



**Highlands**  
University  
College Jersey

**IN  
PARTNERSHIP  
WITH  
PLYMOUTH  
UNIVERSITY**

# **PROGRAMME QUALITY HANDBOOK 2017 – 18**

## ***BA (Hons) Financial Services***

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## 1. Welcome and Introduction to BA (Hons) Financial Services

Welcome to the BA (Hons) in Financial Services approved by Plymouth University. The college is delighted that you have chosen to study with us.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or for other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  - available at <http://www.highlands.ac.uk/moodle>
- Plymouth University's Student Handbook
  - available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

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## 2. Programme Specification

**Programme Title: BA (Hons) Financial Services (top up)**

**Partner Delivering Institution: University College Jersey at Highlands College**

**Start Date: 2015-16**

**First Award Date: July 2016 Full-time; July 2017 Part-time**

**Date(s) of Revision(s) to this Document: 17<sup>th</sup> September 2015**

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education<sup>1</sup>. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes<sup>2</sup>.

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<sup>1</sup>QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf> , last accessed 28<sup>th</sup> July 2014 [N.B. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

<sup>2</sup> If required please contact Academic Partnerships Programme Administration for assistance.

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## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Highlands College, Jersey
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English <sup>3</sup>
<b>Mode of Study:</b>	Full-time / Part-time
<b>Final Award:</b>	BA (Hons) Financial Services
<b>Intermediate Award:</b>	Ordinary degree
<b>Programme Title:</b>	BA (Hons) Financial Services (top up)
<b>UCAS Code:</b>	N/A
<b>JACS Code:</b>	N340
<b>Benchmarks:</b>	Framework for Higher Education Qualifications (FHEQ) QAA Subject Benchmark Finance. QAA Subject Benchmark General Business and Management
<b>Date of Programme Approval:</b>	May 2015

## PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

In Jersey the Financial Service sector employs some 12,500 individuals out of the total of 50,000 people employed in the private sector on the island. It is projected that the sector will need to recruit approximately 250 new graduates each year in the next decade to remain competitive. This BA (Hons) Financial Services was developed in response to a request from students who were undertaking the FdA Financial Services and from their placement organisations. Both stakeholders recognised the advantages of this one-year top up programme being delivered in Jersey. The students and organisations can maintain their relationship by part-time work, students can benefit from the knowledge and resources organisations can provide and they can be recruited by organisations as they are completing their studies. This has proved to be an extremely successful programme with 100% of graduates finding employment. To ensure that the programme remains up to date it is reviewed regularly in partnership with Plymouth University and financial service organisations to ensure the knowledge and skill sets taught are what the industry is seeking.

## PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

NA

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<sup>3</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

## **PS4. Exceptions to Plymouth University Regulations**

*(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm> )*

None

## **PS5. Programme Aims**

*The programme will deliver:*

A1: Critical appreciation of the nature of the contexts in which finance can be seen as operating, knowledge of the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems while also providing detailed knowledge and critical understanding of current and developing theories in relationship to leadership, management, strategic action and organisational change.

A2: Skills for the critical evaluation of arguments and evidence, the ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems and the ability to extract and analyse data from multiple sources.

A3: The opportunity to enhance effective communication skills using a range of media, engage in personal management and motivation and strengthen their interpersonal skills.

A4: Capacity for independent and self-managed learning while being able to work as part of a team.

A5: Communication skills and IT skills, including the ability to present quantitative and qualitative information together with analysis, argument and commentary in a form appropriate to different intended audiences.

## **PS6. Programme Intended Learning Outcomes (ILO)**

*By the end of this programme the student will be able to:*

ILO1: Demonstrate a systematic, detailed and critical knowledge of the financial services sector, the environment it operates in including current issues impacting on the sector such as leadership, management, ethics and innovation with at least some of the knowledge being at the forefront of academic and industry debate.

ILO2: Critically evaluate qualitative and quantitative information using established techniques from within the discipline, draw reasoned conclusions and to sustain arguments.

ILO3: Communicate effectively and engage with a range of team-focused actions such as team building, influencing and project management.

ILO4: Reflect and evaluate their own experience enabling them to investigate and analyse industries, business organisations and career opportunities underpinning their ability to engage fully in personal development and career planning.

ILO5: Employ professional and practical skills relevant to a range of finance and related businesses services, such as research skills, IT skills, literacy skills and numeracy skills in academic study and in employment.

## **PS7. Distinctive Features**

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:*

The BA (Hons) Financial Services aims to equip graduates with the skills to succeed at the highest level in the financial services industry. Developed in partnership with Plymouth University and the Financial Services community in Jersey specifically to allow students to

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remain in Jersey to complete their Level 6 studies, the programme offers students the opportunity to experience a breadth of career-focused learning designed to assist them into a fulfilling career in financial services.

The close link programme tutors have with the local economy also allows the introduction of industry expertise into modules through guest lectures, attendance at CPD seminars, networking and personal contacts which are not accessible in larger settings. The close pastoral support – as well as academic and career guidance – means that graduate recruitment from the programme is unrivalled.

## **PS8. Student Numbers**

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 4

Target student numbers per stage = 6

Maximum student numbers per stage = 15

## **PS9. Progression Route(s)**

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

N/A

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## **PS10. Admissions Criteria**

<b>Qualification(s) Required for Entry to this Programme:</b>	<b>Details:</b>
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> and/or - <b>GCSEs required at Grade C or above:</b>	Minimum of 5 GCSEs at Grade C which must include Maths and English.

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<b>Level 3: at least one of the following:</b> <ul style="list-style-type: none"> <li>- AS/A Levels</li> <li>- Advanced Level Diploma:</li> <li>- BTEC National Certificate / Diploma:</li> <li>- VDA: AGNVQ, AVCE, AVS:</li> <li>- Access to HE or Year 0 provision:</li> <li>- International Baccalaureate:</li> <li>- Irish / Scottish Highers / Advanced Highers:</li> </ul>	Successful completion of the FdA Financial Services or similar Level 5 qualification.
<b>Work Experience:</b>	
<b>Other HE qualifications / non-standard awards or experiences:</b>	Considered on individual merit.
<b>APEL / APCL<sup>4</sup> possibilities:</b>	APL will be considered as per Plymouth University Regulations
<b>Interview / Portfolio requirements:</b>	Interview and pre-interview task will be required.
<b>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</b>	No

## PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

**Subject External Examiner(s):** The list below indicates the modules allocated to the External Examiner for Financial Services, Professor Steve Letza, [sletza@bournemouth.ac.uk](mailto:sletza@bournemouth.ac.uk)  
The other modules are the external examiner for Business & Management.

### Financial Services

HIGH3029 Honours Project

HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk

HIGH3031 Applied Wealth Management

### Additional stakeholders specific to this programme:

Students are engaged with

through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation Questionnaires, individual

<sup>4</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning



academic tutorials, through the class representatives and through tutors' informal discussion with students.

Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings or contacts through meetings, e-mail and social media.

Organisations are also engaged through a number of different processes. These include focus groups, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussions are held with a network of senior managers in a range of financial services organisations. Contacts are also made with Jersey Finance, Skills Jersey, and Jersey Financial Services Commission.

## PS12. Programme Structure<sup>5</sup>

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 6 For: BA (Hons) Financial Services Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Option	40	HIGH3029 Honours Project
		Option	40	HIGH3032 Work-based Action Research
		Core	20	HIGH3030 Business Ethics and Corporate
		Core	20	Governance
		Core	20	HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk
		Core	20	HIGH3031 Applied Wealth Management
		Core	20	HIGH3027 Leading People & Managing Change

FHEQ level: 6 For: BA (Hons) Financial Services Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module

<sup>5</sup> The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

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1	All Year	All are Core Modules	20 20 20	HIGH3030 Business Ethics and Corporate Governance HIGH3031 Applied Wealth Management HIGH3027 Leading People & Managing Change
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FHEQ level: 6 For: BA (Hons) Financial Services Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	Option Option Core	40 40 20	HIGH3029 Honours Project HIGH3032 Work-based action research HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk

### PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment<sup>6</sup>

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

<sup>6</sup> For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

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FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<b>Knowledge / Understanding:</b> A systematic and detailed knowledge and understanding of financial services and financial services organisations, their regulation, external environment, leadership, management, strategies and ethics and the interrelatedness of these different areas. At least some of the detailed knowledge is at, or informed by, theory at the forefront of subjects studied. An appreciation of the uncertainty, ambiguity and limits of knowledge (FHEQ) (GBM 3.2, 3.7) (F3.2)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A basic appreciation of the context and institutional framework in which finance operates and how wealth management relates to this. Understanding of the financial needs of business entities, a basic appreciation of how theory and evidence may be used to guide practice, and a basic understanding of the workings of capital markets,	<b>Primary:</b> Lectures and tutorials Directed independent study Seminars Guest speakers Problem-based learning Case studies Secondary/ Supplementary: None	A1, A2, A3, A4, A5.	ILO1, ILO2, ILO3, ILO4, ILO5	Reports Seminar work Presentations	HIGH3030 HIGH3003 HIGH3031 HIGH3027

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<p>the relationship between risk and return, and the nature and use of financial derivatives.</p> <p>Basic knowledge of the main theories used in finance and a basic ability to apply them in simple structured situations from given data generated for the purpose.</p> <p>Knowledge and understanding of, leadership, the development of strategy and ethical principles within organisations.</p>					
<p>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>While subjects are introduced through formal lectures, problem-based learning, case studies and student-led learning underpin the development of their Level 6 knowledge base.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Capacity for the critical evaluation of arguments and evidence.</p> <p>An ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student</p> <p>Ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources</p> <p>(F4.1)</p>					

Comment on particular aspects of current research. Critically evaluate arguments, assumptions and data to make judgements and identify a range of solutions (FHEQ)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Critical evaluation and interpretation of information and evidence Interpret straightforward financial data. Problem-solve and have skills in critical thinking, analysis and synthesis.	Primary: Honours project or Consultancy project Class exercises Seminar discussions Guest speakers Independent learning Feedback via coursework assessment process. Secondary/ Supplementary: Practice analysis Simulation exercises	A1, A2, A3, A5.	ILO1, ILO2, ILO3, ILO4, ILO5	Examinations In class tests Coursework Case studies	HIGH3030 HIGH3003 HIGH3031 HIGH3027
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive skills are developed through discussion and debate of knowledge gained through independent research brought to seminars, presentation, debates and guest speaker led discussions.					
<b>Key Transferable Skills:</b>  To take initiative and personal responsibility. The ability to make decisions in complex and unpredictable contexts. To have the learning ability needed to undertake appropriate further					

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<p>training of a professional or equivalent nature.(FHEQ)</p> <p>Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports. Numeracy and quantitative skills including data analysis, interpretation and extrapolation. (GBM3.9)</p> <p>Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.</p> <p>Effective performance, within a team environment, including leadership, team building, influencing and project management skills.</p> <p>Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.(GBM3.9)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>The ability to communicate effectively using a range of media, the ability to write business reports and communicate with colleagues.</p>	<p>Primary:</p> <p>Individual learning</p> <p>Work based learning</p> <p>Library and business research exercises</p> <p>Projects</p> <p>Group work</p> <p>Seminars</p>	<p>A2, A3, A4, A5.</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework</p> <p>Examinations</p> <p>Business reports</p> <p>Group presentations</p>	<p>HIGH3030</p> <p>HIGH3027</p>

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Demonstrate the ability to self-manage and motivate while also being an effective team member.	Feedback Presentations Secondary/ Supplementary: None				
<p>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>Given that this is a Level 6 programme following a foundation degree, students will be expected to demonstrate transferable skills to a high standard with many of these skills being demonstrated through seminar discussions, group work, meeting of deadlines and engagement with individual research projects.</p> <p>Feedback will be used to enable students to reflect on their progress and skill set.</p>					
<b>Employment Related Skills:</b>  Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports. Numeracy and quantitative skills including data analysis, interpretation and extrapolation. Interpersonal skills of effective listening, negotiating, persuasion and presentation. Ability to conduct research into business and management issues, either individually or as part of a team for projects / presentations. (GBM3.9) Self-motivation					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass:	Primary: Presentations Workshops	A2, A3, A4, A5.	ILO2, ILO3, ILO4,	Coursework Examinations Business reports	HIGH3030 HIGH3027

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Use IT effectively and competently including the use of tools to manipulate and work with data. Working effectively as part of a team. Present information through a range of methods. Communicate effectively orally and in writing.	Assessment Research Independent learning Secondary/ Supplementary: None		ILO5	Presentations	
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment-related skill set are embedded within the taught module elements of the course with some such as Applied Wealth Management relating to a specific skills set within the sector. More generic employment-related skills such as interpersonal skills are embedded through the whole programme.					
<b>Practical Skills:</b>  Apply methods and techniques.(FHEQ) Effective communication, oral and in writing, using a range of media. Numeracy and quantitative skills including data analysis, interpretation and extrapolation. (GBM3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use IT effectively and competently including the use of tools to manipulate and work with data. Working effectively as part of a team. Present information through a range of methods.	Primary: Lectures and tutorials Directed independent study Learning from work experience Secondary/ Supplementary: Case studies Problem-solving exercises	A2, A3, A4, A5.	ILO2, ILO3, ILO4, ILO5	Written reports, Course work, Presentations	HIGH3030 HIGH3027

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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:  
Students will achieve this skill set throughout the course assessment process.

## PS14. Work-based/Related Learning<sup>7</sup>

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 6

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
The Work Related Activity is related to several modules where academic theory is related to work practices and case studies within the financial services sector. Additionally students may undertake either and Honours Project or consultancy type project related to the Financial services sector, Applied wealth	Modules delivered Guest speakers from industry and part-time tutoring staff Assessments undertaken CPD events attended	A4.	ILO3, ILO4, ILO5	Research projects Coursework Examinations Reports Seminar work Presentations	HIGH3030 HIGH3027

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management is also directly related to employment in the financial services sector. Guest speakers from industry and part-time tutoring staff add to work related learning, as does attendance at CPD seminars.					
<p>An explanation of this map:</p> <p>As an industry-focused degree following on from a foundation degree with extensive WBL much of the teaching is related to putting theory into practice focused on the local context and comparing to the UK and international contexts. More research is carried by students with facilitation of knowledge replacing structured teaching to ensure students have an appropriate graduate skill set to take into employment.</p>					

### 3. Module Records

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	HIGH3032	<b>MODULE TITLE:</b>	Work-based Action Research		
<b>CREDITS:</b>	40	<b>FHEQ Level:</b>	6	<b>JACS CODE:</b>	X210
<b>PRE-REQUISITES:</b>	None	<b>CO-REQUISITES:</b>	None	<b>COMPENSATABLE:</b>	N
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module enables students to extend their skills and knowledge of business and apply theory in practice by undertaking a business project of importance for an organisation. They will demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
		COURSEWORK		Practical	
		<b>C1</b> (Coursework)	<b>85%</b>	<b>P1</b>	15%
<b>SUBJECT ASSESSMENT PANEL</b> <i>Group to which module should be linked:</i> Business					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>Investigate a significant business issue for an organisation</li> <li>Demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification</li> <li>To apply knowledge and experience gained during the programme in a real world context</li> <li>To understand the impact of stakeholders and real world issues and uncertainties on objective setting, data collection, analysis, conclusions and recommendations, and the importance of effective communications</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Agree a project brief and to develop an appropriate project proposal and plan</li> <li>2. Carry out research and undertake the project.</li> <li>3. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis.</li> <li>4. Communicate the findings to a range of audiences.</li> <li>5. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.</li> <li>6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.</li> <li>7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.</li> </ol>					
<b>DATE OF APPROVAL:</b>	05/2015	<b>FACULTY/OFFICE:</b>	Academic Partnerships		

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<b>DATE OF IMPLEMENTATION:</b>	09/2015	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER: Auberon Ashbrooke</b>	<b>OTHER MODULE STAFF:</b>
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### **SUMMARY of MODULE CONTENT**

The module will be introduced through workshops which will cover:

- Roles, relationships, ethics and responsibilities of the student when undertaking the project
- Analysing and agreeing the brief and developing proposals and plans
- Communication with sponsors, interviewees and the module tutor
- Coping with uncertainty and using scenarios
- Undertaking analysis and developing conclusions and recommendations
- Reporting and presentations
- Adding value
- Intellectual property and confidentiality

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	36	
Guided Independent learning	364	Primary and secondary research; meeting mentors and workplace contacts; interviews; analysis of research
<b>Total</b>	400	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Consultancy Project	<b>Total = 100%</b>	
Practical	P1	Presentation to employers' representatives	<b>Total = 100%</b>	Presentation and Evaluation

<b>Updated by:</b> Auberon Ashbrooke	<b>Date:</b> 01/09/16	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 01/09/16
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**Recommended Texts and Sources:**

Bell, J. (2010), *Doing your research project*, 5<sup>th</sup> edn, Buckingham: Open University Press.  
Davis, M. B & Hughes, N. (2014), 2<sup>nd</sup> Edition, *Doing a successful research project: using qualitative or quantitative methods*, London: Palgrave.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	HIGH3027	<b>MODULE TITLE:</b>	Leading People & Managing Change
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<b>CREDITS: 20</b>	<b>FHEQ Level: 6</b>	<b>JACS CODE: N214</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y</b>
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module explores the characteristics of leadership in organisations, analysing the factors that lead to an innovative, engaged, and productive workforce. It examines the role of leadership in developing high performance individuals, teams and organisations. It also examines how successful leaders bring about organisational change.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
<b>E1</b> (Examination)	<b>50%</b>	<b>C1</b> (Coursework)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Business

**MODULE AIMS:**

- Develop a detailed and critical knowledge of the theories, principles, values and approaches to people leadership and change management
- Develop a critical understanding of how leaders enable staff to engage in their vision of the future and then support staff as they work to achieve that vision
- Develop a detailed understanding of the role of leaders in creating high performance organisations
- Enable students to evaluate and synthesise approaches to leadership to meet current needs and achieve future objectives

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Demonstrate critical understanding of approaches to leadership, management and enterprise
2. Analyse and evaluate the impact of the business environment and organisational culture on the leadership and change management strategies
3. Critically appraise the effectiveness of approaches to leadership and change management

<b>DATE OF APPROVAL:</b>	05/2015	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2015	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>	.	<b>TERM/SEMESTER:</b>	All Year

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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER: Pat Riley</b>	<b>OTHER MODULE STAFF: None</b>
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### SUMMARY of MODULE CONTENT

- Factors that promote/inhibit organisational success through people
- Leadership behaviours, traits, skills, styles and roles
- Characteristics and drivers of high performance individuals, teams and organisations
- Strategies to promote engagement, creativity, risk taking and performance
- Evaluating the effectiveness of leadership
- Implementing change: people and teams, planning, implementing, sustaining, consolidating, monitoring and evaluating change management
- Implementing cultural change
- Managing knowledge
- Managing talent
- Managing creativity

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading and research; primary research in business organisations; write up
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Written Examination	<b>Total = 100%</b>	All ALO's
Course-work	C1	Case study assessment	<b>Total = 100%</b>	Case study exercise – consultant's report

<b>Updated by:</b> Patricia Riley	<b>Date:</b> 01/09/16	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 01/09/16
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### Recommended Texts and Sources:

Burke, W. 2008 *Organization change: theory and practice*. 4<sup>th</sup> ed. Sage Publications Ltd  
 Burnes, B. 2014 *Managing change* 6<sup>th</sup> ed: Pearson Education Limited  
 Dawson, M. and Andriopoulos, C. 2014 *Managing Change, Creativity and Innovation*.  
 Holbeche, L. 2007 *The High Performance Organisation. Creating Dynamic Stability and Sustainable Success*. Butterworth - Heinemann  
 Hughes, M. 2010 *Managing change: a critical perspective*. Chartered Institute of Personnel and Development  
 Kotter, J.P. 2012 *Leading Change* Harvard Business Review Press  
 Northouse, P. G. 2015 *Leadership* 7<sup>th</sup> ed. SAGE publications

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Price, D. (ed.) 2009 *The principles and practice of change*. Palgrave MacMillan  
 Schein, E.G. 2010 4<sup>th</sup> ed. *Organizational culture and leadership* Jossey-Bass

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	HIGH3031	<b>MODULE TITLE:</b>	Applied Wealth Management
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N340
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module aims to develop the knowledge, skills and dispositions necessary for a career in wealth management.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
<b>E1</b> (Examination)	<b>50%</b>	<b>C1</b> (Coursework)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Business

**MODULE AIMS:**

- Develop a broad understanding of the principles of private client investment within the context of the current regulatory environment
- Develop a critical understanding of the implications of regulations in their application to investment advice
- Evaluate clients' needs and appropriate products and strategies to meet clients' needs
- Demonstrate the ability to communicate conclusions to a client in an appropriate manner
- Develop the skills to maintain the currency of their competence and knowledge

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Assess the impact of taxation on income and wealth
2. Evaluate the relevance of market factors impacting on client wealth and objectives
3. Evaluate trusts and other relevant structures in the protection and preservation of wealth
4. Critically assess investment requirements of clients from the relevant information available, making recommendation for strategies
5. Evaluate investment and portfolio performance

<b>DATE OF APPROVAL:</b>	09.2015	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2015	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER: Ben Bennett</b>	<b>OTHER MODULE STAFF:</b>
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### SUMMARY of MODULE CONTENT

- The Legal and Regulatory Framework
- Mis-selling: past failings of the industry
- Client discovery and fact-finding
- Income tax, CGT, IHT, Offshore tax environments
- UK and overseas financial markets
- Trust, foundations, protected Cell Companies
- Investment products
- Principles of financial advice – assembling products, wrappers and strategies
- Portfolio performance measurement

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	18 x 2 hour lectures
Practical workshop	2	With visiting speaker – CRM/Wealth Manager
Tutorials	4	Individual advice and mentoring
Guided Independent Learning	158	Moodle access to worked activities; case study research and discussion in Learning Set; preparation for presentation
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Examination	100% <b>Total = 100%</b>	ALOs 1, 2 3 & 5
Course-work	C1	Client Briefing Paper	100% <b>Total = 100%</b>	• ALO 4

<b>Updated by:</b> Ben Bennett	<b>Date:</b> 01/09/16	<b>Approved by:</b> Lynn Blakemore	<b>Date:</b> 01/09/16
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### Recommended Texts and Sources:

Arnold, G. *The Financial Times Guide to Investing* (FT Prentice Hall, 2014), 3<sup>rd</sup> Edition  
 Arnold, G *Triumph of the Optimists: 101 Years of Global Investment Returns*  
 Dimson, E, Marsh, P & Staunton, M; (Princeton University Press, 2002) *Bond Markets, Analysis and Strategies*  
 Fabozzi, F J; (Pearson Education, 7th ed, 2009) *Implementing Financial Regulation: Theory and Practice*

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Hudson, A. (2014) *Equity and Trusts*, Routledge  
Harrison, D. (2013) *Personal Financial Planning: Theory and Practice*, FT Prentice Hall, Harlow.  
Holmes, G. and Sugden, A. (FT Prentice-Hall 2008) *Interpreting Company Reports*

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b>	HIGH3030	<b>MODULE TITLE:</b>	Business Ethics & Corporate Governance
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<b>CREDITS: 20</b>	<b>FHEQ Level: 6</b>	<b>JACS CODE: N340</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y</b>
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module invites students to consider the ethical dimension of individual and corporate decision-making. It will take into account emerging themes in the ethical arena and encourage students to consider the basis of conflicting stakeholder values. Students will be required to understand how moral values influence governance and how governance actually takes place in private, public, and third sectors.

**ELEMENTS OF ASSESSMENT Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK			
<b>E1</b> (Examination)	<b>50%</b>	<b>C1</b> (Coursework)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business**

**MODULE AIMS:**

- Develop an understanding of the principal theories of philosophical ethics
- Develop an ability to critically apply moral reasoning to ethical issues faced by business organisations and individuals within them
- Develop a critical understanding of the nature, behavior and outcomes associated with systems of governance in the public, private and voluntary sectors.
- Understand the mechanisms of governance within organisations as well as the key roles and relationships through which corporate governance is realised.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and critically discuss the pertinent ethical questions facing business organisations and to understand the basis for conflicting sets of stakeholder values
2. Evidence a critical understanding of the role of the individual in ethical practice in the business context
3. Evaluate the shared and competing social, economic, and political principles and values upon which corporate governance is based
4. Critically appraise the effectiveness of governance in the real world, balancing ethical considerations within the wider socio-economic context
5. Propose governance solutions to ethical problems which are appropriate to the organizational context.

<b>DATE OF APPROVAL:</b>	05.2015	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09.2015	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER: Ben Bennett</b>	<b>OTHER MODULE STAFF:</b>
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### SUMMARY of MODULE CONTENT

- Ownership, control and accountability; Agency theory
- Executive remuneration: incentives and risk
- The social, economic, political and legal systems which govern organisations
- Societal factors shaping ethical stances: stakeholder theory and enlightened stakeholder theory
- Distributional justice
- Environmental sustainability
- Regulatory and best practice approaches to corporate governance
- High profile failures of governance
- Governance in the third sector - Nolan Principles
- The UK Corporate Governance Code and the relation to financial reporting

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	18 x 2 hour lectures
Tutorial	12	Individual advice and mentoring
Guided Independent Learning	152	Moodle access to worked activities; case study research and discussion in Learning Sets; a review of a current corporate governance/ethics issue; preparation for presentation
<b>Total</b>	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final written examination	100% <b>Total = 100%</b>	A case study based examination with a choice of questions LOs 2; 4 & 5
Course-work	C1	Case study assessment – consultants report	<b>Total = 100%</b>	ALOs 1, 2 3 & 5

<b>Updated by:</b> Ben Bennett	<b>Date:</b> 01/09/16	<b>Approved by:</b> Lynn Blakemore	<b>Date:</b> 01/09/16
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### Recommended Texts and Sources:

- Fisher, C & Lovell, A. (2013). *Business Ethics and Values*, FT Prentice Hall (4<sup>th</sup> Ed)

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- Coyle, B. (2010) *Corporate Governance*, ICSA Information and Training. NB: This text is expensive; an older edition 2<sup>nd</sup> hand from Amazon will suffice.
- Rand, A. & Branden, N (1964) *The Virtue of Selfishness*, Signet, New York
- Tricker, R.I. (2015), *Corporate Governance: Principles, Policies and Practice*, OUP, Oxford. (3<sup>rd</sup> Edition)

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	HIGH3003	<b>MODULE TITLE:</b>	Financial Sector: Competitive Advantage & Strategic Risk
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N340	
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module explores the strategies of the major players in the Financial Services sector. It analyses the strategic options and the environmental forces that create opportunities and threats. In particular the module examines the risks involved (to the organisation and its stakeholders) and the compliance with regulations designed to minimise those risks.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
<b>E1</b> (Examination)	<b>50%</b>	<b>C1</b> (Coursework)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Business

**MODULE AIMS:**

To develop a detailed knowledge and critical understanding of:

- The strategies employed in the Financial Services sector, their impact on the organisation and its markets and the key issues involved in implementation.
- The forces in the business environment and their impact on organisational performance.
- The methods of strategic analysis.
- The risks associated with alternative strategies and the ways to analyse, assess and manage those risks.
- The impact of regulations on strategies and the implications for governance, strategic management, reporting and compliance.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Critically employ tools used in the identification and analysis of strategic opportunities, threats, options and risks.
2. Develop effective strategies and implementation plans appropriate to the business environment.
3. Critically appraise contemporary literature in the subject area.

<b>DATE OF APPROVAL:</b>	04/2010	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09.2012	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER: David Kaye</b>	<b>OTHER MODULE STAFF: Ben Bennett</b>
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### SUMMARY of MODULE CONTENT

- Theories, concepts and approaches to strategy in the financial services sector
- Analysis of the business environment
- Strategic vision, objectives, options and analysis
- International opportunities, FDI and collaborative ventures, Licensing and franchising, Global sourcing
- Nature of strategic risk in the sector
- Regulations that impact on strategic options
- Governance and management of risk
- Monitoring strategic performance
- Analysis of major players in the financial services sector

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading; primary research in business organisations; write up
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Examination	<b>Total = 100%</b>	ALOs 1 & 2
Course-work	C1	Essay	<b>Total = 100%</b>	ALOs 1, 2 & 3

<b>Updated by:</b> David Kaye	<b>Date:</b> 01/09/16	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 01/09/16
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### Recommended Texts and Sources:

G Johnson , K Scholes , R Whittington (2010) *Exploring Strategy* 9<sup>th</sup> Edition FT Prentice Hall  
Hull, J. C. (2014). *Risk management and financial institutions*, 4<sup>th</sup> Edition, Pearson Education  
Addison, J.A. (2005) *Financial Services Leadership Strategies: Industry Leaders on Service Culture and the Impact of Technology* Aspatore Books  
Shapiro, A. C. (2009) *Multinational financial management*, John Wiley & Sons, 9<sup>th</sup> edition  
Jorion, J. and GARP (2011). *Financial risk manager handbook*, Wiley Finance 6<sup>th</sup> edition

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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	<b>HIGH3029</b>	<b>MODULE TITLE:</b>	<b>Honours Project</b>
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<b>CREDITS: 40</b>	<b>FHEQ Level: 6</b>	<b>JACS CODE: N340</b>
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<b>PRE-REQUISITES:</b> <b>None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: N</b>
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The Honours Project enables students (1) to research a complex issue relating to the financial services sector and/or the economy of Jersey and (2) to demonstrate understanding and skills to appropriately use analytical and decision making tools. This module will demonstrate students' ability to apply the skills they have learnt to a major piece of independent academic work.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

COURSEWORK					
		<b>C1</b> (Coursework)	<b>100%</b>		

**SUBJECT ASSESSMENT PANEL** *Group to which module should be linked:* Business

**MODULE AIMS:**

To provide students with the opportunity to undertake a rigorous study on a theme which they have identified and which is of importance to the finance sector and the economy of Jersey. Drawing on advice from a member of academic staff the honours project aims to enable students to undertake the entire process of scholarly research including problem formulation, design and execution of the investigation, analysis and reporting.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Undertake a rigorous investigation in the area of financial services.
2. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
3. Identify a clear project scope statement and project plan.
4. Justify the approach being taken.
5. Identify and use appropriate methods to research a complex issue.
6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.
8. Recognise and evaluate the impact of those conclusions and recommendations.

<b>DATE OF APPROVAL:</b>	05.2015	<b>FACULTY/OFFICE:</b>	Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b>	September 2015	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>	.	<b>TERM/SEMESTER:</b>	All Year

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2016-17</b>	<b>NATIONAL COST CENTRE: 133</b>
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<b>MODULE LEADER:</b> Patricia Riley	<b>OTHER MODULE STAFF:</b> Auberon Ashbrooke
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### SUMMARY of MODULE CONTENT

At the start of this module participants will attend a series of workshops on research methods and project management. These will provide advice and guidance on all aspects of the Honours project including specification of the format of the final report. Each student is assigned a supervisor, who along with a second marker will assess the student's work. The supervisor will discuss the project as it progresses and offer advice in regular meetings.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Group seminar	6	
Individual supervision meetings	30	
Guided Independent Study	364	Research and writing
<b>Total</b>	<b>400</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Course-work	C1	Project scope statement and plan	15%	ALOs 3, 4 & 5
			85%	ALOs 1, 2, 6, 7 & 8
		Final written report	<b>Total = 100%</b>	

<b>Updated by:</b> Ben Bennett	<b>Date:</b> 01/09/17	<b>Approved by:</b> Lynn Blakemore	<b>Date:</b> 01/09/17
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### Recommended Texts and Sources:

Bell, J. (2010), *Doing your research project*, 5<sup>th</sup> edn, Buckingham: Open University Press.  
Davis, M. B. (2014), *Doing a successful research project: using qualitative or quantitative methods*, 2<sup>nd</sup> Edition, London: Palgrave.  
Levin, P. (2011), *Excellent dissertations! Student-Friendly Guides series*, London: Open University Press.  
McMillan, K. & Weyers, J. (2011), *How to write dissertations & project reports*, Harlow : Pearson Prentice Hall

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