

PROGRAMME SPECIFICATION	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Food Business Management and Marketing Food Business Management and Marketing with Placement Year Food Business Management and Marketing with Study Abroad
5	UCAS/Programme Code	ND61 1313U 1574U
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 2023

10	Programme Aims	<p>This programme aims to provide students with a thorough academic grounding in the social, economic, ethical, scientific and technological principles underlying the food processing, retailing and catering. Moreover students will develop the necessary concepts and skill to understand and influence consumer food choices. Moreover the program will equip you to understand the relevant institutions and policies influencing food businesses. The programme will have a primary focus on the processing, preparation, retail and consumption of food products and on the behaviour of people as consumers. The programme covers a range of social and natural science and business subjects applied to food businesses.</p> <p>The programme aims:</p> <ol style="list-style-type: none"> 1. To produce graduates with: <ol style="list-style-type: none"> (i) a well grounded understanding of the complexity of the global food chain system, together with a strong grounding in the principles of management, economics, marketing and finance, in particular as they apply to the management of food businesses and the global food sector; (ii) an ability to analyse problems, propose and criticise alternative solutions relevant to food businesses. (iii) the necessary key personal skills to pursue managerial careers within the food industry and related institutions and organizations. 2. 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 Science and Consumer Science 3. In the parallel programme “with placement”, to provide students with a period of practical experience, usually taken in the food industry, and the opportunity to develop their work based skills. <p>For students on the Placement Year programme:</p> <ol style="list-style-type: none"> 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.
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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.

For students on the International Study Year programme:

8. Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.
9. Gain insight into international Higher Education and experience differences in academic approach and learning environment.
10. Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding of the social, economic, ethical, scientific and technological principles underlying the production of and access to consumer goods and services within the food sector. The programme outcomes are linked to the benchmark statements for Agriculture, Forestry, Agricultural Science, Food Science and Consumer Science.

Knowledge and Understanding

On completing the programme students should be able to describe and evaluate:

- A1 The fundamental principles of management, economics, marketing and finance, in particular as they apply to the food industry.
- A2 The institutions and policies, including legislative frameworks, applicable to the production, purchases and quality of food products for consumers and how these influence managerial decisions in an individual food business.
- A3 Familiarity with professional terminology and concepts in business management
- A4 Key theoretical and empirical analytical frameworks used to evaluate food choice, risk perception, food purchasing and consumer behaviour and those needed for the measurement and management of business activities in the food sector
- A5 The effectiveness, efficiency and the economic, social and environmental impacts of a range of scientific and technological processes used in the food sector

For students on the Placement Year programme:

- A6 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.
- A7 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A8 Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A9 Relate their work based learning to other areas of personal development, including academic performance.

For students on the International Study Year programme:

- A10 Demonstrate the ability to adapt to different learning environments.

Teaching and Learning Methods

A variety of teaching and learning methods (ranging from lectures to experiential learning through internships and placements) are used to aid students acquire these learning outcomes. The principles and context of business (A1 – A4) are introduced within a multi-

disciplinary foundation of management, marketing and economics. Integrated learning is developed through lectures, seminars and guided reading. These teaching approaches are supported through the University's virtual learning environment (Blackboard) and lecture recording system (ReCAP). The consideration of the impacts of business decisions (A5) is developed through the use of case studies and an integrated problem-solving approach, and in the second and final years integration is put into practice by the use of an iterative competitive business simulation.

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, through field visits to food businesses and by analysing case studies. Timely feedback on in-course assessment enables students to refine their knowledge and develop their understanding. The cross-cultural dimensions of business are supported by opportunities to study abroad or have internships overseas.

Assessment Strategy

Students' 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 integrate 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 business in the context of consumer demand and global food policy and trade.
- B3 Locate, extract, analyse and interpret data from a variety of sources
- B4 Select, apply and evaluate a wide range of concepts, theories and methods drawn from business management, marketing and economics and apply these methods in problem evaluation and identifying solutions

Teaching and Learning Methods

The learning outcomes are 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 in the context of particular businesses and case studies. 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 Stages 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 result. The business simulation 3 then enhances 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).

Assessment Strategy

These learning outcomes are assessed in unseen examinations; in-course assessment allows targeted assessment using 'real-world-based' formats within 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 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 businesses in the food sector.
C4	Describe, apply and evaluate professional and ethical standards in relation to work with consumers.
C5	Synthesise, interpret, evaluate critically and present primary and secondary research data according to standard academic or business conventions, selecting the most appropriate presentation approach for each context.
Teaching and Learning Methods	
These practical professional skills (C1-C5) are demonstrated by lecturing staff and invited speakers. Lecture may be used to introduce key concepts (especially C1, C3, C4). Seminars and follow-up tutorial sessions enable students to develop all these skills in a supportive environment where help is available. Students gain further practice of these skills through projects, assignments teamwork and case studies. Timely feedback on in-course assessment enables students to refine their knowledge and develop their skills further. At stage 2 & 3 the business simulation forces students to integrate all these practical skills (C1-C5).	
Assessment Strategy	
These skills (C1- C5) are assessed through examinations, assignments, seminars, presentations and real-world business reports required in case studies in many modules from Stage 1 to Stage 3 and especially in the interactive business simulation.	
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
D4	Use information and communication technology effectively
D5	Apply reflective approaches to skills development and review their own performance critically
For students on the Placement Year programme:	
D6	Reflect on and manage own learning and development within the workplace.
D7	Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
D8	Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.
For students on the International Study Year programme:	
D9	Adapt and operate in a different cultural environment.
Teaching and Learning Methods	
The primary means of supporting student development of these transferable/key skills (D1-D5) is through in class activities and discussions, practical classes, seminars and group work. IT and numeracy skills (D4) are introduced in specific modules and are developed further through the simulation, and tasks and assignments set in many other modules. Oral	

communication skills (D1) are developed through seminars with individual and group presentations (video recorded) in particular. Interpersonal communication and teamwork skills are further developed and additional skills are acquired through the group work (D1, D3, D5) associated with the iterative competitive business simulation which involves regular analysis, strategy formation/revision, presentation and interpretation of the decision outcomes. Students are encouraged to take responsibility for their own learning and development from the outset of the degree (D2) and independent learning as a component of the teaching method increases in importance as students move through the Stages.

Self-awareness and reflection (D5) 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.

Assessment Strategy

Examinations assess written communication skills (D1), whilst assignments, the dissertation and coursework also directly assess information technology usage, initiative and independent learning (D1, D2, D4). Project work assesses problem-solving skills and initiative, whilst team working is assessed via modules specifically incorporating this component (D3). Reflection on practice and skills development is assessed through learning logs in a number of Modules (D5)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over three years full-time

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. 10 credits are associated with 100 hours of study time (including the timetabled classes, preparation of assessment and private study).

Students on the Careers Placement Year / International Study Year programmes will take their placement in the penultimate year of studies.

All placements will be undertaken in line with the University's placement policy
<http://www.ncl.ac.uk/ltds/assets/documents/qsh-workplacement-pol.pdf>

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

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 business economics and management as well as food marketing which are the main disciplines informing managerial decisions in the food sector. Students therefore learn 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 an increased range of business environments. Study of consumer behaviour and marketing is integrated throughout the programme, thus providing students with a deeper knowledge and understanding of this underpinning discipline. The students are required to also "learn by doing" using a business simulation which gives them an 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 management, advanced data analytics, food policy and a range of optional modules. 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.

The elusive food consumer is a central consideration throughout the programme and graduates will leave with an advanced knowledge and understanding of how to research, profile and serve the needs of the food consumer. Graduates will be equipped with the range of intellectual, practical and transferable skills required to satisfy the food sectors need for graduates who are scientifically aware and commercially competent and will be well equipped to pursue managerial careers in the food sector.

Students on the Placement Year programme will be on placement year between Stages 2 and 3 of their programme.

Programme regulations (link to on-line version)

[-RND61_1313U.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](#)

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 Learning and Teaching 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.

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.