

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Economics and Business Management
5	UCAS/Programme Code	LN12
6	Programme Accreditation	Newcastle University
7	QAA Subject Benchmark(s)	Economics; General Business and Management degrees
8	FHEQ Level	6
9	Date written/revised	Revised May 2010, May 2012, October 2013, March 2014 , June 2014

10 Programme Aims

The overall aims of the programme are to:

- 1 Provide an education in the principles of Economics and Business Management
- 2 Enable students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in Economics and Business Management
- 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 Business Management
- 4 Provide an environment that encourages and supports the student learning process and develops their capacity for critical and creative thinking
- 5 To give students the opportunity to secure a temporary placement with a business organisation to enhance their insight into management, their practical skills, and their ability to relate theory to practice

And which fully:

- 1 Meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Economics degrees and, where appropriate, those for General Business and Management degrees;
- 2 Meets the criteria for an Honours degree laid down in the Higher Education Qualifications Framework of the QAA.

11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Economics and General Business and Management and provide students with opportunities to demonstrate disciplinary competency. Students develop their knowledge and understanding of the key principles and theories of economics and business management and combine theory with the practical application of skills to generate solutions within their discipline. They also enhance their intellectual skills, practical skills and transferable/key skills.

Knowledge and Understanding	
On completing the programme students should:	
A1	Knowledge and a coherent understanding of the theoretical concepts and analytical tools of economics and business management
A2	An awareness of the economic issues that confront business management
A3	An awareness of the policy implications of economic analysis so that appropriate normative recommendations can be made based on welfare and ethical considerations
A4	An appreciation of the theory and practice of modern business management within a global and national setting
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 of testing knowledge and understanding (A1 to A4). Assessed coursework (essays, projects, computer sessions, in-course problem sheets) is also used.	
Intellectual Skills	
On completing the programme students should be able to:	
B1	The ability to apply subject-specific concepts and methods of analysis to address economic and business management issues
B2	The ability to conceptualise and handle economic and business management issues in an abstract fashion
B3	The analytical skills needed to present and defend economic and business arguments relevant to the business sector
B4	Developed the ability to interpret and critically evaluate the results of empirical research in economics and in business management contexts
Teaching and Learning Methods	
Lectures provide the principal means to impart intellectual skills (B1 to B4). These skills are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical problem solving) and private study (recommended reading and electronic sources).	
Assessment Strategy	
Unseen examinations are the principle means of testing intellectual skills (B1 to B4). Assessed coursework is also used.	

Practical Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> C1 Understand and employ economic and business management 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 in an economic and business management context C3 Identify, locate and retrieve relevant economic and business management materials C4 Apply knowledge to practical situations
Teaching and Learning Methods
<p>Lectures provide the principal means to impart practical skills (C1 to C4). Seminars (mainly discussion classes), workshops (numerical/technical classes) and private study (recommended reading and electronic sources) enhance the student's practical skills.</p>
Assessment Strategy
<p>Practical skills (C1 to C4) are tested by a combination of unseen examinations and coursework, with the former usually having the greater weight. Assessed coursework is used particularly when it can test skills not easily tested in an exam (such as information and data gathering).</p>
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> D1 Use appropriate verbal and written communication skills to convey information D2 Work independently and/or in a team contributing appropriately and effectively towards the team-based activity D3 Use a variety of information technology skills, including word-processing, use of spreadsheets and databases, statistical software, email and online information services D4 Work independently, manage their time effectively and be able to meet deadlines
Teaching and Learning Methods
<p>General study skills are introduced in induction. Oral presentation skills are practised in seminars (D1) while written skills (also D1) are enhanced through formative feedback. Team work (D2) is practised in a number of modules. Workshops are the principal means of teaching D3 skills. These skills are then developed throughout the degree programme to prepare coursework and to communicate with other students and staff. Time management skills (D4) are taught in induction; thereafter, students learn to manage their own time, work independently and organise their work schedule to be able to meet deadlines and prepare for seminars/exams.</p>

Assessment Strategy

Oral presentation is tested in a number of modules (D1), while written communication (also D1) is tested through unseen exams and assessed coursework (essays and projects). The ability to work in teams (D2) is tested in a number of modules often through a team presentation or report. D3 is tested in coursework throughout the programme. Working independently and time management skills are tested indirectly through the need to meet rigid deadlines and prepare for exams (D4).

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. This 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. Each academic 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.

The BA Honours Economics and Business Management Degree Programme is of three or four years' duration, taking four years if the student secures a sandwich year training placement after the first two stages.

Stage 1 of the degree programme introduces students to the fundamental concepts, analytical, mathematical and statistical techniques which are essential to an understanding of modern economics and business management. Basic modules give students an awareness and understanding of the principles and practices of economics, business management and marketing. At this stage information technology skills are developed within various modules, which will be of use both during and beyond their degree studies. Basic study and communication skills are also developed at this Stage.

Stage 2 of the degree programme builds on the knowledge and skills acquired at Stage 1 and provides an intermediate level of analysis to enable students to proceed to the more advanced undergraduate level in Stage 3. Compulsory intermediate modules in microeconomics, macroeconomics and strategy allow deeper insights into how economists analyse the workings of the modern economy and of the way in which businesses operate. Students have a choice of optional modules in business management allowing them to specialise in any areas that interest them.

Intercalating year:

Students on the BA Economics and Business Management (LN12) degree programme are encouraged to undertake a placement year between stages 2 and 3. The objectives of the placement are to provide insights into business management methods and decision making, to enhance basic skills and to provide an opportunity to make links between the academic content of the programme by reflection and advance preparation of a dissertation plan. The placement is usually with one of the large UK companies that operate full-year placement schemes, though one-off opportunities also arise with other organisations. The jobs are advertised to the students through the Careers Service, which plays an active role in identifying opportunities, and students then have to apply and undergo full selection procedures. The placements normally carry attractive salaries and other benefits.

At this stage of the degree programme students also have the opportunity to take part in the Erasmus exchange scheme which involves a period of study and/or work placement in a European country. Permission to undertake a placement or Erasmus exchange is subject to the approval of the Degree Programme Director.

The final Stage of the degree programme further develops the knowledge and skills acquired at previous stages. The compulsory elements are in industrial economics and microeconomic theory, plus a placement-related project for those who have completed an approved placement year. Through the choice of appropriate option modules students are able to apply them to the analysis of those areas of economics and business management which are of greatest interest to them. The knowledge and skills acquired at this Stage provide a foundation for those wishing to pursue postgraduate study in economics and/or business management and related fields.

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

The broad range of core subjects in the degree and the options that are available.
The opportunity for real business experience and training on a placement.
The scope for integrating academic studies in both economics and business with the practical business experience by means of the final year project.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

GCSEs required – Mathematics grade A and English grade B required if not taken at A or AS level

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

Alternative entry qualifications:

Scottish Highers - AAAAA-AAABB at Higher Grade. Mathematics and English required at grade 2 Standard Grade (or Intermediate 2 equivalent) if not offered at Higher Grade. Combinations of Highers and Advanced Highers accepted

Irish Leaving Certificate - A1A1A1AB-A1A1A1B1B at Higher Level, normally to include Mathematics

International Baccalaureate - 35-37 points. Standard Level Mathematics or Mathematical Studies required at grade 5 if not offered at Higher Level

BTEC Level 3 Extended Diploma (formerly National Diploma) – overall DDD. Business-related subjects preferred. GCSE Mathematics grade A and English grade B required

BTEC Level 5 HND – in a relevant subject to include at least 90 credits at Merit grade and 90 credits at Distinction grade

Access Qualifications – a level 3 unit in Mathematics or Quantitative Methods is essential. At least 30 level 3 credits at Distinction and in addition, at least 15 level 3 credits at a minimum of Merit.

Admissions policy/selection tools

The School aims to recruit students who will be capable of successfully completing its degree programme in Economics 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

A minimum score of 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 University 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 stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 students' views on the quality of the learning and teaching. 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff 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 40% (Undergraduate programmes)

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 re-assessment 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 1:2**

Common Marking Scheme

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

	Modules used for degree classification (DC)	Modules not used for degree classification
<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 the University following recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve assessment 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: <http://www.ncl.ac.uk/undergraduate/>

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

Module	Intended Learning Outcomes				
	Type	A	B	C	D
BUS1001	Core/Compulsory	1,4	1,2	1,3,4	1,2,3,4
ECO1002	Core/Compulsory	1,2,3	1,2,3	1,2,4	1,3,4
ECO1007	Core/Compulsory	1	1,2,3,4	1,2,3,4	1,2,3,4
ECO1010	Core/Compulsory	1,2	1,2,3	1,2,4	1,3,4
ECO1018	Comp	1,2,3	1,2,3,4	1,2,3,4	1,3,4
MKT1002	Core/Compulsory	1,4	1,2	1,3	1,3,4
BUS2029	Core/Compulsory	1,2,4	1,2,3	1,2,4	1,3,4
ECO2003	Core/Compulsory	1,3	1,2,3	1,2	1,3,4
ECO2004	Core/Compulsory	1,2,3	1,2,3	1,2,4	1,3,4
ECO2005	Core/Compulsory	1,2,3	1,2,3	1,2,4	1,3,4
BUS2010	Optional	1,4	1,2,3	1,3,4	1,2,3,4
BUS2011	Optional	1,4	1,3,4	1,3,4	1,2,3,4
BUS2017	Optional	1,4	1,2,3	1,3,4	1,2,3,4
BUS2019	Optional	1,4	1,2,4	1,4	1,3,4
ECO2009	Optional	1,2	1,2,3,4	1,2,3,4	1,2,3,4
MKT2001	Optional	1,2,4	1,3,4	1,3,4	1,3,4
MKT2006	Optional	1,4	1,2,3	1,3,4	1,3,4
ECO3001	Compulsory	1,2,3	1,2,3	1,2,4	1,3,4
ECO3026	Compulsory	1,2,3	1,2,3,4	1,2,4	1,3,4
ECO3098	Compulsory*	1,2,4	1,2,4	1,2,3,4	1,3,4
BUS3035	Compulsory*	1,2,4	1,2,3,4	1,3,4	1,3,4
BUS3004	Optional	1,4	1,2,4	1,3,4	1,3,4
BUS3021	Optional	1,4	1,2,4	1,2,4	1,3,4
BUS3024	Optional	1,4	1,2,4	1,3,4	1,3,4
BUS3027	Optional	1,4	1,2,4	1,3,4	1,3,4
BUS3047	Optional	1,4	1,3,4	1,3,4	1,2,3,4
BUS3054	Optional	1,4	1,2,3	1,2,4	1,3,4
ECO3002	Optional	1,2,3	1,2,3	1,2,4	1,3,4
ECO3004	Optional	1,2	1,2,3	1,2,4	1,3,4
ECO3005	Optional	1,2,3	1,2,3,4	1,2,4	1,3,4
ECO3006	Optional	1,2	1,2,3	1,2,4	1,3,4
ECO3007	Optional	1,2	1,2,3,4	1,2,3,4	1,2,3,4
ECO3008	Optional	1	2,3,4	1,2,3,4	1,3,4
ECO3009	Optional	1,2,3	1,2,3,4	1,2,4	1,3,4
ECO3010	Optional	1,2,3	1,2,3	1,2,4	1,3,4
ECO3014	Optional	1,2,3	1,2,3	1,2,4	1,3,4
ECO3018	Optional	1,2	1,2,3,4	1,2,3,4	1,2,3,4
ECO3021	Optional	1,2	1,2,3	1,2,4	1,3,4
ECO3022	Optional	1,2,3	1,2,3,4	1,2,4	1,3,4
ECO3027	Optional	1,2,3	1,2,3,4	1,2,3,4	1,2,3,4
MKT3006	Optional	1,4	1,3,4	1,2,4	1,3,4
MKT3013	Optional	1,4	1,3,4	1,2,3,4	1,3,4

* choice of module depends upon whether student undertook a placement in Year 3