

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	March 2014, June 2014

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, practical's 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, practical's and unseen written exams, providing a range of summative and formative assessment methods to examine learning outcomes (A1-A3)
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1 Collect and analyse data using different approaches and data in a wide variety of formats</p> <p>B2 Evaluate literature in the discipline</p> <p>B3 Solve problems in the discipline</p>
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
<p>On completing the programme students should be able to:</p> <p>C1 undertake preparatory planning for a doctorate</p> <p>C2 carry out a literature search and review</p> <p>C3 use the information and study skills obtained to do a doctorate</p> <p>C4 develop analytical and empirical techniques for research</p>
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
On completing the programme students should be able to: <ul style="list-style-type: none"> 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
Teaching and Learning Methods
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).
Assessment Strategy
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).

12 Programme Curriculum, Structure and Features
Basic structure of the programme
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.
Key features of the programme (including what makes the programme distinctive)
The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13 Criteria for admission

Entry qualifications

At least a good 2:1

Admissions policy/selection tools

Application form with or face to face, video or telephone interview where necessary

Non-standard Entry Requirements

Candidates with outstanding professional experience may be admitted

Additional Requirements

Level of English Language capability

IELTS 6.5 (or equivalent)

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

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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 Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience 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

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

None

Additional mechanisms

None

16 Regulation of assessment

Pass mark

The pass mark is 50% (Postgraduate Programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

Summary description applicable to postgraduate Masters programmes

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

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
HSS8002	Compulsory		1	2	4
HSS8004	Compulsory	1	1	3	1, 4
HSS8007	Compulsory	1	1	3	4
NBS8019	Compulsory	2	1	1, 2	4
NBS8257	Compulsory	2	3	4	
NBS8186	Compulsory	3	2	4	
NBS8015	Compulsory	3	2, 3		
NBS8251	Compulsory	3	2, 3		
NBS8252	Compulsory	3	2, 3		
NBS8020	Compulsory			3	3, 4
NBS8187	Optional	3	2	4	4
NBS8200	Optional	3	2		
NBS8202	Optional	3	2		
NBS8204	Optional	3	2		2
NBS8249	Optional	3	2		
NBS8256	Optional	3	2		
NBS8558	Optional	3	2		
NBS8559	Optional	3	2		