	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons.)
4	**Programme Title**	Accounting and Finance
5	**UCAS/Programme Code**	N400
6	**Programme Accreditation**	Accountancy professional bodies
7	**QAA Subject Benchmark(s)**	Accounting
8	**FHEQ Level**	Honours
9	**Date written/revised**	April 2008

10	**Programme Aims**

(a) To produce graduates with the following qualities:

(i) The knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in accounting, finance, business, management and a wide range of other employments or capable of undertaking a taught postgraduate programme

(ii) a capacity for inquiry, abstract logical thinking and critical analysis and the ability to work independently

(b) To provide a programme:

(i) which has accredited degree status for the accounting profession

(ii) which combines study of both the conceptual and the applied aspects of the disciplines studied and which principally uses an economics perspective.

(iii) in which teaching is informed by research (both relevant research in the discipline and research carried out by members of staff) and by the Subject Area's strong professional links

(iv) in which accounting and finance is related to a broader business context

(v) which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Accounting degrees.

(vi) which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

(vii) which satisfies the requirements of the QAA Code of Practice and University guidelines

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 accounting and finance

Knowledge and Understanding

On completing the programme students should understand:

A1 The business context within which accounting and finance operate, with particular emphasis on the study of economics, the dominant social science perspective used on the programme for the study of accounting and finance.

A2 UK financial reporting including consideration of alternative recognition and measurement rules and of the impact of accounting choices.

A3 Principal aspects of management accounting and the use of accounting information for internal decision making and control

A4 The principal models used in finance and consideration of the application of these models in the context of the multinational corporation.

A5 Key research in the disciplines studied (including research by members of staff where relevant), critical evaluation of theories and empirical evidence.

A6 Through optional modules knowledge and understanding of specialist areas within accounting and finance, cognate areas to accounting and finance and modern languages.

Teaching and Learning Methods

The primary method of imparting knowledge and understanding is lectures. These are supplemented by seminars, workshops and large group problem sessions where students are able to check their learning through discussion and through practice. Much learning in accounting and finance is accomplished through a problem-based approach.

Students are encouraged to supplement taught material through independent reading, with extensive guidance being given about which books and articles to read. Students also enhance their learning through student-centred project work and by analysing case studies.

Assessment Strategy

Knowledge and understanding is primarily assessed by unseen examinations, but also to some extent by various forms of coursework – essays, projects, reports, case studies and worksheets

Intellectual Skills

On completing the programme students should be able to:

A. Subject-Specific/Professional Skills

B1 Record and summarise transactions and preparing financial statements

B2 Analyse business operations for decision-making purposes

B3 Make financial projections for decision-making and control

B4 Solve problems in accounting and finance

B5 Have gained quantitative skills required for accounting, finance and economics

Teaching and Learning Methods

Professional skills are often demonstrated in lectures with follow-up in large group problem solving sessions and in workshops to enable students to develop these skills in a supportive environment where help is available. Mastery of these skills requires practice which students gain through workshops and through preparing problem-based worksheets. There are also open help sessions.

Assessment Strategy

Professional and cognitive skills are assessed by unseen examinations, essays, worksheets, projects and case studies.

Practical Skills

On completing the programme students should be able to:

C1 Be able to critically evaluate arguments and evidence

C2 Draw conclusions from structured, and to a lesser extent from unstructured, problems using given data or data acquired by the student

C3 Show competence in written and oral communication, presentation, numeracy, computer literacy

Teaching and Learning Methods

C1 is principally developed through seminars, where students can discuss such matters and learn to evaluate arguments and evidence. Problem-solving skills are principally developed through workshops, problem sessions and projects. Data extraction and analysis skills are developed through student-centred project work and through skills sessions in induction and within modules. Students can enhance their learning through independent reading, undertaking case study analysis and project work.

Assessment Strategy

These are assessed through unseen examinations, worksheets, essays, projects and presentations.

Transferable/Key Skills

D1 To be competent in written and oral communication, presentation, numeracy, computer literacy

D2 Have the ability to work independently, through managing own learning, time management, showing initiative and adaptability.

D3 Have the ability to work as a member of a team

Teaching and Learning Methods

These are introduced to students through skills sessions within modules. IT and numeracy skills are taught in specific modules through lectures and workshops, but are further used and developed in other knowledge based modules. Oral communication skills are in particular developed through seminars and presentations. Students have the opportunity to develop work and study skills, but there is a limit to the extent to which these can be taught.
Students can develop these skills further through project work and worksheets.

Teamwork skills are developed through the use of group projects and group presentations in certain modules.

Assessment Strategy

These are assessed through unseen examinations, essays, presentations, worksheets, case studies and projects.

12   Programme Curriculum, Structure and Features
Basic structure of the programme

The programme is studied over three years full-time based on 30 weeks attendance per annum.

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 20 credits.

Stage 1 provides a multi-disciplinary foundation covering not only accounting and finance but also law, economics, IT, quantitative methods and management. The emphasis in accounting and finance is mostly on the applied aspects of the discipline, with the key techniques being introduced. Contact hours are greater at stage 1 than in later stages in order to ensure that students master key technical issues.

Stage 2 focuses on the three main streams of financial reporting, management accounting and finance. At this stage the emphasis on the conceptual as opposed to the applied aspects of the discipline is increased, and students start to be introduced to research findings. Further study of economics, the key social science perspective used on the programme, is compulsory at stage 2, thus providing students with a deeper knowledge and understanding of this underpinning discipline. Stage 2 also incorporates 20 credits of options which may be either in accounting or in other subjects e.g. a modern language; economics; management; marketing. Stage 2 students have lower contact hours than stage 1 students, as they should have developed the skill of independent learning.

At stage 3 further specialisation in the three key streams takes places with students taking 60 compulsory credits covering financial reporting, management accounting and finance. The research element in the curriculum increases, covering both key research in the area, but also relevant research by members of staff. In addition students are able to broaden their studies through the 60 optional credits they choose from a range offered within the Accounting and Finance covering such topics as taxation, derivatives and accounting change and development. Credits may also be taken from outside the subject area.

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

The Accounting and Finance programme provides an accredited degree with exemptions from many of the professional accounting examinations. It also offers a broadly-based curriculum, suitable for many careers in accounting, finance and in business. The programme recruits internationally, and has a diverse intake of students from the UK, Europe, and non-European nations.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13	**Criteria for admission**

Entry qualifications
ABB at A level, excluding General Studies, or equivalents. GCSE grade B or above in English Language and Mathematics or equivalents.

Admissions policy/selection tools

Students to whom offers are made are invited to an open day to meet staff and students and see the School. Attendance is not compulsory. Applicants with non-standard qualifications may be interviewed.

Non-standard Entry Requirements
Each case considered on its merits, although evidence of successful recent study is required (e.g. an accredited Access course). Relevant work experience is also useful, for mature candidates.

Additional Requirements

Level of English Language capability
See above - GCSE Grade C or IELTS 6.5

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 principal 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. Where appropriate, in-sessional language training can be provided. The University posessess 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

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 (Undergraduate programmes)

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

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

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

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	ACC1001, ACC1006, ECO1007, LAW1054, BUS1001, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3016, ACC3017, ACC3018, ACC3024
A2	ACC1001, ACC2005, ACC2021, ACC2020, ACC3001, ACC3008, ACC3018
A3	ACC1001, ACC2003, ACC3002, ACC3018
A4	ACC1006, ACC2007, ACC3006, ACC3017
A5	ACC1006, BUS1001, ACC2002, ACC2003, ACC2005, ACC2007, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3008, ACC3016, ACC3017, ACC3018, ACC3024
A6	ACC2020, ACC2009, ACC3008, ACC3009, ACC3016, ACC3017, ACC3018, ACC3024
B1	ACC1001, ACC2005, ACC3001
B2	ACC1001, ACC1006, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC2022, ACC2009, ACC3002, ACC3006, ACC3024
B3	ACC1001, ACC1006, ACC2003, ACC2007, ACC3002, ACC3006, ACC3009
B4	ACC1001, ACC1006, ACC2003, ACC2005, ACC2007, ACC2021
B5	ACC1005, MAS1403, ACC1006, ACC2007, ACC3006, ACC3017
C1	ACC1001, ECO1017, LAW1054, BUS1001, ACC2002, ACC2003, ACC2005, ACC2007, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3016, ACC3017, ACC3018
C2	ACC1001, ACC1006, LAW1054, BUS1001, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC202, ACC2009, , ACC3001, ACC3002, ACC3006, ACC3008 ACC3016, ACC3017, ACC3018
C3	ACC1001, ACC1004, ACC1006, ECO1017, LAW1054, BUS1001, MAS1403, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3008, ACC3009, ACC3016, ACC3017, ACC3018
D1	ACC1001, ACC1004, ACC1006, ECO1017, LAW1054, BUS1001, MAS1403, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3008, ACC3009, ACC3016, ACC3017, ACC3018
D2	ACC1001, ACC1006, ACC1004, ECO1017, LAW1054, BUS1001, ACC2002, ACC2003, ACC2005, ACC2007, ACC2021, ACC2020, ACC2009, ACC3001, ACC3002, ACC3006, ACC3008, ACC3009, ACC3016, ACC3017, ACC3018
D3	BUS1001, ACC2003, ACC2021, ACC3008