

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA (Hons)
4	<b>Programme Title</b>	BA. Financial and Business Economics
5	<b>UCAS/Programme Code</b>	L161
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Economics
8	<b>FHEQ Level</b>	6
9	<b>Date written/revised</b>	Revised May 2010, May 2011

### 10 Programme Aims

The overall aims of the programme are to:

- 1 provide education in the principles of economics and finance and their application;
- 2 enable students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in economics and finance;
- 3 equip students with a range of skills which will be of value in employment, and provide them with the knowledge and opportunity to acquire skills to pursue further study in economics and/or finance;
- 4 provide an environment which encourages and supports the student learning process.
- 5 meet fully the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Economics degrees;
- 6 meet fully the criteria for an Honours degree laid down in the Higher Education Qualifications Framework of the QAA (2001)

### 11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Economics and provides students with opportunities to demonstrate disciplinary competency by developing their knowledge and understanding of the key principles and theories of economics, finance and the business sector and combines theory with the practical application of skills to generate solutions within their discipline.

#### Knowledge and Understanding

On completing the programme students should:

A1 have a knowledge and coherent understanding of the theoretical concepts and analytical tools of economics and associated empirical methods

A2 have a knowledge and coherent understanding of the theoretical concepts and analytical tools of finance and associated empirical methods

A3 have an awareness of the economic issues that confront the financial and business sectors and an awareness of the policy implications of economic analysis so that appropriate normative recommendations can be made based on welfare and ethical considerations

A4 have an understanding of financial and business economics within a global and national setting and be aware of and understand current developments in financial and business economics

#### **Teaching and Learning Methods**

Lectures provide the principal means to impart knowledge and understanding (A1 to A4). Student learning and understanding are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) and private study (recommended reading and electronic sources).

#### **Assessment Strategy**

Unseen examinations are the principal means to test knowledge and understanding (A1 to A4). Assessed coursework (essays, projects, numerical examples) is also used.

#### **Intellectual Skills**

On completing the programme students should be able to:

B1 have an ability to apply subject-specific concepts and methods of analysis to address economic and financial issues

B2 have the ability to conceptualise and handle economic and financial issues in an abstract fashion

B3 have the analytical skills needed to present and defend financial and economic arguments on issues relevant to the financial and business sectors

B4 demonstrate the ability to interpret and critically evaluate the results of empirical research in finance and business economics

#### **Teaching and Learning Methods**

Lectures provide the principal means to demonstrate cognitive skills (B1 to B4). Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) and private study (recommended reading and electronic sources).

#### **Assessment Strategy**

Unseen examinations are the principal means to test cognitive skills (B1 to B4). Assessed coursework is also used (B1 to B4).

#### **Practical Skills**

On completing the programme students should be able to:

C1 Understand and employ financial and economic terminology to explain and convey technical information

C2 Demonstrate skills of problem solving and numeracy by applying the appropriate techniques and interpreting or critically evaluating the results within a financial or business economic setting.

C3 Identify, locate and retrieve financial and economic materials

C4 Be able to apply knowledge to practical situations.

#### **Teaching and Learning Methods**

Lectures provide the principal means to impart subject specific skills (C1 to C4). Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes), private study (recommended reading and electronic sources).

#### **Assessment Strategy**

Unseen examinations are the principal means to test subject specific skills (C1 to C4). Assessed coursework is also used, particularly when it can test skills not easily tested in an exam (such as information and data gathering).

#### **Transferable/Key Skills**

On completing the programme students should be able to:

D1 have basic skills of time management

D2 use appropriate verbal/written communications skills to convey information to a particular audience tailored in content, style and presentation to the needs of their intended audience..

D3 work independently and/or within a team contributing appropriately and effectively towards the team based activity.

D4 use a variety of information technology skills, including word-processing, use of spreadsheets and databases, e-mail and on-line information sources

#### **Teaching and Learning Methods**

Time management skills (D1) are taught in induction and students learn to manage their own time and to organise their work schedule to be able to meet deadlines. Formative feedback guides written skills (D2). Oral presentation skills are practised in seminars (D2). These skills are also taught in induction. Study skills are introduced in induction. Private study provides an opportunity to practise independent working (D3). Team working is practised in a number of modules, having first been demonstrated in a video (D3). Workshops are the principal means by which D4 are taught. They are then practised throughout the degree programme to prepare coursework and to communicate with other students and staff.

#### **Assessment Strategy**

Time management skills are tested indirectly through the need to meet rigid deadlines (D1). Written communication (D2) is tested through unseen exams and assessed coursework (essays and projects). Oral presentation is tested in a number of modules (D2). The ability to work independently and in teams (D3) is tested in a number of modules, often through a team presentation or report. D4 is initially tested in an IT module through exam and coursework, but indirectly tested in coursework throughout the programme.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

All undergraduate degree programmes in Economics have a modular structure linked to a pattern for the academic year which is based on a two semester system consisting of one 15 week semester and one 16 week semester located within a three term framework. Week 1 of Semester 1 is Induction Week, given over to registration and induction activities; weeks 2-13 are teaching and learning weeks; weeks 14 and 15 form the assessment period. In Semester 2 the first 12 weeks are teaching and learning weeks with the remaining weeks given over to assessment. The B.A. Honours Financial and Business Economics Degree Programme is of three years duration. Each year of the degree programme is referred to as a Stage, so that students complete Stages 1, 2 and 3 of their degree. In each Stage of their degree programme students are required to study modules to a total credit value of 120, in accordance with degree programme regulations; usually taking modules with a credit value of 60 in Semester 1 and 60 in Semester 2, although a 50-70 or 70-50 split across semesters is permitted. A 10 credit module is equivalent to 100 notional hours of study. In each of stages 1 and 2, there are 100 compulsory credits, so that students are provided with a thorough grounding in the key issues of financial and business economics. In stage 3 the number of compulsory modules is 30 to allow the students to choose specific optional areas to specialise their skills.

With DPD approval and upon completion of Stage 1 a student may spend Stage 2 at the University of Groningen before returning to study at Newcastle University at Stage 3.

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

The Financial and Business Economics degree programme at Newcastle University is currently a market leader, with graduates of the programme going on to secure employment in a wide range of roles. Employers include regional, national and international organizations, and operate across many sectors.

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

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

## **13 Criteria for admission**

### *Entry qualifications*

GCSEs required – minimum of Grade B Mathematics and English

A-level Subjects and Grades – any subjects A, A, B excluding General Studies

Alternative entry qualifications:

Scottish Highers, A, A, A, B, B (preferably including Mathematics), plus Standard Grade 2 in English and Mathematics if not taken at Higher Level

Irish Leaving Certificate – A, A, A, B, B including Mathematics

International Baccalaureate 34 points plus Mathematics Grade 5 at Standard Level is not taken at Higher Level

BTEC National Diploma – 2 distinctions and 1 merit

BTEC Higher National Diploma – 6 Merits and 6 Distinctions

Access Qualifications – a module in Mathematics or Quantitative Methods is essential (3 modules at Distinction/Credit level for HEFC)

#### *Admissions policy/selection tools*

The School aims to recruit students who will be capable of successfully completing the degree programme and who, on graduation, should therefore be capable of developing successful careers in a variety of business and related professions, or pursuing postgraduate studies. As evidence of potential to achieve degree programme aims, the School usually seeks to recruit students with a strong academic record in terms of their prior qualifications and their predicted grades in any examinations still to be taken. However, in assessing candidates' applications, the School also looks for other evidence of a commitment to study and an interest in the subject area. Candidates are therefore selected using all the information on the UCAS form, including the Personal Statement. Applicants through the University's PARTNERS programme have an opportunity to provide additional evidence of their suitability for degree level study through successful completion of the Summer School.

The School is committed to recruiting candidates with good academic potential, regardless of age, disability, gender, marital or parental status, sexual orientation, race, ethnic origin, colour, religion or social background

#### *Non-standard Entry Requirements*

#### *Additional Requirements*

#### *Level of English Language capability*

### **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: [www.ncl.ac.uk/students/](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.

#### *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.

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

#### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

#### *Support for students with disabilities*

The University's Disability Support Service 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 School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student 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 the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

#### *Mechanisms for gaining student feedback*

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

#### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process.

#### *Accreditation reports*

#### *Additional mechanisms*

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 40.

### *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.

### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree. The weighting of marks contributing to the degree for Stages 2 and 3 is 25:75

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Honours</b>	<b>Non-honours</b>
<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 Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination 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 (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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
ECO1001	Comp/Core	1, 2, 3, 4	1, 2, 3	1,2,3	1,2,3,4
ECO1007	Comp/Core	1,2	1,2,3,4	2,3,4	1,2,3,4
ECO1010	Comp/Core	1,2	1,2,3,4	1,2	1,2
ACC1001	Comp/Core	2,3,4	1,2,3,4	1,2,4	1,2,4
ACC1006	Comp/Core	2,3,4	1,2,3,4	1,2	1,2,4
ECO1004	Optional	1,3,4	1,4	1,3	1,2,4
ECO1013	Optional	1,3,4	1,4	1,3	1,2,4
ECO1015	Optional	1,3,4	1,4	1,3	1,2,3,4
LAW1054	Optional	3,4	2	1	1,2
BUS1001	Optional	4	1	1,3	1,2
ECO2001	Comp/Core	1,2,3	1,2,3,4	1,2	1,2
ECO2002	Comp/Core	1,2,3	1,2,3,4	1,2,3,4	1,2,3,4
ACC2003	Comp/Core	2,3,4	1,2,3,4	1,2,4	1,2,4
ACC2007	Comp/Core	2,3,4	1,2,3,4	1,2,3	1,2,4
ECO2008	Optional	3,4	1,2,4	1,2	1,2
ECO2009	Optional	1,2	2,3,4	2,3,4	1,2,3,4
ECO2010	Optional	1,2	1,2,3	1,2	1,2
ECO2011	Optional	3,4	1,2,3	1,2	1,2
ECO2014	Optional	1,2,4	1,3	2	1,2
ECO2097	Optional	3,4	3,4	1,3,4	1,2,3,4
ACC2005	Optional	2,3,	1,2,3	1,2	1,2
ECO3018	Comp/Core	1,2,3,4	1,2,3,4	1,2,3,4	1,2,3,4
ACC3006	Comp/Core	2,3,4	1,2,3,4	1,2,3	1,2
ECO3003	Optional	1,2	1,2,3	1,2	1,2
ECO3008	Optional	1,2	2,3,4	1,2,4	1,2,4
ECO3012	Optional	1,3	1,2,3	1,2	1,2
ECO3013	Optional	1,3	1,2,3	1,2	1,2
ECO3016	Optional	1,3	1,2,3	1,2	1,2
ECO3021	Optional	1,2,3	1,2,3	1,2	1,2
ECO3022	Optional	1,3	1,3,4	1,2	1,2
ECO3023	Optional	1,2,3	1,2,3	1,2	1,2
ECO3025	Optional	1,3	1,2,3	1,2	1,2
ECO3026	Optional	1,3,4	1,2,3,4	1,2,3	1,2
ECO3027	Optional	1,3,4	1,3,4	1,3,4	1,2,4
ECO3028	Optional	1,2	2,3	1,2	1,2
ECO3029	Optional	1,2,3,4	1,3,4	1,3	1,2,4
ECO3030	Optional	1,2,3,4	1,3,4	1,3,4	1,2,4
ACC3002	Optional	2,3	1,2,3	1,2	1,2,3
ACC3017	Optional	2,3	1,2,3	1,2	1,2
ACC3001	Optional	2,3	1,2,3	1,2	1,2
ACC3009	Optional	2,3	1,2,3	1,2	1,2