

**PROGRAMME SPECIFICATION**

<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>	MSc
<b>4</b>	<b>Programme Title</b>	Banking and Finance Banking and Finance (with Study Abroad) Banking and Finance (Dual Award)
<b>5</b>	<b>Programme Code</b>	5148F 5479F 5148N 5148I
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Last updated</b>	April 2026

**10 Programme Aims**

To provide learning opportunities which enable course participants to acquire the following:

- 1 The capability to understand and analyse the operations of both commercial and investment banks, and their role in international financial markets with a view to employment in this area.
- 2 The knowledge, understanding, skills and attributes required for analysing the management of individual, company and country risk in the banking sector, with a view to employment in this area.
- 3 The knowledge and skills to understand and analyse the impact of financial technology and sustainability in financial markets.
- 4 The ability to apply the knowledge, skills and understanding gained on the programme to a specific empirical task within an individual project and dissertation.
- 5 The skills necessary to successfully enhance their CPD activity, self-directed learning, or pursue further postgraduate study.
- 6 Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.
- 7 Gain insight into international Higher Education and experience differences in academic approach and learning environment.
- 8 Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.

To contribute to the University's objectives by increasing the number of graduate students and enhancing their key skills and employability, diversifying the teaching portfolio and developing alternative modes of delivery, and responding to the CPD agenda.

To provide a qualification which fully meets the expectation at Level 7 of the Framework for Higher Education Qualification.

To provide a programme that conforms to University policies and the QAA Quality Code of Practice.

<b>11 Learning Outcomes</b>
The programme provides students with opportunities to develop their knowledge and understanding of the key principles and theories of banking and finance, as well as to demonstrate disciplinary competency. It combines theory with the application of skills required to generate solutions within their discipline.
<b>Knowledge and Understanding</b>
The programme provides opportunities for the students to develop and demonstrate: <ul style="list-style-type: none"> <li>A1 An advanced understanding of the role of banks in modern economies.</li> <li>A2 An advanced understanding of the functioning of banks, financial intermediaries, financial markets and investors.</li> <li>A3 An advanced understanding of current research and scholarship on banking and finance theory.</li> <li>A4 An advanced understanding of empirical modelling techniques.</li> <li>A5 The ability to define the key components of countries' banking and financial environment and how environmental components differ across countries.</li> <li>A6 The ability to identify banking and financial ethical issues and make recommendations for appropriate courses of action.</li> <li>A7 Demonstrate the ability to adapt to different learning environments and cultures.</li> </ul>
<b>Teaching and Learning Methods</b>
The primary means of imparting knowledge and understanding is a combination of lectures (A1-6), a variety of different seminar modes (A1-6), supervision in the development of project proposals (A1-6), and tutorial supervision of a dissertation (A1-6). Each seminar mode is interactive and student-focused, including discussion of taught and read material (A1-6), individual and group projects (A1, A2, A4-6), and practical projects (A1, A2, A4-6). <p>The programme is characterised by heavy emphasis on the taught components. However, throughout the taught components of the course, students are encouraged and expected to engage in independent reading and are supported in this by the provision of extensive and prioritised reading lists.</p> <p>Students are enabled to learn through their active participation in the different modes of course seminar (A1-6), group project work (A1, A2, A6), and through the supervision given to individual project work (A1, A2, A4-6).</p>
<b>Assessment Strategy</b>
Knowledge and understanding are assessed by a range of approaches, chosen to accurately assess student capabilities. These comprise essays (A1, A2, A4-6), individual and group project reports (A1, A2, A4-6), a literature review and research proposal (A1, A2, A4), individual presentations (A1, A2), and formal seen and unseen exams (A1-6). Some, or all, of A1-6 (depending upon the topic), but especially A3, are also assessed by means of a dissertation.
<b>Intellectual Skills</b>
The programme provides opportunities for the students to develop and demonstrate:

<p>B1 The ability to critically engage with contemporary debates on important issues related to the operation of banks and financial markets.</p> <p>B2 The ability to critically engage with contemporary debates on the role of empirical research to model the functioning of banks and financial markets.</p> <p>B3 The ability to critically evaluate current research and scholarship on banking and finance theory.</p> <p>B4 The ability to deal with complex issues both systematically and analytically, and to use the analysis to make sound judgements.</p>
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<b>Teaching and Learning Methods</b>
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<p>Cognitive skills are developed through seminar discussion groups (B1-4), short individual projects (B1, B2, B4), and group projects (B1-4).</p> <p>All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the dissertation, supported by the module <i>Research Methods in Economics and Finance</i>, and tutorial supervision for individual students.</p>
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<b>Assessment Strategy</b>
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<p>Cognitive skills are assessed using essays (B1, B2, B4), exams (B1-4), a literature review and research project proposal for <i>Research Methods in Economics and Finance</i> (B1-3), individual short project reports (B1-4), short group reports (B1-4), and individual audio-visual presentations with accompanying notes (B3, B4). Some, or all, of B1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.</p>
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<b>Practical Skills</b>
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<p>The programme provides opportunities for the students to develop and demonstrate:</p> <p>C1 The ability to demonstrate numeracy by applying appropriate mathematical, statistical and analytical techniques in the area of banking and finance and an advanced capability with some of these techniques.</p> <p>C2 The ability to critically assess the quality of the empirical results generated by these techniques, and to synthesise and present relevant data, results, conclusions and recommendations to both specialist and non-specialist audiences.</p> <p>C3 The ability to apply, with originality and creativity, the knowledge, skills and understanding gained on the programme to complex issues within the finance and related industries.</p>
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<b>Teaching and Learning Methods</b>
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<p>Subject specific and practical skills are taught through lectures and seminars, supervision of the development of individual and group projects (C1-3). Apart from the lectures, all of these teaching methods are also designed to further enable student learning and to complement their independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their dissertation (C1-3) under the guidance of their supervisor.</p>
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<b>Assessment Strategy</b>
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<p>Subject specific and practical skills are assessed by means of short individual project reports (C1, C2), short group project reports (C1-3), individual audio-visual presentations with accompanying notes (C2), essays (C1, C2), exams (C1, C2), and the literature review and project proposal for <i>Research Methods in Economics and Finance</i> (C2). Some, or all, of C1-3 (depending upon the</p>
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topic) are also examined by means of a dissertation. A feature of the programme is the use of mid-term assessments to permit the students to receive early feedback on their progress.

### **Transferable/Key Skills**

The programme provides opportunities for the students to develop and demonstrate the following key skills:

- D1 The ability to use appropriate verbal/written communication to convey information to a particular audience tailoring the content, style and presentation to their intended audience.
- D2 The ability to exercise responsibility and leadership in group projects.
- D3 The ability to appropriately use library and information sources, and IT resources and applications.
- D4 The ability to organise and prioritise work activities and manage time effectively.
- D5 The ability to work independently and in groups with professional responsibility, creative initiative and originality contributing effectively to the team based activity.
- D6 Adapt and operate in a different learning and cultural environment.

### **Teaching and Learning Methods**

#### **A Knowledge and understanding**

The primary means of imparting knowledge and understanding is a combination of lectures (A1-6), a variety of different seminar modes (A1-6), supervision in the development of project proposals (A1-6), and tutorial supervision of a dissertation (A1-6). Each seminar mode is interactive and student-focused, including discussion of taught and read material (A1-6), individual and group projects (A1, A2, A4-6), and practical projects (A1, A2, A4-6).

As this will be essentially a conversion programme there will be a heavy emphasis on the taught components, however throughout the taught components of the course, students are encouraged and expected to engage in independent reading and are supported in this by the provision of extensive and prioritised reading lists.

Students are enabled to learn through their active participation in the different modes of course seminar (A1-6), group project work (A1, A2, A4-6), and through the supervision given to individual project work (A1, A2, A4-6).

#### **B Cognitive skills**

Cognitive skills are developed through seminar discussion groups (B1-4), short individual projects (B1, B2, B4), and group projects (B1-4). All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the dissertation, supported by the compulsory research methods module and tutorial supervision for individual students.

#### **C Subject-specific/professional skills**

Subject specific and practical skills are taught through lectures and seminars, as well as supervision of individual and group projects (C1-3). Apart from the lectures, all of these teaching methods are also designed to further enable student learning and to complement their independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their dissertation (C1-3) under the guidance of their supervisor.

#### **D Key (transferable) skills**

Some key skills are formally taught in the specific *Research Methods module* (D1-D3). They are also taught informally as an additional outcome of those teaching methods focused on group-work (D3-4), and the preparation of short Briefings (D1, D2). To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving individual and group projects – with both audio-visual presentations and written reports (D1, D3, D4) – and individual and group projects requiring information search, analysis and interpretation of stylised facts and data (D2, D3). Planning, organisation and prioritisation and effective time management (D3) are promoted by means of a strictly enforced coursework submission timetable. Opportunities for the students to develop key skills exist in each of the components of the dissertation and associated supervision: identification of issue and construction of research plan (D4), literature review and method development (D2, D4), primary and secondary research (D1-4) and analysis and final write-up (D1-4)

## Assessment Strategy

### A *Knowledge and understanding*

Knowledge and understanding are assessed by a range of approaches, chosen to accurately assess student capabilities. These comprise essays (A1, A2, A4), individual and group project reports (A1, A2, A4), a literature review and research proposal (A1, A2, A4), individual presentations (A1, A2), and formal seen and unseen exams (A1-4). Some, or all, of A1-4 (depending upon the topic), but especially A3, are also assessed by means of a dissertation.

### B *Cognitive skills*

Cognitive skills are assessed using essays (B1, B2, B4), exams (B1-4), a literature review and research project proposal for the research methods module (B1-3), individual short project reports (B1-4), short group reports (B1-4), and individual audio-visual presentations with accompanying notes (B3, B4). Some, or all, of B1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

### C *Subject-specific/professional skills*

Subject specific and practical skills are assessed by means of short individual project reports (C1, C2), short group project reports (C1-3), individual audio-visual presentations with accompanying notes (C2), essays (C1, B2), exams (C1, C2), and the literature review and project proposal for *Research Methods* (C2). Some, or all, of C1-3 (depending upon the topic) are also examined by means of a dissertation. A feature of the programme is the use of mid-term assessments to permit the students to receive early feedback on their progress.

### D *Key (transferable) skills*

Key skills are not independently assessed. However, all the key skills (D1-4) are indirectly assessed by the main modes of coursework utilised to assess the other learning outcomes (A-C inclusive) (essays, exams, short briefings, individual and group project reports, individual presentations, the literature review and project proposal). Some, or all, of D1-4 (depending upon the topic) are also assessed by means of a dissertation.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

All students take 150 credits of compulsory modules, including the dissertation, and 30 credits of optional modules. An overview of module content is available online on the Module Catalogue and further details of the module structure will be given during the first lecture.

The taught component of the course is split across Semester 1 and Semester 2.

### Optional international experience – following successful completion of taught elements

Following the completion of all taught elements of the programme, registrants will have the option to undertake one additional semester of study with an existing NUBS partner institution. The exchange period will begin in late September/early October (depending on the destination institution) following the submission of the dissertation. Students participating in an exchange will be instructed to select partner modules which will add value to their NUBS degree, focussing on subjects that will enhance their graduate employability prospects.

### Dual Award

12-18 months of study at a partner institution to pursue a second complimentary degree programme. The additional period of study will begin in later September/early October (depending on the destination institution) following submission of the dissertation.

<b>Key features of the programme (including what makes the programme distinctive)</b>
<p>The Business School's MSc Banking and Finance programme builds on the School's established strengths in economics and finance and has been created in response to the increased growth of the financial services sector. Worldwide growth in the sector has furthered the demand for students with specialist skills and competencies in banking and finance. Closely related to the School's MSc Finance programme, the Banking and Finance degree features a greater number of compulsory modules in central, retail and investment banking. The programme is particularly aimed at those interested in pursuing a career in</p> <ul style="list-style-type: none"> <li>• investment banking</li> <li>• central banking</li> <li>• retail banking</li> <li>• financial services</li> <li>• academia as economist</li> </ul> <p>The program has many distinctive features including a mix of compulsory and optional modules, and a supervised dissertation.</p> <p>The programme also offers participants the opportunity to enhance their graduate employment prospects by improving their intercultural understanding and communication skills by offering an optional semester exchange abroad at one of NUBS' existing partner institutions.</p>
<b>Programme regulations (link to on-line version)</b>
<p><a href="#">Programme Regulations 2026-27</a></p>
<b>13 Support for Student Learning</b>
<p>Generic information regarding University provision is available <a href="#">here</a>.</p>
<b>14 Methods for evaluating and improving the quality and standards of teaching and learning</b>
<p>Generic information regarding University provision is available <a href="#">here</a>.</p> <p><i>Accreditation reports</i> None</p> <p><i>Additional mechanisms</i> None</p>
<b>15 Regulation of assessment</b>
<p>Generic information regarding University provision is available <a href="#">here</a>.</p>
<p>In addition, information relating to the programme is provided in:</p>
<p>The University Prospectus: <a href="http://www.ncl.ac.uk/undergraduate/degrees/#subject">http://www.ncl.ac.uk/undergraduate/degrees/#subject</a></p>

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

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.