

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA PG Dip
4	Programme Title	MA Finance and Economics (Research) PG Dip Finance and Economics Research (Research)
5	Programme Code	MA 4116F/P PGDip 3438F/P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	April 2011

10 Programme Aims

- 1 To provide an ESRC recognised Research Master's award benchmarked against ESRC Training Guidance
- 2 To provide foundational masters training in the subject to prepare students to take a PhD
- 3 To ensure students gain a thorough grounding in the theory, approaches and research methods of both the subject and social science more generally
- 4 To provide a programme which meets the requirements for a level 7 programme in the FHEQ and complies with University policies and procedures

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

- A1 have a thorough understanding of social science theory, approaches and research methods
- A2 have a thorough understanding of research methods in Finance and / or Economics
- A3 have a sound understanding of advanced scholarship and practice in areas within the Finance and / or Economics as well as an awareness of cutting edge research across the social sciences

Teaching and Learning Methods

A mixture of lectures, seminars, practicals are used to impart knowledge and understanding of social science theory and research methods (A1), research methods specific to Finance and Economics (A2) and a sound understanding of advanced scholarship and practice in Finance and Economics (A3) These are backed up by independent study and directed reading.

Assessment Strategy

A range of assessment methods, including coursework, extended essays, testing, practicals and unseen written exams, providing a range of summative and formative assessment methods to examine learning outcomes (A1-A3)

Intellectual Skills

On completing the programme students should be able to:

- B1 collect and analyse data using different approaches and data in a wide variety of formats
- B2 evaluate literature in the discipline
- B3 solve problems in the discipline

Teaching and Learning Methods

Lectures are used to provide an overview of the area and to introduce ideas and techniques (B1, B3) as well as to expose students to the relevant literature (B2). Seminars, workshops and practicals are used to practise data analysis and problem solving using a variety of data sets (B1, B3). The dissertation also provides practice in carrying out a literature review (B2).

Assessment Strategy

These intellectual skills are assessed through a variety of approaches covering the collection and analysis of data (B1) and through analytically-demanding unseen examinations and other assessments (B1-B3). The ability to evaluate literature is primarily assessed through the dissertation (B2)

Practical Skills

On completing the programme students should be able to:

- C1 undertake preparatory planning for a doctorate
- C2 carry out a literature search and review
- C3 use the information and study skills obtained to do a doctorate
- C4 develop analytical and empirical techniques for research

Teaching and Learning Methods

Lectures are used to introduce the material and the techniques, whereas seminars and practicals are used to practise particular methods (C4). The dissertation provides the opportunity to put the practical skills to the test and develop the skills needed to undertake a doctorate (C1-C3). The compulsory modules in information methods and qualitative and quantitative research methods cover dissertation preparation (C1, C3) and literature reviews (C2).

Assessment Strategy

These practical skills are assessed through a variety of approaches ranging from unseen examinations (C3, C4) to written coursework and analytical projects (C3, C4). The master's dissertation assesses the development of all these skills (C1-C4), and particular compulsory modules (Information Skills C2; Nature of Explanation and Enquiry C1; Introduction to Qualitative Methods C4; Empirical Techniques in Research C4) develop specific skills from the list above.

Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 write in a suitable academic style D2 present ideas effectively orally in a variety of formats D3 manage their own workload effectively so as to meet deadlines D4 analyse theory, different approaches and quantitative and qualitative data effectively</p>
Teaching and Learning Methods
<p>These skills are primarily developed through seminars and workshops and completing the dissertation (D1-D4), although lectures will provide frameworks and concepts to help students analyse different theories and approaches to data analysis (D4).</p>
Assessment Strategy
<p>These key skills are assessed through a variety of assessment approaches, but in particular the dissertation (D1, D3, D4) and the research skills modules (D1, D3, D4). Some modules use informal student presentations to develop oral presentation skills (D2). Feedback on coursework will be particularly relevant in developing academic writing skills (D1).</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>The programme consists of a mixture of generic research training modules offered by the Faculty of Humanities and Social Sciences Research Training Programme combined with more specialised modules based in the subject covering both research training and specialist knowledge. The dissertation, undertaken at the end of the programme, provides the capstone which pulls together the varying strands of the programme.</p>
Key features of the programme (including what makes the programme distinctive)
<p>The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.</p>
Programme regulations (link to on-line version)
<p>http://www.ncl.ac.uk/regulations/programme/</p>

13 Criteria for admission
<p><i>Entry qualifications</i> At least a good 2:1</p> <p><i>Admissions policy/selection tools</i> Application form with or face to face, video or telephone interview where necessary</p> <p><i>Non-standard Entry Requirements</i> Candidates with outstanding professional experience may be admitted</p> <p><i>Additional Requirements</i></p> <p><i>Level of English Language capability</i> IELTS 6.5 (or equivalent)</p>

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 Centre (further information is available from the Robinson Library).

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 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 Union Society 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 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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 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.

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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

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

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50 Fail
 50-59 Pass
 60-69 Pass with Merit
 70 or above Pass with Distinction

<50 Fail
 50 or above Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. 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/postgraduate/>

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum / Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	HSS8004, HSS8007
A2	NBS8019, NBS8257

A3	NBS8015, NBS8251, NBS8252, NBS8186, NBS8187, NBS8200, NBS8202, NBS8204, NBS8248, NBS8249, NBS8254, NBS8256
B1	HSS8002, HSS8004, HSS8007, NBS8019,
B2	NBS8015, NBS8251, NBS8252, NBS8186, NBS8187, NBS8200, NBS8202, NBS8204, NBS8248, NBS8249, NBS8254, NBS8256
B3	NBS8257, NBS8015, NBS8251, NBS8252
C1	NBS8019
C2	HSS8002, NBS8019
C3	HSS8004, HSS8007, NBS8020
C4	NBS8257, NBS8186, NBS8187
D1	HSS8004
D2	NBS8204, NBS8248
D3	NBS8020
D4	HSS8002, HSS8004, HSS8007, NBS8019, NBS8020, NBS8087,