

<b>PROGRAMME SPECIFICATION (Undergraduate)</b>	 <b>Newcastle University</b>
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BSc (Hons)
<b>4</b>	<b>Programme Title</b>	Finance
<b>5</b>	<b>UCAS/Programme Code</b>	N300 1966U (with placement) 1967U (with study abroad) 1968U (with work placement and study abroad)
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Finance
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Last updated</b>	May 2024

<b>10</b>	<b>Programme Aims</b>
<p>a) To provide a programme:</p> <ol style="list-style-type: none"> <li>1 which combines study of both the conceptual and the applied aspects of the discipline studied.</li> <li>2 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 Group's relevant professional links</li> <li>3 in which finance is related to a broader business and societal context</li> <li>4 which provides an opportunity for students to undertake an intercalating year between stages 2 and 3, to include a work placement and/or study abroad experience</li> <li>5 which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Finance degrees.</li> <li>6 which fully satisfies the learning outcomes at Level 6 in the FHEQ and complies with prevailing University policies and QAA codes of practice.</li> </ol> <p>b) To produce graduates with the following qualities:</p> <ol style="list-style-type: none"> <li>1 The knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in finance and a wider range of other employments, and capable of undertaking a taught postgraduate programme</li> <li>2 a capacity for critical evaluation of arguments and evidence</li> <li>3 a capacity for independent and self-managed learning</li> <li>4 through the intercalating year, an appreciation of either (depending on the placement) the cultural and professional aspects of the work place environment or studying in a foreign country</li> </ol>	

<b>11</b>	<b>Learning Outcomes</b>
<p>The programme outcomes have references to the QAA benchmark statements for Finance. The programme provides students with opportunities to develop disciplinary competency, demonstrated by in-depth working knowledge and understanding of the key principles and theories in their subject area. It combines theory with the application of knowledge and skills required to generate solutions within the discipline.</p>	

<b>A. Knowledge and Understanding</b>
<p>On completion of the programme it is expected that students will be able to:</p> <p>A1 Explain the contexts and institutional frameworks in which finance can be seen as operating and discuss the ways in which finance can be valuable in different contexts.</p> <p>A2 Apply the main practices of accounting and finance.</p> <p>A3 Manifest comprehensive knowledge of contemporary theories and empirical evidence concerning the operation and effects of finance and critically evaluate such theories and evidence.</p> <p>A4 Demonstrate enhanced abilities to interpret quantitative financial information and perform formal analyses of financial and related data; and relate empirical evidence to finance theories showcasing advanced understanding of the implications and limitations of such evidence.</p> <p>A5 Identify ethical issues within a business and/or societal context and be able to make recommendations for appropriate courses of action.</p>
<b>Teaching and Learning Methods</b>
<p>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 finance is accomplished through a problem-based approach.</p> <p>Students are expected to supplement taught material through independent reading, with guidance being given about which materials to study. Students also enhance their learning through student-centred project work and by analysing case studies.</p>
<b>Assessment Strategy</b>
<p>Knowledge and understanding is primarily assessed by unseen examinations, but also to some extent by various forms of coursework, such as essays, projects, reports, or case studies. The intercalating year is assessed via a personal learning account and a reflective learning account.</p>
<b>B. Intellectual Skills</b>
<p>On completion of the programme it is expected that students will demonstrate:</p> <p>B1 The ability to apply subject-specific concepts and methods of analysis to address financial and broader, related issues</p> <p>B2 The ability to conceptualize and handle financial and related issues in an abstract manner</p> <p>B3 The analytical skills needed to present and defend arguments, and synthesise feedback effectively to revise and improve their professional viewpoints.</p> <p>B4 The ability to interpret and critically evaluate the results of empirical research in finance and cognate disciplines.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures provide the principal means to practice and further develop intellectual skills, through engagement and interaction with the content presented as well as interactions with fellow students and the module leader, as appropriate. Analytical and critical thinking are enhanced in private study (solving problem sets provided, recommended reading and electronic sources) in preparation to seminars (mainly discussion classes) or workshops (mainly numerical/technical</p>

classes). Depending upon the placement taken in the intercalating year, these professional skills may be reinforced via the work environment.
<b>Assessment Strategy</b>
Cognitive skills are assessed by unseen examinations, essays, projects and case studies. The intercalating year is assessed via a personal learning record and a reflective learning account.
<b>C. Practical Skills</b>
<p>On completion of the programme it is expected that students will be able to:</p> <p>C1 Use contemporary technology relevant to the discipline of finance for the acquisition and analysis of financial and cognate information.</p> <p>C2 Communicate, including written and oral presentation of quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience.</p> <p>C3 Work collaboratively in diverse environments, make evidence-based decisions drawing on a range of sources, manage projects, and solve problems in creative and innovative ways.</p> <p>C4 Reflect on their learning experiences from the intercalating year, where an intercalating year is taken, and relate these experiences to the taught programme.</p>
<b>Teaching and Learning Methods</b>
<p>Practical skills are principally developed through seminars and practice discursive questions, where students can practice and develop their skills in collaborative work, problem solving, use of appropriate technology and data analytical methods, as well as presentation methods. Problem-solving skills are principally developed through workshops, large-group problem sessions and projects. Data extraction and analysis skills are developed through student-centred project work and through skills sessions within modules. Students can enhance their learning through independent reading, undertaking case study analysis and project work. During the intercalating year, students have an opportunity to write about their learning via a personal learning record (uploaded periodically via e-Portfolio) and reflect on their postings at the end of the year through the learning account. The personal learning records and reflective account are overseen by a dedicated member of staff.</p>
<b>Assessment Strategy</b>
Assessment is achieved through unseen examinations, essays, projects, presentations, personal learning records and reflective learning account.
<b>D. Transferable/Key Skills</b>
<p>On completion of the programme it is expected that students will be able to:</p> <p>D1 Demonstrate competency in written and oral communication, numeracy and computer literacy.</p> <p>D2 Work independently through managing their own learning, their own time management, the ability to work on their own initiative and to be adaptable</p> <p>D3 Work within a diverse socio-cultural group contributing appropriately and effectively towards the team based activity.</p> <p>D4 Have an appreciation of the professional, ethical and cultural requirements of the work place, be able to contribute effectively and efficiently to their placement provider; or an appreciation of the cultural aspects of studying abroad (for the four year degree programme).</p>

<b>Teaching and Learning Methods</b>
<p>These skills are introduced to students through skills sessions within modules and through some dedicated modules. IT and numeracy skills are taught in specific modules through lectures and workshops and are further used and developed in other knowledge based modules. Oral communication skills are in particular developed through seminars and presentations. Students can develop these skills further through project work. Teamwork skills are developed through the use of group projects and group presentations in certain modules. Requirements relating to the development of skills during the intercalating year are introduced via formal taught sessions in towards the end of stage 2.</p>
<b>Assessment Strategy</b>
<p>These are assessed through unseen examinations, essays, presentations, case studies and projects, and through the personal learning record and the reflective learning account.</p>

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>The taught element of the programme is studied over three years full-time based on 30 weeks attendance per annum. There is the possibility of a placement year and/or study abroad year between stages 2 and 3.</p> <p>Each year, or stage, requires the study of modules with a total credit value of 120. A 20 credit module consists of 200 hours of student effort, covering lectures, small group teaching, private study, completion of coursework and revision.</p> <p>Stage 1 provides a multi-disciplinary foundation covering accounting, finance, law, economics, management, quantitative methods, and IT. The emphasis is mostly on the applied aspects of accounting and finance, 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. There is a dedicated skills module in which many of the professional and key skills are introduced, practised and assessed.</p> <p>Stage 2 focuses on the three main streams of finance: financial markets, financial institutions, and corporate finance. Financial reporting and management accounting are also covered. 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 an economics module is available at stage 2, thus providing students with a deeper knowledge and understanding of this underpinning discipline. Stage 2 also incorporates further optional modules in accounting. Direct entry students must choose law as their option in stage 2. Stage 2 students have lower contact hours than stage 1 students, as they should have developed the skill of independent learning.</p> <p><b>Intercalating Year</b></p> <p>Between stages 2 and 3 students may undertake a Placement in the UK or abroad, or Study Abroad year. Prior to this year, towards the end of stage 2, the module leader of the intercalating year modules will provide briefing sessions for students, tailored to their choice of activity for the year. The objectives of the placement are to provide insights into finance and related methods and decision making, to enhance basic skills and to provide an opportunity to make links between the academic content of the programme. Placement opportunities 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. Students will also be supported by the School's Placement Officer.</p>

At this stage of the degree programme students also have the opportunity to take part in the Study Abroad scheme which involves a period of study outside the UK. Permission to undertake a placement or study abroad is subject to the approval of the Degree Programme Director. This involves transfer to BSC Honours Accounting and Finance (With Study Abroad).

For students who wish to undertake a combination of both work placement study abroad, there is an opportunity to transfer to BA Honours Finance (with Placement and Study Abroad).

The intercalating year modules include one module of 100 credits (covering the placement or period of study) which is assessed via a series of personal learning records, plus a 20 credit module assessed via a reflective learning account.

At stage 3 students return to full-time study at Newcastle University, where further specialisation in the three key streams takes place, with students taking compulsory credits covering behavioural finance, financial derivatives, risk management at financial institutions, an empirical project, and contemporary topics in 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 optional credits they choose from a range offered within Accounting and Finance, covering such topics as auditing, taxation, financial, and management accounting. Credits may also be taken from outside the subject area, subject to timetable fit and DPD approval.

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

The Finance programme offers a broadly-based curriculum, suitable for many careers in finance and cognate areas, or an effective springboard to postgraduate programmes in the UK and abroad. The intercalating year is a special feature – it provides an excellent opportunity for students to undertake either a placement and/or a period of study abroad, and thus there is scope to consolidate and apply knowledge and skills developed in stages 1 and 2, and to gain a professional and cultural appreciation of either the workplace and/or of the country in which they are based. The programme is expected to recruit internationally, with a diverse intake of students from the UK, Europe, and non-European nations.

#### **Programme regulations (link to on-line version)**

### **13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

#### *Academic and Pastoral support*

All students are allocated a personal tutor who is a member of academic staff from the Subject Group. All stage 1 students take part in the Peer Mentoring Scheme – where they are assigned a student mentor from stage 2 or 3 of the Business School degree programmes. Students are supported through their intercalating year by a member of academic staff and by the Business School's Placement Officer.

### **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available [here](#).

#### *Accreditation reports*

N/A

*Additional mechanisms*  
N/A

## **15 Regulation of assessment**

Generic information regarding University provision is available [here](#).

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ACC1010	Core/Compulsory	1, 2, 5	1, 2, 3	1, 2	1, 2
ACC1011	Core/Compulsory	1, 2	1, 2	1, 2	1, 2
ACC1012	Core/Compulsory	1, 5	1, 4	1, 2, 3	1, 2, 3
ECO1017	Core/Compulsory	1	1, 2, 3, 4	1, 2	2
BUS1001	Core/Compulsory	1, 5	1, 2, 3	1, 3	2, 3
LAW1054	Core/Compulsory	1	2, 3	1, 2	2
ACC2002	Optional	1, 2	1, 2, 3, 4	1, 2	1, 2
ACC2003	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3	1, 2, 3
ACC2005	Optional	1, 2, 3, 5	1, 3	1, 2	1, 2
FNC2001	Core/Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4		
FNC2002	Core/Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4		
ACC2007	Core/Compulsory	1, 2	1, 2, 3, 4	1, 2	1, 2
ACC2021	Core/Compulsory	1, 2	1, 2, 3, 4	1, 2, 3	1, 2, 3
ACC2009	Optional	1, 2, 5	1, 3	1, 2	1, 2
ACC2020	Optional	1, 2, 5	1, 2, 3	1, 2	1, 2
ACC3000	Optional	1, 3, 5	1, 2, 3, 4	2, 3	1, 2
ACC3001	Optional	1, 2, 3, 5	1, 2, 3	1, 2	1, 2
ACC3002	Optional	1, 2, 3, 5	1, 2, 3, 4	1, 2	1, 2
ACC3003	Compulsory	1, 2, 5	1, 2, 3, 4	1, 2	1, 2
ACC3006	Optional	1, 2, 5	1, 2, 3, 4	1, 2	1, 2
ACC3004	Compulsory	1, 3, 4	1, 2, 3, 4	1, 2	1, 2
FNC3001	Compulsory	1, 3, 4, 5	1, 2, 3, 4		
FNC3002	Compulsory	1, 3, 4, 5	1, 2, 3, 4		
FNC3003	Compulsory	1, 3, 4, 5	1, 2, 3, 4		
ACC3009	Optional	1, 2, 3, 5	1, 2	1, 2	1, 2
NBS3000*	Core/Optional			1, 4	1, 2, 3, 4

\* Modules are compulsory if taking the optional placement year or study abroad