

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Marketing and Management
5	UCAS/Programme Code	NN52
6	Programme Accreditation	Chartered Institute of Marketing
7	QAA Subject Benchmark(s)	General Business and Management
8	FHEQ Level	6
9	Last updated	Oct 2014

10 Programme Aims

In accordance with QAA guidelines the overall educational aims of the programme are:

- To study organisations, their management and the changing external environment in which they operate. Organisations include a wide range of different types, e.g. private, public and not-for-profit, service and manufacturing together with a variety of sizes and structures.
- To prepare students for a career in marketing and/or management.
- To enhance lifelong learning skills and personal development to contribute to society at large.

Specifically, this programmes aims are:

- 1 To provide for the students on the programme a supportive and stimulating learning environment.
- 2 To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to a first degree level, covering the main disciplines of management and of marketing. These modules will be relevant to understanding the role and problems of organisations in a global context in order to equip graduates for a successful career in marketing/management or in the further study of marketing/management, or in other careers where the degree will provide a general educational preparation.
- 3 To increasingly reflect the output of original research as students progress through the degree programme.
- 4 To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analysis, consultancy, entrepreneurial start-ups and projects.
- 5 To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills, entrepreneurship, creativity and an appreciation of working in a multicultural environment.
- 6 To enable students effectively to gather data, both qualitative and quantitative, through primary research and secondary sources, such as the databases, libraries, internet, etc.
- 7 To develop students' analytical and critical abilities in dealing with business concepts and practices.
- 8 To facilitate students in acquiring a work placement that will provide an opportunity for the skills and understanding acquired during Stages1 and 2 to be applied to actual problem situations in a business environment.

9	To produce highly marketable graduates who can contribute immediately to an employing organisation through their application of the knowledge and practical skills gained on the programme which are grounded firmly upon a sound conceptual base and an understanding of relevant institutional frameworks.
10	Learning Outcomes
	The learning outcomes have references to the benchmark statements for General Business and Management and provide students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories in their subject area and combines theory with the application of skills to generate solutions in their discipline.
	Knowledge and Understanding
	<p>On completing the programme students should demonstrate:</p> <ul style="list-style-type: none"> A1 Knowledge and understanding of core business areas (marketing, management, quantitative and research methods, organisational behaviour, consumer behaviour, human resource management, operations management, creativity and innovation) as subjects of academic study and as practical activities. A2 Focused knowledge and understanding of the marketing and management discipline within the broader business context. A3 Detailed understanding of the issues and problems appropriate to business and marketing. A4 How to evaluate critically ideas, concepts and practices related to business and management and how to apply them in case studies and real-life projects. A5 Knowledge of business environments, appreciation and understanding of how socio-cultural differences across different countries affect the application of marketing and management theories and practice. A6 Through optional modules knowledge and understanding of specialist areas within business, management and marketing. A7 The ability to identify ethical issues and make recommendations for appropriate courses of action.
	Teaching and Learning Methods
	The primary means of imparting knowledge and understanding is through lectures and seminars which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/practice. Students are facilitated to read high quality research articles, take part in student-centred projects, business games, real-life entrepreneurial start-ups and analysis of case studies during their progression over the three stages. The work placement is also an important vehicle for relating theory to practice.
	Assessment Strategy
	Knowledge and understanding are assessed by MCQs, unseen written exams, essays, business reports, case studies, oral presentations, research/ business consultancy projects.

Intellectual Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> B1 Solve problems within the context of business, management and marketing. B2 Gather, synthesise and evaluate information. B3 Undertake independent critical analysis. B4 Use quantitative skills required for managing in a business environment.
Teaching and Learning Methods
<p>Intellectual skills are in the first instance developed by encouraging students to prepare and give presentations at seminars and in lectures relating to particular marketing and business problems. Students have the opportunity to practice through student-centred project work and analysis of current research in seminars and tutorials. Students are expected to further develop cognitive skills while on placement.</p>
Assessment Strategy
<p>Intellectual skills are assessed by essays/reports, projects and unseen examinations.</p>
Practical Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> C1 Identify, locate and retrieve business management materials in paper and electronic form. C2 Apply knowledge to practical situations. C3 Orally present information. C4 Produce business reports. C5 Undertake independent qualitative/quantitative research using an appropriate range of methodologies.
Teaching and Learning Methods
<p>Practical skills are achieved via lectures where the theory is demonstrated and then followed up in assessments based on experiential learning. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills. The work placement also provides the opportunity to demonstrate and use practical skills.</p>
Assessment Strategy
<p>Assessments based around experiential learning: students manage projects in Marketing Research, Global Marketing, Career Development, Business Enterprise, Direct & Digital Marketing, Marketing Consultancy Project, Management Consultancy Project, and Management in Practice (with Business Game).</p>

Transferable/Key Skills
<p>On completing the programme students should be able to demonstrate:</p> <ul style="list-style-type: none"> D1 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. D2 Demonstrate numeracy by applying the computational techniques and interpreting or critically evaluating the results within a business setting. D3 Use Information technology. D4 Work within a team contributing appropriately and effectively towards the team based activity. D5 Manage time and prioritise tasks. D6 Carry on their independent learning and take responsibility for their own personal and professional development.
Teaching and Learning Methods
<p>These are introduced to students through sessions in induction and within modules. IT and numeracy are delivered as specific modules. Oral communications are developed specifically in seminars and through presentations. Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities both inside and outside seminar times. Students develop their time management skills through time constrained activities in class and through set work for seminars. Business games, entrepreneurial start-ups and consultancy work allow students to develop initiative and adaptability. All transferable skills will be utilised during the placement year.</p>
Assessment Strategy
<p>Assessments based around practical reports, consultancy reports, computer assessments and written examinations.</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>Duration of the course: The programme is studied over three or four years on a full-time basis. This consists of 30 weeks attendance per annum.</p> <p>Stages: Each stage of the course requires students to study modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, seminars, private study, completion of coursework and revision. Modules can vary in size from 10 to 20 credits.</p> <p>Stage 1 provides students with a foundation in the disciplines of marketing and management including consumer behaviour, introduction to marketing, introduction to management and organisation, business emergence and growth, quantitative methods and professional skills for marketing. All modules at Stage 1 are compulsory.</p>

Stage 2 focuses on the business operations and systems of organisations, global human resource management, global marketing, and research methods for business and marketing. With the introduction of pathways students may select options at Stage 2 which allow them to begin to specialise in certain marketing/ management areas, develop entrepreneurial skills or develop a modern foreign language. There are 80 credits of compulsory modules and 40 credits of optional modules at Stage 2.

Stage 3 has compulsory modules in management and creativity, design and innovation, direct and digital marketing. There is a compulsory research-based module (i.e. Marketing/ Management Dissertation or Marketing/ Management Consultancy Project) that allows students to further develop their independent learning and research skills, as well as team working skills. Options may be selected to allow further specialisation in marketing/ management. There are 80 credits of compulsory modules and 40 credits of optional modules at Stage 3.

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

- Optional commercial placement. Approximately 25% of students finishing their 2nd year of studies in NN52 go on to a placement year. The majority of them are offered a job in the respective organization where they did their placement upon graduation.
- Over 95% of graduates from the programme are set to work or continue to further studies upon their graduation.
- This degree has been approved and accredited by the [Chartered Institute of Marketing \(CIM\)](#) and meets the qualification entry criterion for the CIM's [Chartered Postgraduate Diploma in Marketing](#).

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

All candidates are considered on an individual basis.

Additional Information on GCSEs (or equivalent)

Achievement of a minimum of five GCSE grades A*-C, or equivalent, is normally required. These must include Mathematics and English GCSE, or equivalent, at the specified grades.

A-Levels

AAB-ABB. Any subject combinations accepted excluding General Studies. GCSE Mathematics and English (minimum grade B) required if not taken at A or AS level. Please see the 'about further GCSE (or equivalent) requirements' above.

Scottish Qualifications

AAABB-AA BBBB at Higher Grade. Mathematics and English required at grade 2 Standard Grade (or Intermediate 2 equivalent) if not offered at Higher Grade. Combinations of Highers and Advanced Highers accepted. Please see the 'about further GCSE (or equivalent) requirements' above.

International Baccalaureate

35 points. Standard Level Mathematics or Mathematical Studies required at grade 5 if not offered at Higher Level. Please see the 'about further GCSE (or equivalent) requirements' above.

Irish Leaving Certificate

A1A1A1B1B at Higher Level, normally to include Mathematics. Please see the 'about further GCSE (or equivalent) requirements' above.

Access Qualifications

Level 3 units in Mathematics or Quantitative Methods and Marketing are essential. At least 30 level 3 credits at Distinction and in addition at least 15 level 3 credits at a minimum of Merit. Please see the 'about further GCSE (or equivalent) requirements' above.

BTEC Level 5 HND

In a relevant subject to include at least 90 credits at Merit grade and 90 credits at Distinction grade. GCSE Mathematics and English (minimum grade B) required. Please see the 'about further GCSE (or equivalent) requirements' above.

BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)

Overall DDD. Business-related subjects preferred. GCSE Mathematics and English (minimum grade B) required.

Please see the 'about further GCSE (or equivalent) requirements' above.

Cambridge Pre-U

D3,D3,M2-D3,M2,M2 in Principal Subjects. GCSE Mathematics and English (minimum grade B) required if not taken at a higher level.

Please see the 'about further GCSE (or equivalent) requirements' above.

PARTNERS A-Levels

BBB excluding General Studies. GCSE Mathematics and English (minimum grade B) required if not taken at A or AS level.

The PARTNERS Programme is Newcastle University's supported entry route for students from identified schools and colleges.

Please see the 'about further GCSE (or equivalent) requirements' above.

PARTNERS - BTEC Level 3 –Extended Diploma (formerly BTEC National Diploma)

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Please see the 'about further GCSE (or equivalent) requirements' above.

English Requirements

For this degree you will need a minimum score of IELTS 6.5 or [equivalent](#).

International Foundation Programmes

If you are an international student and you do not meet the academic and English language requirements specified above, you should consider a preparation course at [INTO Newcastle University](#). Based on the University campus, INTO Newcastle University offers a range of courses, including [International Foundation Programmes](#), which will help to prepare you for study on one of our degree programmes.

Admissions policy/selection tools

Students to whom offers are made are invited to an open day to meet staff and students and see the Department and University. Attendance is not compulsory. Applicants with non-standard qualifications will be interviewed

Undergraduate Admissions Policy

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
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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.

Accreditation reports

Additional mechanisms

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 re-assessment opportunities, with certain restrictions.

Weighting of stages

Candidates will be assessed for degree classification on the basis of all the modules taken at Stages 2 and 3 with the weighting of 0:1:2 for the three stages.

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 the University following recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve assessment 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: <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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
MKT1004	Core/Compulsory	3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
MKT1007	Core/Compulsory	1, 2, 3, 4, 5, 7	1, 2, 3	1, 2, 5	1, 2, 3, 5, 6
MKT1002	Core/Compulsory	1, 3, 4, 7	1, 3	1, 5	1, 3, 5, 6
BUS1001	Core/Compulsory	1, 2, 3, 5	3	1, 2, 3, 5	1, 3, 4, 5, 6
BUS1004	Core/Compulsory	2, 3, 5, 7	1, 3	1	1, 5, 6
MAS1403	Core/Compulsory	1	1, 2, 3, 4	2	1, 2, 3, 5, 6
BUS2032	Core/Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 4, 5	1, 2, 3, 4, 5, 6
BUS2025	Core/Compulsory	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 4	1, 3, 4, 5, 6
MKT2001	Core/Compulsory	1, 4, 5, 7	1, 2, 3	1, 2, 4	2, 3, 5, 6
MKT2004	Core/Compulsory	3, 5	1, 2, 3, 4	1, 3, 5	2, 3, 4, 5, 6
ACE2012	Optional	1, 2, 3, 4, 6	1, 2, 3, 4	2, 5	1, 2, 6
ACE2013	Optional	3	1, 4	2	2, 3, 5
BUS2011	Optional	2, 4	2	1, 2	1, 3, 4
BUS2019	Optional	1, 2, 3, 5, 7	3	1, 2	1, 3, 5, 6
MKT2006	Optional	1, 2, 3, 5, 7	1, 2, 3	1, 2, 5	1, 2, 3, 5, 6
MKT2008	Optional	2, 3, 4, 5	1, 2, 3	1, 2	1, 3, 6
MKT2009	Optional	1	1, 3	4	1
NCL2007	Optional	6, 7	2, 3	1, 2, 3, 5	1, 3, 4, 5, 6
SPA1001	Optional	4	3	2, 3	1, 4, 5, 6
MKT3012	Compulsory	1, 2, 3, 5, 6, 7	1, 2, 3, 4	1, 2, 4	1, 2, 3, 4, 5, 6
BUS3050	Compulsory	2, 3, 5	1, 2, 3	2, 3,	1, 4, 6
MKT3096	Compulsory	1, 2, 3, 4, 5, 7	1, 2, 3, 4	1, 2, 5	1, 2, 3, 5, 6
MKT3097	Compulsory	1, 2, 3, 4, 5, 6	1, 2	1, 2, 3, 4	1, 2, 3, 4, 5
BUS3051	Compulsory	1, 2, 5, 7	1, 2, 3	1, 2, 5	1, 5, 6
BUS3053	Compulsory	1, 2, 3, 4, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
MKT3006	Optional	1, 2, 3, 6, 7	1, 2, 3	1, 2	1, 5, 6
MKT3004	Optional	1, 2, 3, 5, 6, 7	1, 2, 3, 4	1, 2, 4, 5	1, 2, 3, 4, 5, 6
MKT3013	Optional	1	1, 3	4	1
MKT3095	Optional	1, 3, 4, 5, 6	1, 2, 3	1, 2, 4	1, 3, 5, 6
BUS3004	Optional	1, 2, 3, 4, 5, 7	2, 3	1, 2, 4	3, 5
BUS3047	Optional	1, 2, 3	1, 2, 3, 4	2, 3, 4	1, 4, 5, 6
BUS3021	Optional	1, 2, 3, 5, 7	1, 2, 3	1, 2, 3	1, 3, 5, 6
BUS3024	Optional	1, 2, 3, 5, 7	1, 2, 3	1, 2, 3	1, 3, 5, 6
NCL3007*	Optional	6, 7	2, 3	1, 2, 3, 5	1, 3, 4, 5, 6
NCL3008*	Optional	6, 7	2, 3	1, 2, 3, 5	1, 3, 4, 5, 6
SPA2001	Optional	4	3	2, 3	1, 4, 5, 6