2006, ACE2010, ACE2013, ACE2047, ACE2049, ACE3012, ACE3075,** ACE1020, ACE2018, ACE2020, ACE2021, ACE2043, LAW2053, ACE3009, ACE3036, ACE3039, ECO3000
A4	**ACC1000, ACE1032, ACE1036, MAS1403, ACE2047, ACE2006, ACE2013, ACE2049, ACE3012, ACE3079, ACE3099,** ACE1031, ACE2020, ACE2009, MKT2000, ACE2012, ACE3036, PSY3006, ECO3000
A5	**ACC1000, ACE1034, ACE1036, ACE1049, ACE2049,, LAW2053, ACE3012, ACE3075, ACE3079,** ACE2018, ACE2021, ACE2043, ECO3000
B1	**ACC1000, ACE1032, ACE1034, ACE1049, ACE2006, ACE2010, ACE2013, ACE2047, ACE3012, ACE3075, ACE3079, ACE3099,** ACE1014, ACE1020, ACE1031, ACE2009, ACE2012, ACE2020, BUS2000, ACE3009, ACE3036, ACE3039, ECO3000
B2	**ACE1003, ACE1032, ACE2013, ACE2047, ACE2049, LAW1054, ACE3012, ACE3075, ACE3099,** ACE1031, ACE2002, ACE2009, ACE2020, MKT2000, ACE3002, ACE3009, ACE3036, LAW2053
B3	**ACE1003, ACE1032, ACE1049, MAS1403, ACE2047, ACE2006, ACE2013, ACE1003, ACE3012, ACE3099,** ACE1031, ACE2009, ACE2012, ACE2020, ACE3009, ACE3036, ACE3039, ECO3000
B4	**ACC1000, ACE1003, ACE1032, ACE1034, ACE1036, ACE1049, BUS1005, ACE2047, ACE2049, ACE3012, ACE3075, ACE3079, ACE3099,** ACE1020, ACE1031, ACE2009, ACE2020, MKT2000, BUS2000, ACE3009, ACE3036, ECO3000
C1	**ACC1000, ACE1034, ACE1036, ACE1049, ACE2047, ACE2049, ACE3012, ACE3075, ACE3079, ACE3099,** ECO3000
C2	**ACC1000, ACE2006, ACE2013, ACE2047, ACE3012, ACE3099** ACE2012
C3	**ACE1003, ACE1049, ACE2013, ACE2047, ACE2049, ACE3012, ACE3099,** ACE2009, ACE2020, ACE3009, ACE3036, ECO3000
C4	**ACC1000, ACE1036, ACE1049, MAS1403, ACE2006, ACE2010, ACE2013, ACE2047, ACE2049, LAW1054, ACE3012, ACE3075, ACE3099,** ACE2009, ACE2012, ACE2020, BUS2000, ACE3009, ACE3036, ECO3000
D1	**ACC1000, ACE1032, ACE1034, ACE1036, ACE1049,**

	MAS1403, ACE2006, ACE2010, ACE2012, ACE2047, ACE2049, LAW1054, ACE3012, ACE3075, ACE3079, ACE3099, ACE1014, ACE2012, ACE2009, ACE2020, BUS2000, NCL2007, NCL2100, PSY3003, ACE3009, ACE3036, ACE3039, ACE3066, ACE3069, BUS3000, ECO3000
D2	**ACC1000, ACE1032, ACE1036, ACE1049, MAS1403, ACE2006, ACE2010, ACE2013, ACE2047, LAW1054, ACE3012, ACE3075, ACE3079, ACE3099,** ACE1014, ACE1025, ACE1007, ACE2012, ACE2020, BUS2000, NCL2007, NCL2100, PSY3003, ACE3009, ACE3014, ACE3036, ACE3039, ACE3066, ACE3069, MKT3000, BUS3000, LAW2053, ECO3000
D3	**ACE1049, ACE2047, ACE2049, ACE3012, ACE3099**
D4	**ACC1000, ACE1032, ACE1034, ACE1036, ACE1049, MAS1403, ACE2047, ACE2049, ACE2006, ACE2010, ACE2013, LAW1054, ACE3012, ACE3075, ACE3099** ACE1014, ACE1020, ACE1025, ACE1007, MKT2000, ACE2012, ACE2009, ACE2020, BUS2000, NCL2007, NCL2100, PSY3003, ACE3009, ACE3036, ACE3039, ACE3066, ACE3069,, BUS3000, LAW2053, ECO3000