

## PROGRAMME SPECIFICATION



# Newcastle University

|                                   |  |
|-----------------------------------|--|
| <b>1 Awarding Institution</b>     | Newcastle University   |
| <b>2 Teaching Institution</b>     | Newcastle University   |
| <b>3 Final Award</b>              | BSc (Hons)   |
| <b>4 Programme Title</b>          | Agri-Business Management<br>Agri-Business Management with Placement Year       |
| <b>5 UCAS/Programme Code</b>      | N280<br>1280U  |
| <b>6 Programme Accreditation</b>  | None   |
| <b>7 QAA Subject Benchmark(s)</b> | Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science |
| <b>8 FHEQ Level</b>               | 6  |
| <b>9 Last updated</b>             | May 2023   |

### 10 Programme Aims

1. To attract students from varied educational backgrounds interested in learning how commercial business, social enterprises and public agencies operate and are managed. The program covers a range of social and natural science and business subjects applied to the agri-food sector
2. To produce graduates with:
  - i. knowledge and understanding of the issues and principles associated with management within the agri-food sector, including familiarity with relevant institutions and policies
  - ii. an ability to analyse problems, propose and criticise alternative solutions relevant to agribusiness firms and the agri-food sector
  - iii. the necessary key personal skills to pursue managerial careers within agri-food industry and related institutions and organizations.
3. 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, agro-environmental economics, business management and Consumer Sciences.

For students on the Placement Year programme:

4. Provide students with the experience of seeking and securing a position with an employer.
5. Facilitate independent self-management and proactive interaction in a non-university setting.
6. Provide a period of practical work experience that will benefit current academic study and longer term career plans.
7. Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

### 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following area: business studies, economics, marketing and consumer behaviour, data analysis and statistics, food policy, agriculture and food science, and law, . The programme outcomes have references to the benchmark statements for Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science.

| <b>Knowledge and Understanding</b>  |
|---|
| <p>On completing the programme students should have:</p> <ul style="list-style-type: none"> <li>A1 Knowledge of the fundamental principles of management, economics, marketing and finance, in particular as they apply to the agri-food industry.</li> <li>A2 Familiarity with the institutions and policies, including legislative frameworks, influencing managerial decisions and consumer's behaviour.</li> <li>A3 Familiarity with professional terminology and concepts in business management</li> <li>A4 Knowledge and understanding of theoretical and empirical analytical frameworks to measure and manage agribusiness activities</li> <li>A5 An appreciation of the integrated nature of business functions</li> </ul> <p>For students on the Placement Year programme, students should be able to:</p> <ul style="list-style-type: none"> <li>A6 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.</li> <li>A7 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.</li> <li>A8 Demonstrate an understanding of a work environment, how it functions and their contribution to it.</li> <li>A9 Relate their work based learning to other areas of personal development, including academic performance.</li> </ul>   |
| <b>Teaching and Learning Methods</b>  |
| <p>A variety of teaching and learning methods (ranging from lectures to experiential learning through internships and placements) are used to aid students acquire the Program's learning objectives. The principles and context of business (A1, A2) are introduced using a multi-disciplinary foundation of management, marketing and economics. Most 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 second and final years integration is put into practice by the use of an iterative competitive business simulation. The learning objective A5 is also attained through the dissertation that students have to complete in the final year of the program.</p> <p>Self-awareness is introduced at stage 1 but developed by stage 3 using personality profiling and individual presentations which are video recorded and reflection on activity and roles adopted in teamwork contexts through the simulation and video recording of the simulation Annual General Meetings.</p> <p>Students are encouraged to supplement taught material through independent reading, with guidance being given on books and articles to read. Students also enhance their learning through student-centred project work and by analysing case studies. The cross-cultural dimensions of business are supported by opportunities to study abroad or have internships overseas as well as opportunities to take a range of language modules offered by the School of Modern Languages at Newcastle University.</p> |
| <b>Assessment Strategy</b>  |
| <p>Student's progress is assessed through written examinations and a variety of coursework types. 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 develop these skills to a higher level with the advanced simulation and culminate their knowledge and enquiry skills in a research project produced as a dissertation.</p>   |

|  |
|--|
| <b>Intellectual Skills</b>   |
| 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, analyse and interpret data from a variety of sources   |
| B4 Draw appropriate conclusions from analysis of business problems form strategies, and produce reasoned solutions to them   |
| <b>Teaching and Learning Methods</b>   |
| First developed through written presentation of analysis and solutions to set problems (B1, B2). Guided group discussions in tutorials and seminars enable students to explore and evaluate arguments and evidence discussed in the context of business. Data extraction, analysis and interpretation skills (B3, B4) are developed through problem-solving exercises, case studies and student-centred project work in statistics, accounting and finance modules. The business simulation at stage 2 & 3 integrates B1-B4 as, at each iteration, students must work as teams to make decisions and analyse, develop strategies, and interpret the results that ensue. The simulation at stage 3 develops advanced integrated analytical skills, strategic thinking, and team based decision making and reflection. A dissertation at stage 3 allows students to practice their research and critical thinking skills on an individual basis (B1-B4). |
| <b>Assessment Strategy</b>   |
| Assessed by unseen examinations, and more particularly by problem-solving exercises, interactive business simulation, case studies, project work and dissertation.   |
| <b>Practical Skills</b>  |
| On completing the programme students should be able to:  |
| C1 Conceptualise business problems, particularly in the agri-food 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.  |
| <b>Teaching and Learning Methods</b>   |
| 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 2 & 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.  |
| <b>Assessment Strategy</b>   |
| Assessed through examinations, assignments, seminars, presentations Interactive business simulation and case studies.  |

| <b>Transferable/Key Skills</b>  |
|---|
| 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   |
| D4 Use information and communication technology effectively   |
| For students on the Placement Year programme:   |
| D5 Reflect on and manage own learning and development within the workplace.   |
| D6 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.   |
| D7 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.  |
| <b>Teaching and Learning Methods</b>  |
| IT and numeracy skills are taught in specific modules through lectures and tutorials, but are developed further through the simulation, and tasks and assignments set in many other modules. Oral communication skills are in particular developed through seminars individual and group presentations (video recorded) 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, strategy formation/revision, presentation and interpretation of the decision outcomes. |
| <b>Assessment Strategy</b>  |
| 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  |

| <b>12 Programme Curriculum, Structure and Features</b>   |
|--|
| <b>Basic structure of the programme</b>  |
| <ul style="list-style-type: none"> <li>• The programme is studied over three years full-time</li> <li>• 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.</li> </ul>   |
| Students on the Careers Placement Year programme will take their placement in the penultimate year of studies.   |
| <b>Key features of the programme (including what makes the programme distinctive)</b>  |
| Stage 1 provides a multi-disciplinary foundation covering economics, management, food marketing, agriculture and food science and development of professional and personal skills. The emphasis is on agribusiness economics and management as well as food marketing which are the main disciplines informing managerial decisions in the food sector. Along this year students will be taught the core principles, theoretical and empirical foundations for successful agribusiness management. |
| 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. The students are also introduced to the business simulation which gives them a learn by doing opportunity to learn key management skills. These simulations also require group work to manage a virtual company in a competitive environment.

At stage 3 students take advanced courses including advanced modules in agribusiness, supply chain management, advanced data analytics, food policy and a range of optional modules. Also their research abilities are improved and tested by undertaking an individual honours project. Optional modules can be taken from a large selection of modules available in the University subject to prerequisites, and to the approval of the Degree Programme Director.

**Programme regulations (link to on-line version)**

[RN280\\_1280U.pdf \(ncl.ac.uk\)](http://RN280_1280U.pdf(ncl.ac.uk))

**13 Support for Student Learning**

Generic information regarding University provision is available at the following link.  
[Generic Information](#)

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

Generic information regarding University provision is available at the following link.  
[Generic Information](#)

*Accreditation reports*

*Additional mechanisms*

**15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>  
Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.