

DIPLOMA in IFA (code: 3379): Programme Specification

1	Awarding Institution	University of Newcastle-upon Tyne
2	Teaching Institution:	As above
3	Final Award:	Diploma (post graduate)
4	Programme title:	International Financial Analysis
5	Programme Accredited by:	QAA
6	UCAS Code:	3379
7	QAA Subject Benchmarking Group(s): Masters Awards in Business and Management (excluding dissertation element)	

8	Date of production/revision:	July 2004
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9 Programme Aims:

To help students to acquire a core of knowledge and skills appropriate at Master's degree level in finance and financial information analysis, together with the ability to adapt these to changing circumstances.

- (i) To introduce and develop an understanding of the international institutional environment, and a knowledge of how organisations respond to this environment.
- (ii) To gain an insight into, and understanding of, recent developments in the field of international finance.
- (iii) To gain knowledge of investment appraisal and asset management in an international context.
- (iv) To introduce the analysis of real world data using on-line databases, spreadsheets, statistical packages and word processing.

Nested within the aims and objectives of the programme are those of the individual courses that make up the programme. The course aims are generally:

- (i) To assist students in the development of capacities for inquiry, abstract logical thinking and critical analysis.
- (ii) To provide an overview of the various frameworks which are available to assist in the development of the course;
- (iii) To provide an appreciation of why International Financial Analysis is the subject of debate and re-evaluation.

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

- A knowledge and understanding of core subject areas within an international context (finance, accounting, financial analysis, statistical techniques, IT programmes for business analysis, data collection, corporate strategy and valuation) as subjects of academic study and as practical activities.
- A detailed understanding of the issues and problems appropriate to international financial management.
- An understanding of how to evaluate critically ideas, concepts and practices related to finance and investment.
- Knowledge of the market and institutions in which securities are traded.
- Key research in the disciplines studied (including research by members of staff where relevant.)

B Subject-specific/professional skills

1. Quantitative skills required for financial analysis.
2. Critical analytical skills to relate theory to practice.
3. Analysis of business information and operations for investment decision making.

C Cognitive skills

1. Problem solving within the context of finance and investment.
2. The ability to gather, synthesise and evaluate information.
3. Independent critical analysis.

D Key (transferable) skills

- 1 Effective oral and written communication skills.
- 2 Numeracy.
- 3 Ability to work in a team.
- 4 Ability to work independently, time-manage, show initiative and adaptability.

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A: Knowledge and understanding	The primary means of imparting knowledge and understanding is through interactive lectures which guide students towards independent reading and enable students to check their learning through group discussions and problem solving/ practice (A1, A2, A6). Students are facilitated to read research articles, take part in student-centred projects, and analysis of case studies during the programme (A3, A4, A5).
B: Subject Specific Skills	Learning outcomes B1, B2,B3 are achieved via lectures where these skills are demonstrated and practiced. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.
C: Cognitive Skills	C1 cognitive skills are in the first instance developed by encouraging students to prepare and give presentations during some lectures. Later, students have the opportunity to practice C2,C3 through student-centred project work and analysis of current research.
D: Key (transferable) Skills	These are introduced to students through sessions in induction and within modules. Numeracy is delivered as specific modules (D2). Oral communications are developed specifically through presentations (D1). Team working skills are developed through group based activities (D3). Students develop their time management skills through time constrained activities in class and through set work for seminars.

10 (c) Programme Intended Learning Outcomes	Assessment Strategy and Methods
A Knowledge and Understanding	Knowledge and understanding (A1- 6) is assessed by unseen exams, various forms of coursework – essays requiring critical analysis, reports, case studies, and presentations.
B Subject specific/professional Skills	Subject specific skills are assessed by projects (B1,B2) and case studies and presentations(B3).
C Cognitive Skills	Cognitive skills are assessed by essays, projects and unseen examinations
D Key/ Transferable Skills	D1 is assessed through presentations, unseen examinations, essays and project work. Numeracy is assessed through project work. D3 is assessed as part of group work and group presentations. D4 cannot be assessed directly and is assessed as part of course work and group work.

11(a) Programme Features

Duration of the course: The programme is studied over one year on a full-time basis, or 2 years part-time.

(a) Candidates may be admitted as full or part-time students. The periods of study are normally 12 months full-time or 24 months part-time.

(b) All candidates shall take the following **compulsory** modules [120 credits] – there are no optional modules:

<u>Code</u>	<u>Credits</u>	<u>Descriptive title</u>
ACC801	(30)	International Finance and Capital Markets
ACC802	(20)	Techniques for Data Analysis
ACC806	(20)	Financial Information Analysis
ACC809	(20)	Corporate Strategy and Valuation
ACC811	(30)	Accounting for Analysts

(c) The part-time route will be decided in consultation with the Degree Programme Director.

12. Criteria for Admission

All students are expected to hold a good first degree, 2.1 or equivalent, from a recognised university. Equivalent professional qualifications can also be accepted. If the candidate does not meet these requirements a GMAT score of 550+ can be acceptable. Candidates are expected to have at least three years work experience, however exceptional candidates can be admitted to the programme with less experience than this. If English is not the first language of the candidate we would look for evidence of proficiency in English, either through an IELTS score of 6.5, TOEFL score of 580 or successful completion of the University's Language Centre's English language course.

Candidates might be requested to attend an interview prior to being made an offer. In the case of overseas students these interviews might be delegated to members of the University's International Office.

13. Support for Students and their Learning

- Induction programmes at the beginning of each Stage that are appropriate to the needs of those particular students – study skills, careers etc.
- Student handbook and module guides
- Departmental website
- Each student is allocated a personal tutor when they arrive on the degree programme. The tutor system is the University's principal means of trying to ensure that every student has at least one member of academic staff to turn to for help and advice on a personal basis. This advice may be academic or non-academic. The relationship between a tutor and tutee is confidential and students should be able to talk freely to their tutors.
- Blackboard for module support and E-Learning
- E-mail facilities and personal access to Degree programme director.
- In addition to tutorial assistance the University also runs a Counselling Service. This service exists for students who wish to discuss and explore any personal concerns that are causing them difficulty. Counsellors are available to see students every weekday.
- The Students' Union has a Welfare Office where a student may seek help and confidential advice on a range of issues such as housing, childcare, financial, legal, health, immigration and personal. The Welfare Office is located in the Union Building.
- The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (e.g. Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.
- The Language Centre provides a number of useful facilities, further information about which may be obtained from its web site:<http://www.newcastle.ac.uk/langcen/>
- The University Robinson Library and all of its facilities
- The School has a shared computing facility located on the second floor of the Armstrong Building which is used for teaching purposes and by students working individually on projects and essays. The computer network runs standard word processing, spreadsheet and statistical packages as well as offering access to the Internet. Comprehensive instruction in the use of the

computing facilities is given through workshops. All University Computing Service clusters are open to undergraduates.

- The Careers Service is located on the second floor of the Armstrong Building and is open Monday to Friday between 9am and 5pm throughout the year. It offers extensive programmes of events and activities and information on career and vacation work opportunities. You are advised to familiarise yourself with the full range of services available from the service at the earliest opportunity. Further details of all its services can be found on its website at <http://www.careers.ncl.ac.uk>

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

Mechanisms for review and evaluation of teaching, Learning, assessment, the curriculum and outcome standards:

- Student questionnaires issued to all students on each stage of the degree programme.
- Module feedback questionnaires
- Annual course review
- Peer observation of teaching
- Internal subject review
- External examiners reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

Committees with responsibility for monitoring and evaluating quality and standards:

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Examination Boards

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff Student Committee and student representation on Board of Studies
- Student evaluation questionnaires

15. Regulation of Assessment

- Candidates must normally pass the assessment for each module with an overall mark of not less than 50%. The overall mark returned by the examiners shall be an amalgam of written examinations and course work in the ratio prescribed in the respective module outline. Candidates must normally achieve a mark of at least 40% in any individual assessment.

Common Marking Scheme

Mark	Degree Class
>70%	Pass with Distinction
60 – 69%	Pass with Merit
50 - 59%	Pass
<50%	Fail

Role of the External Examiners

The external examiners are distinguished academics appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules that count for honours
- Review samples of examination scripts and coursework to monitor standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University.

16.Indicators of Quality and Standards

Professional Accreditation Reports: The programme is accredited by the QAA.

Internal Review Reports: No previous reviews.

RAE2001: Rated '5' for Accounting & Finance (RAE UoA44)

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. **It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While very effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.**

The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report