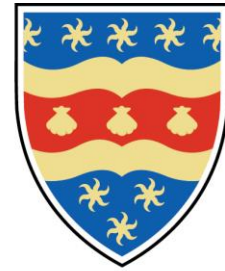




**Highlands**  
University  
College Jersey



**UNIVERSITY OF  
PLYMOUTH**

**PROGRAMME QUALITY  
HANDBOOK  
2019 – 20**

***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 University of Plymouth. 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>
- University of Plymouth's Student Handbook
  - available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

## 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: 13<sup>th</sup> February 2019**

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 University of Plymouth at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow University of Plymouth'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.

## 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

In Jersey the Financial Service sector employs some 12,500 individuals out 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 University of Plymouth 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 University of Plymouth's Academic Development and Partnerships Committee

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

*(Note: University of Plymouth'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**

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 University of Plymouth and the Financial Services community in Jersey specifically to allow students to 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**

Minimum student numbers per stage = 4  
 Target student numbers per stage = 6  
 Maximum student numbers per stage = 15

**PS9. Progression Route(s)**

Progression to University of Plymouth: N/A

**PS10. Admissions Criteria**

Qualification(s) Required for Entry to this Programme:	Details:
<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 or 4 which must include Maths and English.
<b>Level 3: at least one of the following:</b> - <b>AS/A Levels</b> - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate / Diploma:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b> - <b>International Baccalaureate:</b> - <b>Irish / Scottish Highers / Advanced Highers:</b>	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 University of Plymouth Regulations

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

<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 leads the Programme Committee in the following of University of Plymouth'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

HIGH3107 Honours Project  
HIGH3101 Corporate Strategy  
HIGH3106 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 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:

<b>FHEQ level: 6 For: BA (Hons) Financial Services Full Time</b>				
<b>F/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	All Year	Option	40	HIGH3107 Honours Project
		Option	40	HIGH3105 Work-based Action Research
		Core	20	HIGH3030 Business Ethics and Corporate Governance
		Core	20	HIGH3101 Corporate Strategy
		Core	20	HIGH3106 Applied Wealth Management
		Core	20	HIGH3027 Leading People & Managing Change

<b>FHEQ level: 6 For: BA (Hons) Financial Services Part Time</b>				
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	All Year	All are Core Modules	20 20	HIGH3030 Business Ethics and Corporate Governance

<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.

			20	HIGH3106 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	HIGH3107 Honours Project HIGH3105 Work-based action research HIGH3101 Corporate Strategy

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

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<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.

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
<p><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)</p>					
<p>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, the relationship between risk and</p>	<p><b>Primary:</b>                      Lectures and tutorials                      Directed independent study                      Seminars                      Guest speakers                      Problem-based learning                      Case studies                      Secondary/                      Supplementary:                      None</p>	<p>A1, A2,                      A3, A4,                      A5.</p>	<p>ILO1,                      ILO2,                      ILO3,                      ILO4,                      ILO5</p>	<p>Reports                      Seminar work                      Presentations</p>	<p>HIGH3100                      HIGH3101                      HIGH3106                      HIGH3101</p>

<p>return, and the nature and use of financial derivatives.  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.  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:  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.  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  Ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources  (F4.1)  Comment on particular aspects of current research.</p>					

<p>Critically evaluate arguments, assumptions and data to make judgements and identify a range of solutions (FHEQ)</p>					
<p>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.</p>	<p>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</p>	<p>A1, A2, A3, A5.</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Examinations          In class tests          Coursework          Case studies</p>	<p>HIGH3100          HIGH3101          HIGH3106          HIGH3101</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; 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.</p>					
<p><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 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. Demonstrate the ability to self-manage and motivate while also being an effective team member.</p>	<p>Primary: Individual learning Work based learning Library and business research exercises Projects Group work Seminars Feedback Presentations Secondary/</p>	<p>A2, A3, A4, A5.</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Examinations Business reports Group presentations</p>	<p>HIGH3100 HIGH3101</p>

	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>					
<p><b>Employment Related Skills:</b></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. 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</p>					
<p>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</p>	<p>Primary: Presentations Workshops Assessment Research Independent learning Secondary/</p>	<p>A2, A3, A4, A5.</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Examinations Business reports Presentations</p>	<p>HIGH3100 HIGH3101</p>

team. Present information through a range of methods. Communicate effectively orally and in writing.	Supplementary: None				
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	HIGH3100 HIGH3101
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>

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>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 management is also directly related to employment in the financial services sector. Guest speakers</p>	<p>Modules delivered Guest speakers from industry and part-time tutoring staff Assessments undertaken CPD events attended</p>	<p>A4.</p>	<p>ILO3, ILO4, ILO5</p>	<p>Research projects Coursework Examinations Reports Seminar work Presentations</p>	<p>HIGH3100 HIGH3101</p>

<p>from industry and part-time tutoring staff add to work related learning, as does attendance at CPD seminars.</p>					
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An explanation of this map:  
 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.

### 3. Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3105

**MODULE TITLE:** Work-based Action Research

**CREDITS:** 40

**FHEQ LEVEL:** Level 6

**HECoS CODE:** 100107 Finance

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:**

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.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business

**MODULE AIMS:**

The module aims to enable students to:

- Investigate a significant business issue for an organisation
- Demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification
- To apply knowledge and experience gained during the programme in a real world context
- 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.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<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</li> </ol>	<p><b>BA (Hons) Financial Services:</b>            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.</p>

<p>enquiry and recognising real world constraints and assumptions.</p> <p>7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.</p>	<p>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.</p> <p><b>BA (Hons) Business and Management:</b></p> <p>ILO2: Critically analyse and evaluate qualitative and quantitative information using appropriate methods and processes in a wide range of contexts.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.</p> <p>ILO4: Reflect and evaluate on 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.</p> <p>ILO5: To use professional and practical skills relevant to a range of businesses services including, IT skills (both generic and specific to business and management), research, literacy and numeracy skills in academic study and in employment</p>
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> 06/02/2019	<b>SEMESTER:</b> Semester 1 &2

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2019/2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Auberon Ashbrooke	<b>OTHER MODULE STAFF:</b> Various

### 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		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	12	6 x 2-hour lectures
Guided Independent Learning	380	Research and writing up
Individual Supervision	8	Each candidate will be assigned an appropriate supervisor based on the topic they choose
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (C1)	Consultancy project	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Revisited final report.	100%
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<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Auberon Ashbrooke Date: 04/12/2018	<b>Approved by:</b> Sean Dettman Date: 04/12/2018

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE: HIGH3030**

**MODULE TITLE: Business Ethics & Corporate Governance**

**CREDITS: 20**

**FHEQ LEVEL: 6**

**JACS CODE: N340**

**PRE-REQUISITES: None**

**CO-REQUISITES: None**

**COMPENSATABLE: Yes**

### SHORT MODULE DESCRIPTOR:

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.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>E1</b> (Examination)	<b>50%</b>	<b>C1</b> (Coursework)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business

**Professional body minimum pass mark requirement:** NA

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Identify and critically discuss the pertinent ethical questions facing business organisations and to understand the basis for conflicting sets of stakeholder values</li> <li>2. Evidence a critical understanding of the role of the individual in ethical practice in the business context</li> <li>3. Evaluate the shared and competing social, economic, and political principles and values upon which corporate governance is based</li> </ol>	<p><b>BA (Hons) Financial Services:</b></p> <p>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.</p> <p>ILO2: Critically evaluate qualitative and quantitative information using established</p>

<p>4. Critically appraise the effectiveness of governance in the real world, balancing ethical considerations within the wider socio-economic context</p> <p>5. Propose governance solutions to ethical problems which are appropriate to the organizational context.</p>	<p>techniques from within the discipline, draw reasoned conclusions and to sustain arguments.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.</p> <p><b>BA (Hons) Business and Management:</b></p> <p>ILO1: Demonstrate critical knowledge and understanding of theories and methods associated with business and management including; corporate strategy, leadership, the creation of a creative culture, change management, and the bringing of new ideas to market.</p> <p>ILO2: Critically analyse and evaluate qualitative and quantitative information using appropriate methods and processes in a wide range of contexts.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.</p>
6.	

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL: 05/2015</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 09/2015</b>	<b>SCHOOL/PARTNER: UCJ, Highlands College</b>
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER: Semester 2</b>

Additional notes (for office use only):



## 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: 2019-20</b>	<b>NATIONAL COST CENTRE: 133</b>
<b>MODULE LEADER: Ben Bennett</b>	<b>OTHER MODULE STAFF: None</b>

### 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		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled	44	22x2 hour lectures
Independent	144	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
Tutorial	12	Individual advice and mentoring
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Final Examination A case study based examination with a choice of questions ALOs 1, 2, 3, 4 & 5	100%
Coursework	Case study assessment – consultants report ALOs 1, 2, 3, 4 & 5	100%

**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report, in lieu of exam	100%
Coursework	Report	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Ben Bennett <b>Date:</b> 06/02/2019	<b>Approved by:</b> Sean Dettman <b>Date:</b> 06/02/2019

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:**

HIGH3101

**CREDITS:** 20

**MODULE TITLE:** Corporate Strategy

**FHEQ LEVEL:** 6

**HeCoS Code:** 100078

**Business and  
Management**

**COMPENSATABLE:** Y

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**SHORT MODULE DESCRIPTOR:**

The module explores the strategies of a range of private and public sector organisations. It analyses the strategic options and the environmental forces that create opportunities and threats. In particular the module examines the management, organisation and processes that are required to implement strategies

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business

**MODULE AIMS:**

To develop a detailed knowledge and critical understanding of:

- \* The forces in the business environment and their impact on organisational performance and the methods used to analyse those forces
- \* The strategies employed in the private and public sector, their impact on the organisation and its markets, and the key issues and processes involved in their implementation
- \* The methods of used to monitor and evaluate strategic performance

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Critically employ tools used in the identification and analysis of strategic opportunities, threats, options and risks</li> <li>2. Develop effective strategies and implementation plans appropriate to the business environment</li> <li>3. Recognise the challenges faced by organisations implementing strategies and evaluate ways of overcoming these challenges and achieving strategic goals.</li> <li>4. Critically appraise contemporary literature in the subject area.</li> </ol>	<p><b>BA (Hons) Financial Services:</b></p> <p>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.</p> <p>ILO2: Critically analyse and evaluate qualitative and quantitative information using established techniques from within the discipline, draw reasoned conclusions and to sustain arguments.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such</p>

	<p>as team building, influencing and project management</p> <p><b>BA (Hons) Business and Management:</b></p> <p>ILO1: Demonstrate critical knowledge and understanding of theories and methods associated with business and management including; corporate strategy, leadership, the creation of a creative culture, change management, and the bringing of new ideas to market.</p> <p>ILO2: Critically analyse and evaluate qualitative and quantitative information using appropriate methods and processes in a wide range of contexts.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management</p>
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College UCJ
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1 & 2

Additional notes (for office use only):

## **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: 2019-20</b>	<b>NATIONAL COST CENTRE: 133</b>
<b>MODULE LEADER: Ben Bennett</b>	<b>OTHER MODULE STAFF: None</b>

### **Summary of Module Content**

\* Theories, concepts and approaches to strategy \* Analysis of the business, its stakeholders and its current and future environment \* Strategic options: Organic growth, innovation, mergers & acquisitions, International opportunities, FDI and collaborative ventures, Licensing and franchising, Global sourcing \* Strategic vision, objectives, options analysis \* Implementation of strategy: organisation, management and processes \* Monitoring and evaluating strategic performance

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled	44	Lectures
Independent	156	Reading; primary research in business organisations; write up
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Examination	Written Exam	100%
Coursework	Critical evaluation - essay	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework (in lieu of the original assessment)	Essay, in lieu of exam	100%
Coursework	Critical evaluation - essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Ben Bennett Date: 12/12/2018	<b>Approved by:</b> Sean Dettman Date: 12/12/2018

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3107

**MODULE TITLE:** Honours Project

**CREDITS:** 40

**FHEQ LEVEL:** Level 6

**HECoS CODE:** 100107 Finance

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:**

The Honours Project enables students (1) to research a complex issue relating to the economy of Jersey and (2) to demonstrate understanding and skills to appropriately use analytical and decision-making tools. This module will demonstrate the student's ability to apply their skills to a major piece of independent academic work.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business

**MODULE AIMS:**

The module aims to enable students to:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Undertake a rigorous investigation into a business topic, demonstrating a critical awareness of the relevant theory, real world practices and constraints.</li> <li>2. Justify the methodological approach being taken</li> <li>3. 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>4. Draw conclusions and make recommendations based on quantitative and/or qualitative information, whilst being able to evaluate the impact of those conclusions and recommendations</li> </ol>	<p>ILO1: Demonstrate critical knowledge and understanding of theories and methods associated with business and management including; corporate strategy, leadership, the creation of a creative culture, change management, and the bringing of new ideas to market.</p> <p>ILO2: Critically analyse and evaluate qualitative and quantitative information</p> <p>ILO5: To use professional and practical skills relevant to a range of businesses services including, IT skills (both generic and specific to business and management), research, literacy and numeracy skills in academic study and in employment.</p>

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> 06/02/2019	<b>SEMESTER:</b> Autumn/Spring/Summer

Additional notes (for office use only):



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

<b>ACADEMIC YEAR:</b> 2019/2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Auberon Ashbrooke	<b>OTHER MODULE STAFF:</b> Various

### 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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	12	6 x 2-hour lectures
Guided Independent Learning	380	Research and writing up
Individual Supervision	8	Each candidate will be assigned an appropriate supervisor based on the topic they choose
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (C1)	Proposal, lit review, final report.	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Revisited final report.	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Auberon Ashbrooke  
Date: 04/12/2018

**Approved by:** Sean Dettman  
Date: 04/12/2018

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> HIGH3027	<b>MODULE TITLE:</b> Leading People and Managing Change	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> N214
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
<b>SHORT MODULE DESCRIPTOR:</b>		

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

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%

**SUBJECT ASSESSMENT PANEL 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:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of approaches to leadership, management and enterprise</li> <li>2. Analyse and evaluate the impact of the business environment and organisational culture on the leadership and change management strategies</li> <li>3. Critically appraise the effectiveness of approaches to leadership and change management</li> </ol>	<p><b>BA (Hons) Financial Services:</b>                      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.                      ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.                      ILO4: Reflect and evaluate on their own experience enabling them to investigate and analyse industries, business organisations and career opportunities underpinning their ability</p>

	<p>to engage fully in personal development and career planning.</p> <p>ILO5: Employ professional and practical skills relevant to range of finance and related business services, such as research skills, IT skills literacy skills and numeracy skills in academic study and in employment.</p> <p><b>BA (Hons) Business and Management:</b></p> <p>ILO1: Demonstrate critical knowledge and understanding of theories and methods associated with business and management including; corporate strategy, leadership, the creation of a creative culture, change management, and the bringing of new ideas to market.</p> <p>ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.</p> <p>ILO4: Reflect and evaluate on 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.</p> <p>ILO5: To use professional and practical skills relevant to a range of businesses services including, IT skills (both generic and specific to business and management), research, literacy and numeracy skills in academic study and in employment.</p>
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 15/05/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2015	<b>SCHOOL/PARTNER:</b> Highlands UCJ
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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:</b> 2018-19	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Ben Bennett	<b>OTHER MODULE STAFF:</b> Auberon Ashbrooke

### **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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled	44	Lectures and workshops

Independent	156	Reading and research; primary research in business organisations; write up
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Final Written Exam	100%
Coursework	Case study assessment	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Business Report	100%
Coursework	Case study assessment	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Ben Bennett  
Date: 12/12/2018

**Approved by:** Sean Dettman  
Date: 12/12/2018

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3106

**MODULE TITLE:** Applied Wealth Management

**CREDITS:** 20

**FHEQ LEVEL:** Level 6

**HECoS CODE:** 100107

**(Finance)**

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

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

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>	
<b>C1</b> (Coursework)	50%
<b>E1</b> (Exam)	50%

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

**MODULE AIMS:**

The module aims to enable students to develop:

- 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:**

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to:  1. Evaluate the relevance of market factors impacting on client wealth and objectives  2. Evaluate relevant strategies in the protection and preservation of wealth  3. Critically assess investment requirements of	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

<p>clients from the relevant information available, making recommendations</p> <p>4. Evaluate investment and portfolio performance assessing the potential impact of taxation on income and wealth</p>	<p>techniques from within the discipline, draw reasoned conclusions and to sustain arguments.</p> <p>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.</p>
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> 06/02/2019	<b>SEMESTER:</b> Autumn/Spring/Summer

Additional notes (for office use only):



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

<b>ACADEMIC YEAR:</b> 2019/2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Ross Henderson	<b>OTHER MODULE STAFF:</b> Ben Bennett

### 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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	44	11 week lectures
Work-based learning	60	10 weeks on placement
Guided Independent Learning	96	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (C1)	Report analysing investment strategies in relation to specific client suitability and any taxation implications (ALO 1-4)	100%
Exam (E1)	Content specific questions and analysis of case studies. (ALO 1-4)	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Business report.	100%
Coursework (in lieu of the original assessment)	Content specific questions and analysis of case studies. (ALO 1-4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Ross Henderson Date: 04/12/2018	<b>Approved by:</b> Sean Dettman Date: 04/12/2018