

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University Business School
3	Final Award	Bachelor of Science (honours)
4	Programme Title	BSc. (Hons) Marketing
5	UCAS/Programme Code	N500
6	Programme Accreditation	Chartered Institute of Marketing
7	QAA Subject Benchmark(s)	General Business and Management
8	FHEQ Level	6
9	Date written/revised	Revised March 2014, Revised June 2014

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. 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.
- 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 marketing degrees: BSc Marketing and BA (Hons) Marketing and Management programme
- 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 and Management.
- 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 outcomes have references to the benchmark statements for General Business and Management and provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of business management and combines theory with the practical application of skills to generate solutions in their subject area

See page 13 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 and optional 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 Knowledge of business environments and how environmental components differ across countries and institutions, including business firms, governments, international organisations, and the markets in which they operate.
- A6 The ability to identify ethical issues and make recommendations for appropriate courses of action.

Teaching and Learning Methods

Knowledge and understanding (A1-A6) 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-A6) are assessed by a variety 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

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-A6 (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.

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) Social Influence Marketing
- d) Services Marketing
- e) Supply Chain Management
- f) Direct Marketing
- g) Global Marketing
- h) Consumer Behaviour
- i) Culture and Creative Industry Marketing
- j) Managing Marketing Events

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

<p>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.</p> <p>B4 Ability to present and summarise information and experience gained through B3, and to critically appraise its significance to marketing as a whole.</p> <p>B5 Understanding of how marketing is conducted in the 'real world'.</p>
<p>Teaching and Learning Methods</p> <p>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.</p> <p>Ability to critically assess is developed through lectures, seminars, tutorials and case study workshops.</p> <p>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.</p> <p>Students are encouraged to develop intellectual skills (B1-5) through individual essays and reports, group projects, case study analysis and portfolios.</p> <p>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.</p> <p>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.</p>
<p>Assessment Strategy</p> <p>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.</p> <p>Some, or all, of A1-A6 (depending on topic) are examined in final year by means of either a dissertation or work-related group project.</p> <p>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.</p>
<p>Practical Skills</p> <p>On completing the programme students should have developed and demonstrated an advanced:</p> <p>C1 Ability to describe and appraise both qualitative and quantitative data generated by marketing and related social science research methodologies.</p> <p>C2 Ability to describe and critically assess the value and limitations of information on a given subject</p>

<p>C3 Ability to synthesis, interpret and present secondary and primary information and data</p> <p>C4 Ability to solve marketing related problems</p>
Teaching and Learning Methods
<p>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).</p>
Assessment Strategy
<p>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.</p>
Transferable/Key Skills
<p>On completing the programme students should have developed and demonstrated an advanced:</p> <p>D1 Ability to use appropriate verbal/written communication to convey information to a particular audience tailored in content, style and presentation to the needs of their intended audience.</p> <p>D2 Ability to use the library and other information sources skilfully and appropriately</p> <p>D3 Ability to plan, organise and prioritise work activities in order to meet deadlines</p> <p>D4 Ability to work independently showing initiative</p> <p>D5 Ability to work within a team contributing appropriately and effectively towards the team based activity.</p> <p>D6 Ability to solve problems, including where relevant, numerical issues by applying the appropriate mathematical, computational techniques and interpreting or critically evaluating the results.</p> <p>D7 Ability to reflective on ones on learning through both educational and work related experiences</p>
Teaching and Learning Methods
<p>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.</p>

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 the Business School.

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 20 credits though final year dissertations and group projects have a valency of 40 credits.

Stage 1 is made up completely of 6 compulsory modules.

Introduction to Marketing, Academic and Professional Skills, Consumer Behaviour , Quantitative Methods for Business Management, Business Emergence and Growth and Introduction to Management and Organisation

Stage 2 contains 60 credits of compulsory modules allowing students 40 credits of optional modules

Compulsory:, Research Methods for Business and Marketing, Buyer Behaviour and Communications, and Strategic Marketing .

Options: Global Marketing, Services Marketing, Managerial Economics, Statistics for Marketing and Management, Introduction to Innovation and Technology Management, , Career Development for second year students, Exploring Enterprise, Entrepreneurship and Employability and Business Spanish.

Stage 3 has 100 credits of core modules and 20 credits of options from a nominated list.

Core: Strategic Marketing,

Options: Contemporary Marketing Dissertation, Marketing Consultancy Project, Analytical Techniques for Marketing, Advertising and Integrated Brand Promotion, Direct and Digital Marketing, New Product and Service Development, Cultural and Heritage Marketing, Career Development for final year students, Advanced Career Development, and Business Spanish 2.

Key features of the programme (including what makes the programme distinctive)
<p>Industrial Placement</p> <p>All students have the option to undertake an industrial placement or European Erasmus Study between Stages 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 the Business School placement co-ordinator. Companies that have taken N500 students on placement include: IBM, BMW, AUDI, Waitrose, Debenhams, and Hewlett Packard. All students are provided with a placement handbook and are encouraged to undertake the credited module Erasmus Study / Work Placement Report whilst on placement.</p> <p>Professional Accreditation</p> <p>All honours graduates are eligible for full exemption to the final year of the Chartered Institute of Marketing Postgraduate Professional Diploma in Marketing. Graduates will be required to study four final modules as part of their professional qualification after graduation and a period of time in industry.</p> <p>Analytical Focus</p> <p>This programme has been designed to be a very comprehensive research focused marketing degree programme. The curriculum places an emphasis on the development of advanced analytical and quantitative skills through a series of quantitative based modules at all stages. This focus on quantitative analytical skill development and on social influence marketing appears is seen as a unique selling point of this degree programme.</p> <p>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.</p> <p>The Professional Marketer Team Project</p> <p>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 speaker attends and assesses the final presentation. The individual assessment at the end of the project allows students to evaluate their individual progress. The 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.</p>
<p>Programme regulations (link to on-line version)</p> <p>http://www.ncl.ac.uk/regulations/programme/</p>
<p>Mapping of intended learning outcomes and assessment strategies onto the Curriculum</p> <p>See page 13</p>

13 Criteria for admission
<p><i>Entry qualifications</i></p> <p>UK School/College Leavers</p> <p>AAB 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.</p>

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: BBB from three A levels excluding general studies. 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.

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

International Qualifications

Irish Leaving Certificate - AABBB including Mathematics

International Diploma - 35 points plus Mathematics grade 5 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

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 and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 team 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 and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching 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 Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules and stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

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

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)

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

None.

Subject Board of Studies

Monitoring and evaluation of quality and standards is primarily the responsibility of the Subject Board of Studies. Membership of the Subject 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.

Student Staff 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.

Undergraduate Teaching and Learning Forum (Business School)

This forum is made up of all the undergraduate Programme Directors in Newcastle University Business School. This group meets regularly 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 the School's Director Undergraduate Studies.

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.

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 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 resit opportunities, with certain restrictions.

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.

Weighting of stages

Degree classification is based upon the weighted average result for stage 2 and 3, with stage 2 results accounting for one third and stage 3 for two thirds.

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

A set of three External Examiners, distinguished members of the subject community, have been appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiners are 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: <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 (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.

Mapping of Intended Learning Outcomes onto Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
BUS1001	Core/Compulsory	2, 3, 5			1, 2, 3, 4, 5, 7
BUS1004	Core/Compulsory	2, 3, 5		3, 4	1, 2, 3, 4
MAS1403	Core/Compulsory	2, 3, 4	2	1, 2, 3	1, 2, 3, 4, 5, 7
MKT1002	Core/Compulsory	1, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4
MKT1004	Core/Compulsory	1, 3, 5	1, 3, 4		1, 2, 3, 4, 5, 7
MKT1007	Core/Compulsory	1, 3, 4, 5, 6	1, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 6
MKT2004	Core/Compulsory	4	2, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 6
MKT2006	Core/Compulsory	1, 3, 4, 5, 6	1, 3, 4, 5	2, 3, 4	1, 2, 3, 4
MKT2009	Core/Compulsory	1, 2, 3, 5, 6	1, 2, 3, 4, 5	4	1, 2, 3
MKT2001	Optional	1, 2, 3, 5, 6	1, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6, 7
MKT2008	Optional	1, 2, 3, 5, 6	1, 3, 4, 5	1, 3	1, 2, 3, 4,
ACE2012	Optional	2, 3, 4	3, 4	1, 2, 3, 4	1, 2, 3, 4
ACE2013	Optional	2, 3, 4	3, 4	1, 2, 3, 4	1, 3, 4, 6
BUS2017	Optional	3, 5, 6		2, 3	1, 2, 3, 4, 6
NCL2007	Optional	3, 5, 6	5	2	1, 2, 3, 4, 7
NCL2100	Optional	3, 5, 6	5	2	1, 2, 3, 4, 5, 6, 7
SPA1001	Optional	5	5		1
MKT3013	Compulsory	1, 2, 3, 5, 6	1, 2, 3, 4, 5	4	1, 2, 3
MKT3096	Optional	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6
MKT3097	Optional	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
MKT3004	Optional	4	2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 6
MKT3006	Optional	1, 2, 3, 5, 6	1, 2, 3, 4, 5	4	1, 2, 3, 4
MKT3012	Optional	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6
MKT3014	Optional	1, 2, 3, 5, 6	1, 3, 4, 5	4	1, 2, 3
MKT3095	Optional	1, 2, 3	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6
NCL3007	Optional	3, 5, 6	5	2	1, 2, 3, 4, 7
NCL3008	Optional	3, 5, 6	5	2	1, 2, 3, 4, 7
SPA2001	Optional	5	5		1