PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	BA. Financial and Business Economics
5	**UCAS/Programme Code**	L161
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Economics
8	**FHEQ Level**	Honours
9	**Date written/revised**	April 2008

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 provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Economics.

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

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 within financial and business economics

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 have basic skills of written and oral communication D3 be able to work independently and in teams 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.

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

A-Levels

ABB excluding General Studies. GCSE Mathematics and English (minimum grade B) required if not taken at A or AS level.

Scottish Qualifications

AABBB at Higher Grade preferably including Mathematics. Mathematics and English required at grade 2 Standard Grade (or Intermediate 2) if not offered at Higher Grade. Combinations of Highers and Advanced Highers accepted.

International Baccalaureate

33-35 points in the IB Diploma. Mathematics to be offered at grade 6 Standard Level if not offered at Higher Level.

Irish Leaving Certificate

AABBB at Higher Level, normally including Mathematics.

Access Qualifications

For candidates offering Access to HE courses, a module in Mathematics or Quantitative Methods is essential (three modules at Merit/Credit grade for HEFC usually required).

BTEC Higher National Diploma

BTEC Higher National Diploma in a relevant subject to include at least six units at Merit grade and six units at Distinction grades.

BTEC National Diploma

BTEC National Diploma at overall DDM. Business-related subjects preferred.

Post 16 Qualifications

For the post 16 qualifications which year 12 students started to study in autumn 2000, our position is as follows:

- we will not normally make points offers using the new UCAS tariff
- we will be looking for evidence that candidates have the ability to study subjects in depth and will therefore be looking for entrants to have studied some subjects up to A2 level. Offers will therefore be based on either 3 A2 levels or 2 A2 levels and 2 AS levels.
- relevant 6 credit vocational A levels will be accepted on the same terms as other A2 levels
- applicants with 12 credit vocational A levels will be considered on their merits

Normally speaking points offers will not be made, although there may be exceptional cases where they are justified. This means that applicants have to meet the precise terms of their offer in order to be guaranteed a place.

Where there remain sufficient places left candidates with good grades who do not fully meet the conditions of the offer will also be accepted, but because of quota constraints this cannot be guaranteed.

Partners

Pupils from local schools may be eligible for an alternative entry route. See the Partners' website for further details.

Mature Students

Mature students who do not meet our standard entry requirements are also welcome to apply as long as they can demonstrate in some other way that they have the ability to undertake the programme successfully.

Success in more recent academic study (e.g. an accredited Access course) complemented by evidence of relevant work experience would help to demonstrate this. We would normally be looking for three Merits or Credits in an Access course, preferably in relevant subjects.

Students with Disabilities

We welcome applications from students with disabilities. You are encouraged to contact the University's Disability Officer at the application stage to discuss your needs, and visits may be arranged.

- Tel: +44 (0) 191 222 7623/7610
- Textphone: 0191 222 5545
- Email: disability.support@ncl.ac.uk

Accreditation of Prior Learning

The Business School accepts applications for APL from all undergraduate students for stage 2 entry with exceptional circumstances

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

Considered on individual merit, after interview if necessary.

Additional Requirements

Level of English Language capability

GCSE English grade C or above
IGCSE English grade C or above
IELTS 6.5
TOEFL (paper based) 573 with a TWE of 5.0; TOEFL (computer based) 230 with a TWE of
5.0

14	Support for Student Learning

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 (see
http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

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. Details of the personal tutor system can be
found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
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, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

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. For further details see http://www.ncl.ac.uk/disability-support/

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, see
http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

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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/ 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, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

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 (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). 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

	Honours	**Non-honours**
<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

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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)

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
ECO2006	Optional	3,4	1,4	1,2	1,2
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
BUS3002	Optional	3,4	3,4	3,4	1,2,3
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
ACC3008	Optional	2,3	12,3	1,2	1,2
ACC3009	Optional	2,3	1,2,3	1,2	1,2