



**Course Specification
Part B: Course Design**

BSc (Hons) Finance and Investment

Course Code: FBLU089

**Faculty of Business and Law
School of Economics, Finance and Accounting
Economics and Finance Cluster**

Academic Year: 2023/2024

Part B: Course Design

BSc (Hons) Finance and Investment

1. Rationale for Course Design

1.1 Overview

BSc (Hons) Finance and Investment delivers teaching and learning which is active, applied, social and inclusive in approach. Modules are global in nature and make use of case studies that broaden students' understanding of both theory and practice. The activities students engage in promote a sense of belonging to the Finance and Investment degree course and the Collaborative Online International Learning projects will help students engage with fellow students from Coventry University partners from around the world.

The BSc (Hons) Finance and Investment course has been designed to ensure as seamless a transition into higher education (HE) as possible. Level Four provides students with an introduction to several fundamental disciplines such as economics, finance and accounting. Taking such an inclusive approach means that, at the end of Level Four, students will have the opportunity to reflect on and review their progress on their chosen course. Students can switch course should they wish from a list of alternative courses and will be able to move into Level Five confident in their abilities to succeed.

Students on Finance and Investment have access to a team of academic and pastoral support experts who will guide them through their transformational journey at Coventry University. Our commitment to providing a tailored and individualised learning journey for all students aims to ensure that all students fulfil their potential regardless of their background or experience.

Fulfilling students' potential is not just about getting great results, it is also important that all students make progress on their personal development and think carefully about where they want to go and what they want to do after they graduate. We encourage students to do this throughout their three years of study, by offering a range of guest lectures from industry experts and alumni, adopting an immersive and authentic approach to learning, and requiring students to apply theory to practice. Our Talent Team are also on hand to encourage students to explore their career aspirations. They offer virtual and in-person specialist advice and guidance on preparing for internships and placements and how to best approach graduate placement scheme applications in both national and international contexts.

Being a Coventry University graduate means that students will enter the world of work prepared, not only with the knowledge, skills and behaviours to make them competitive but also with a set of Graduate Attributes designed to impress employers. All our courses and our approach to student experience are designed to nurture an international mindset, an ability to think critically, and an appreciation of the fundamental importance of strong communication skills to good leadership.

Students on BSc Finance and Investment will receive between 15-to-18 contact hours at Level Four, 12-to-15 at Level Five and 9-to-12 at Level Six with a maximum of a third of these hours being online. In addition, a one-hour long course session will be timetabled weekly. This session will bring all students in the year together, to create a sense of community and provide a range of support activities, as well as give students an opportunity to raise any concerns relating to the course. Normally, a 20-credit module involves two 1-hour interactive lectures weekly, delivered synchronously online or on campus, followed by a range of active learning sessions such as seminars and workshops, typically being two-hours long. The assessment strategy is designed to be efficient and manageable and consists of authentic assessments, very similar to those tasks students will have to complete in their future careers.

The BSc (Hons) Finance and Investment is distinct from other courses in the Faculty of Business and Law (FBL) in that it focuses on finance and investment, and seeks to offer a firm foundation for a successful career in investment banking, asset and portfolio management as well as corporate finance and other sectors of the financial services industry. Financial specialists are in great demand and career opportunities and potential rewards are good, but they demand intellectual rigour and commercial acumen. This degree is designed to give students this rigorous training in all areas of finance, and is mapped against the Investment Management Certificate (IMC), the benchmark entry-level

qualification into the investment profession. There is a focus on quantitative skills because these are required in every aspect of financial decision making today. Students will study econometrics and develop highly valued skills in data modelling, and get training in professional data analysis packages and industry-standard financial databases (such as Bloomberg) which are widely used by financial institutions and available in our world class professional trading floor.

Students will also gain a broad understanding of the underlying mechanisms of finance that will equip them with the skills to work in a highly regulated, post-financial crisis world. This course will sharpen their understanding of the broad disciplines involved, from corporate finance to international finance, and corporate governance to banking. The course content will also allow the development of a specialisation in investment, learning about financial derivatives, financial regulation, investment and risk, as well as portfolio management. With an extensive knowledge of finance and investment and a wide range of analytical, research and quantitative skills, students can work in financial services, banking, investment banking, asset management, wealth management, and general finance roles.

This degree also cultivates a wide range of transferable skills that benefit students who decide not to pursue a career in finance and investment. Not only do they develop transferable skills such as digital, critical and analytical thinking, teamwork, communication, presentation, research, independent learning and numeracy skills, students also acquire valuable skills to help them manage their finance, plan for their future, and understand financial products. This promotes financial well-being because financial literacy increases their confidence in managing their finance, enables them to make informed financial decisions, encourages them to save and invest to ensure a comfortable retirement, as well as avoid debt and financial crimes. This fosters the achievement of the UN's sustainable development goal of good health and well-being.

1.2 Industry and Employability

Employability is enhanced in several ways.

- Hands-on experience of market leading financial databases such as Bloomberg, Refinitiv Workspace, Fitch Connect, Bureau van Dijk Fame.
- Learning important statistical software which are widely used in finance and banking sectors.
- Opportunity for professional certification of key financial database skills (Bloomberg, Refinitiv Workspace)
- Guest lectures from organisations such as CFA, CFA UK, and CII.
- An interactive and internationally diverse learning environment.
- Research informed teaching with input from the Centre for Financial and Corporate Integrity.
- Advice sessions and guidance from the employability team focusing on internships or placement applications and graduate scheme applications.
- Innovative/professionally relevant coursework design.
- Opportunities for international travel through both module specific field trips and the option of study abroad and work abroad placements.

1.3 Principles for Responsible Management Education (PRME)

The design of the course also reflects the Business School's commitment, as a prime signatory, to the six Principles for Responsible Management Education (PRME) <http://www.unprme.org/>. PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.

The course embeds aspects of sustainability within the curriculum, as well as the Principles for Responsible Management Education (PRME). This is achieved through, for example, the use of sustainability case studies from the Centre for Business in Society case study library, which ensures that contemporary issues around sustainability and

ethics are embedded into the teaching and learning within the course. These principles will be particularly emphasised in the modules on Entrepreneurial Thinking, Financial Services, Financial Regulation, and Sustainable Finance.

In addition, students have to take several modules designed to enhance their financial literacy, capability, and well-being, which is one of the UN's SDGs. At Level 4, they study Principles of Finance which focuses on personal finance, allowing them to acquire key skills and knowledge required to manage their own finance when they leave university. At Level 5, they study Financial Services, designed to enable them to understand the opportunities and risks of using financial products. At Level 6, they learn about portfolio management and investment analysis. These modules seek to empower students, enabling them to make informed financial decisions, take advantage of financial opportunities and avoid becoming victims of financial crimes.

2 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional, Statutory or Regulatory Body (PSRB) requirements

2.1 Higher Education Qualifications

The degree aligns with the QAA Framework for Higher Education Qualifications (2014) because it also adopts an outcomes-based approach and awards qualifications based on the achievement of outcomes (expressed in terms of knowledge, understanding and abilities) and attainment rather than years of study.

The intended Course Learning Outcomes (LOs) align with the QAA Framework for Higher Education Qualifications (2014) descriptors at Level 6 as follows:

Practical and transferable skills: CLOs 2-8 meet the QAA requirements for practical and transferable skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry as necessary for the discipline, the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.

Knowledge and Understanding: CLOs 1 relate to the QAA requirements for knowledge and understanding: The course provides a systematic extensive and comparative understanding of key aspects of Finance and Investment, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, informed by the latest research.

Cognitive skills: CLOs 8 address the QAA requirements for cognitive skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.

2.2 Subject Benchmark

The learning outcomes for this course are consistent with the threshold level of achievement to be matched or exceeded by all graduates in order for the award of an honours degree outlined in the QAA Subject Benchmark for Finance (2019). These include:

- An appreciation of the context in which finance and investment operates
- Knowledge of major theoretical tools and theories
- Understanding of the relationship between theory and practice
- An ability to interpret financial data
- Understanding of factors influencing investment behaviour and opportunities of private individuals
- Understanding of financial services activities in the economy
- Ability to understand financial statements

2.3 Professional, Statutory or Regulatory Body (PSRB)

The BSc Finance and Investment course is mapped against the Chartered Financial Analyst UK (CFA) Investment Management Certificate (IMC), a benchmark entry-level qualification into the UK investment profession. This means that the course provides students with coverage of the core areas of investment management and will greatly assist those who go on to study for the IMC.

Students can also apply for recognition of prior learning with the Chartered Institute of Insurance (CII).

2.4 Other External Bodies/Industry Panels

Regular meetings with the School Advisory Group, made up of local employers, also provide invaluable input for the course development.

The EFA School Advisory Group will help provide external expert advice, support and guidance to the School in respect of course curriculum and innovation and in addition play a key role in supporting the enhancement of employability skills for students coming from economics, finance and accounting courses at undergraduate and postgraduate level.

The aims of the EFA School Advisory Group are as follows:

- a) To provide guidance and support on curriculum issues, especially aspects of 'fit for purpose' regarding skills development but also where appropriate wider academic content of modules and courses
- b) To act as a critical friend in providing external commentary and guidance regarding new course innovations and existing course revalidations at UG and PG levels
- c) To help in developing networking opportunities for students and academic staff, e.g. in respect of the former, opportunities for short term or longer industrial student placements and in the case of the latter, the chance for work shadowing type experiences (where appropriate and feasible)
- d) To aid in the design and development of student events, e.g. research showcasing, employability showcasing and networking events on and off campus
- e) To provide the opportunity for applied research with panel members
- f) To act as a body of ambassadors for the School and help promote its activities and services within the local and wider business and general community.

3 Teaching & Learning and Assessment Strategies

Students on Finance and Investment will experience teaching, learning and assessment that are active, applied, social and inclusive. They will be co-creators of their experiences through engagement with the curriculum as partners in the academic community. The following two sections set out the strategies for Finance and Investment relating to teaching and learning followed by assessment.

3.1 Teaching and Learning

The BSc (Hons) Finance and Investment course is part of a cluster of Economics and Finance courses which share a common first year to enable students to gain a broad understanding of accounting, economics, finance, and statistics before continuing their chosen specialism.

The course at Level 4 therefore provides a broad introduction to business accounting, economic theories, principles of personal finance, a thorough grounding in required mathematical and statistical skills and an introduction to general entrepreneurial principles.

Level 5 provides increased specialisation in Finance and Investment, requiring students to study Financial Services, Financial Regulation, Financial Derivatives, and Economics of Banking and Finance. This gives them the opportunity to deepen and broaden their knowledge and skills. These modules are studied in a wider context, with students requiring to take a Faculty Shared module (Designing a Research Proposal), which further enhances students' transferable business and research skills and helps prepare them to undertake a substantial independent research project in their final year. The module on Econometrics and Data Analysis enables them to enhance their mathematical and quantitative skills.

At Level 6 students increase their level of critical engagement with finance and investment and have the opportunity to study modules on Portfolio Management, Investment and Risk Analysis, and Sustainable Finance, as well as managing their own independent research project. They also take an optional module from one of the following

modules: Applied Econometrics, Corporate Financial Management, Corporate Governance and Ethics, International Finance and Insurance and Pensions.

Students will benefit from teaching and other activities that are inclusive and develop a sense of belonging to the Coventry University community. Students will engage in activities that promote belonging within the Faculty of Business and Law, the School of Economics, Finance and Accounting as well as their course. Inclusive teaching for the BSc in Finance and Investment means not just making all the teaching and learning resources available for students on Aula but other aspects of our approach. This includes access to assistive technology such as “Read and Write™” and “X Mind™” to support them in their studies and the availability of learning materials, where required, in different accessible formats. Other available support includes adjustments to assessment arrangements, loans of equipment including voice recorders and laptops, mentoring support and study skills tuition, note taking and the provision of lecture recordings. It is important that we deliver our course in a flexible way that supports personalised learning for our students, so module tutors will provide additional support during their advice and feedback hours where required.

Guest lectures within modules are also a key part of the teaching and learning strategy. This is because student feedback shows listening to industry guest speakers and alumni not only enables students to develop their financial planning knowledge, but it also helps them to keep up to date with the application of financial planning in practice. Students also find industry guest speakers and alumni inspiring and engaging and they help to maximise the potential of students by raising their aspirations, which improves their future employability.

Face to face teaching is also supplemented by virtual and online support (via the use of learning technologies). For example, interactive lectures are recorded, not only because students find them valuable revision tools, but also because recorded lectures suit the learning style of auditory learners, students with dyslexia and international students, and so help to improve attainment and progression in these groups.

Personalised learning and support are provided to students through, for example, Progress Coaches who provide personalised support to students to address specific needs and to improve student performance. Diagnostics, such as English Language Diagnostics, facilitate students understanding of their needs and enable them to choose the appropriate level of English Language module.

Student well-being, throughout their studies, is a key aspect that the course team considers in their teaching and learning approaches. The course assessment strategy has been designed to avoid the overassessment of students and the bunching of assessments. This is key to ensuring student wellbeing and reducing stress and overall achieving successful continuation and completion. Student Success Coaches and Progress Coaches meet with students with poor engagement or re-sits.

Course hour

Currently CDs and ACDs speak with students in each year of each course at least three times each semester during a face to face lecture in a mandatory module. The course hour will give CDs and ACDs an opportunity to discuss in more detail key issues including for example:

- Academic integrity and the ACO process. Further information (including a short video) is provided on the course VLE.
- Guidance on referencing.
- Feedback and the importance of reading, understanding, and utilising feedback to feedforward into future assessments.
- Effective time management and enhancing preparation for exams and other assessments.
- Ensuring students are aware of support available including SIGMA, CAW, Academic Subject Librarian, Talent team, Progress Coaches and Success Coaches. Useful videos, contact information about Sigma, CAW and Library services (including guidance about referencing and literature searches) is also available on the course VLE.

Intercultural and International Engagement

Teaching and learning activities on the Global Financial Planning course are global in nature and make use of the diverse student body input to bring knowledge to life from different perspectives. The curriculum draws on a broad range of literature and ideas to ensure theories and examples reflect the global environment in which BSc Finance and Investment operates. Additionally, the use of global case studies in teaching and as part of assessment helps students to contextualise their learning in different environments.

Derived from the diversity of the student body and teaching team, the international focus of the course is closely aligned to the global vision of Coventry University's 2030 Corporate Strategy. To provide students a wide range opportunity to prepare for international careers, and enhance their intercultural competence as a responsible global citizen, we will effect an expanded understanding of global issues through:

- The adoption of internationally focused teaching materials and case studies.
- Embedding COIL projects into the curriculum to offer students the opportunity to work in global virtual teams.
- Optional international field trips at all three-year levels to deliver educational, business and inter-cultural experiences.
- Optional work/study year abroad options.
- The promotion of student engagement in global activities (such as Virtual World Tour, World Languages and the Global Leaders Programme, as well as language and internationally-oriented modules and partner institutes' summer/winter schools).

Each course provides every student with a COIL opportunity at every level.

- During semester 1 of 2021-22 over 300 EFA students engaged in COIL projects.
- Audit week and tax week give accounting students the opportunity to work with students from a number of European universities.
- All EFA students are encouraged to participate in field trips and virtual field trips. There is also the opportunity for an international study year or work placement.

3.2 Assessment

Assessment methods and criteria are aligned to learning outcomes and teaching activities through constructive alignment. Module descriptors define the assessment methods, outcomes and activities which are further enhanced and then outlined in the Module Guides, for each module, to support students' understanding of the linkages.

Assessments are a central part of the students' learning journey and BSc (Hons) Finance and Investment has a balance of assessment types that both test students' understanding of essential concepts and their ability to apply that knowledge. Assessments, where practicable, are designed to offer an authentic experience for the students, allowing them to demonstrate skills and attributes expected of graduates in finance and investment. For example, in the Level 6 Sustainable Finance module, students give an individual presentation on sustainable finance and write an individual essay on the role of a particular finance sector in promoting sustainability.

Within their final year students have a chance to demonstrate a more holistic grasp of their discipline through an extended module that utilises skills and knowledge from their course in a project or dissertation. Assessments have been designed to build on learning from one level to the next, developing students' assessment literacy and testing their abilities in line with the outcomes required from the Framework for Higher Education Qualifications. Assessments are designed to encourage academic integrity minimising opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism, and contract cheating. Rather than produce essays, many coursework assignments are innovative, requiring critical evaluation of a financial planning issue, and proposing suitable solutions to real-world problems. Some assignments require students to analyse a client's needs and make suitable recommendations, while others ask students to produce a promotional guide.

Assessments have been designed so that they are reliable, consistent, fair and valid. All summative assessments have an individual assignment brief which clearly outlines the expectations of the assessment to the students. This includes:

- the purpose of the assessment in relation to the module Learning Outcomes
- the assessment category

- the requirements of each assessment task
- the timescale for the assessment
- the standards expected through a rubric setting out the assessment criteria or, for quantitative assessments a Marking Scheme
- the tutor and support dates/hours available during the assessment period

Additional information relating to avoiding academic misconduct, marking timelines, release of marks and extensions/deferrals are included in the assignment briefs. All assessments, before being given to students, are internally moderated and where required are reviewed by the External Examiner.

Assessment design is approached holistically, ensuring that a variety of assessments are experienced by the students, but also that there are opportunities for feedforward to be used to develop assessment literacy. For example, at Level 4 the assessments for the Principles of Finance are group presentations, which are core assessments to provide students with feedback on their understanding of the basic concepts and processes before they write their individual coursework (applied core), a higher stake assessment as students' marks here determine the module marks. Feedback students receive on their Principles of Finance at Level 4 will help to support their studies on successor modules at Level 5 (Financial Services) which in turn provide feedforward to Level 6 (Investment and Risk Analysis, Portfolio Management and Sustainable Finance).

Any changes to module assessments are reviewed by the Course Director to ensure that they are in line with the overall course assessment strategy. Assessments are designed to ensure they are achievable and do not disadvantage students across all modes of delivery. Assessments align with the course learning outcomes and the Graduates Attributes underpinning the course and are mapped in Section 5.

A variety of assessments are used to allow students with different strengths to demonstrate their ability. Assessments are designed to be inclusive and equitable giving every student an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. Assessment types are defined by their category (below) and the assessment strategy on the BSc in Finance and Investment uses a variety of assessment types to promote inclusivity and equity for students:

- Live
- Written
- Presentations
- Time Constrained Assessment (TCA) including Exams

Written assignments are used in Mathematics and Statistics, Principles of Finance, Financial Services, Designing a Research Proposal, Financial Regulation, Economics of Banking and Finance, Financial Derivatives, and the Final Year Project. Live assessments are used in Principles of Finance, Financial Services, Designing a Research Proposal, Economics of Banking and Finance and the Final Year Project. Time constrained assessments are used in a wide range of professionally aligned modules in the form of phase tests, exams and other assignments.

The course utilises digital assessment opportunities to enhance the students' learning experience and where possible to create authentic assessments. A number of module phase tests take the form of on-line digital assessments. Students will take a number of core assessments to test their basic knowledge and/or skills as a pre-cursor to more applied assessments, where students can demonstrate a deeper understanding and apply their knowledge to the subject area. All modules at Level 4 feature core assessments.

The assessment loading for students is designed to be efficient and manageable. There are a maximum of two summative assessment points per module and if there are two one is scheduled mid-module. There are a maximum of three summative assessments scheduled at the end of each semester spread across teaching weeks 11, 12 and 13. Students will have one summative assessment from their modules, per week, in this period and there is always at least one submission in teaching week 13.

Students are supported and prepared for an assessment through regular formative assessments which are embedded in modules as part of the learning process. Students get early formative, developmental feedback on both content and mode of assessment. This on-going, dialogic feedback, including the development of students' assessment literacy ensures students know how they are progressing on the course and areas that they need to develop. Feedback, both formative and summative, is purposeful and supports the learning process and feedforward on student work is regarded as a key part of a student's learning development. To enhance feedback/feedforward criteria and rubrics are designed for each assessment to provide the basis for students to actively engage with their feedback/feedforward throughout their studies. Rubrics facilitate brief individual feedback to students on all written coursework assignments and presentations, and this feedback is enhanced by generic feedback detailing common issues found in student

submissions and steps that can be taken to improve them. A number of phase tests use digital assessment platforms that provide immediate feedback to students on their performance both at the practice (formative) and summative test stage.

Marking/moderation of completed assessments complies with University turnaround times of a maximum of three weeks at levels 4 and 5 and two weeks at level 6 to ensure feedback/feedforward can be used to help in subsequent assessments.

All assessments are designed to help students achieve the course learning outcomes as well as the defined module level outcomes. All assessments are mapped to demonstrate achievement of the course learning outcomes in Section 5 of this document.

The Course Director oversees the development of a semester-based assessment schedule which outlines when students will be taking assessments ensuring that assessments are not bunched for students both during the module and in the assessment period at the end of the semester. The assessment schedule is made available to students prior to the start of a semester and any exceptional changes to the course assessment schedule, once issued to students, must be agreed by the Associate Head Quality and Accreditation (School of EFA).

Feedback and Feedforward

The focus of effective feedback in EFA is that students can use this to feedforward to assist in the preparation of future assessments. Faculty effective feedback guidelines are circulated to EFA colleagues. EFA's monthly Teaching and Learning committee provides a good platform for course related discussion, the sharing of best practise, and ensuring a consistent approach across EFA's courses. Guidance on effective feedback is also provided during EFA School meetings and 'brown bag' lunchtime events.

Students will be able to obtain various feedback and feedforward through multiple forms within a module.

1. Providing suggestions and advice to workshop activities in or on-line class;
2. Comments on solving lecture-based problems;
3. Providing individual support with a student's academic learning, e.g. during academic support and feedback hours or via email responses to queries;
4. Providing guidance and comments regarding in-class exercises, written coursework and examination before it is attempted and after, etc.;
5. In seminars or workshops, tutors will tell students if they have got questions correct and where students might improve;
6. Online Test would be shown immediately once students submit their answers;
7. Plus, for the small minority of students who do not pass an exam (if a module has an examination): each teaching team will provide general and individual feedback to help show how students can improve for the resit paper.

Module leaders have employed a number of techniques to provide effective feedback including:

- Posting short videos providing generic feedback on the module VLE.
- During feedback week students are given the opportunity to book appointments with MLs and receive individual feedback either face to face or on MS Teams. For final year modules these sessions are timetabled.

3.3 Graduate Attributes

Coventry's Graduate Attributes are those skills, attributes and characteristics which will inform successful transition into, and lifelong engagement with a student's chosen career. The attributes are informed by the University Group Strategy 2030 values and define a Coventry graduate as: Communicate Effectively, Act with Integrity, Adapt Approach, Think Creatively, Get Things Done.

The attributes form a framework (Graduate Attributes Framework – GAF) which addresses multiple purposes. In the first case, the GAF enables students to identify the attributes they have developed during their programme of study. The GAF provides potential employers with a clear understanding of what to expect from a Coventry graduate.

The GAF informs curriculum design and assessment strategy at each stage of a programme of study. In practice, the five attributes are embedded in all courses and each level, informing teaching and learning, and evidenced within the assessment strategy. Students may also develop attributes through engagement with extra-curricular activities.

Tables in Sections Five and Six illustrate the contextualised mapping of all Graduate Attributes within this course including where and how they will be assessed.

4 Student Experience and Support

The Faculty of Business and Law are committed to education which creates better futures for a diverse range of students from within the United Kingdom and across the world. We are proud of our mission of widening access while endeavouring to provide an excellent educational experience which leads to successful outcomes and creates a range of graduate opportunities. We do so across a wide spectrum of educational levels from foundation years through undergraduate, graduate and doctoral programmes. The faculty supports the teaching and learning principles of active, applied, social and inclusive learning and embedding Coventry University's Graduate Attributes.

The student support mechanisms are consistent with the University policies on Equality and Diversity. Student support mechanisms are detailed in the University Code of Practice on the Personal Support of Students. In addition, students studying for this degree will be supported through the following.

4.1 Course induction

A six-week induction to the course will be provided, and support in terms of teaching and learning, and particularly academic writing, good practice of academic conduct, will continue throughout the programme. The induction will include vital information about the course administration and management, course ethos, learning styles, how to use the VLE and the Library facilities, reflective learning, assignment preparation and socialisation to encourage cohesion and a positive student experience within the cohort. All the induction sessions will be recorded and rolled out to the later enrollers to ensure all the students have equal opportunity to access the induction information.

Outinduction will be focused on final year students. Support from the Talent Team will be provided to ensure students develop their employability skills before entering the workplace and students also have an opportunity to explore future academic study options at the university, such as postgraduate degree options.

4.2 Course specific physical resources

Students in FBL have access to a range of bespoke, innovative authentic learning spaces. These include:

- The Academic Trading Floor
- The DigiComm Lab
- The Business Simulation Suite
- The Moot Room

The principal learning space used on the BSc Finance and Investment course is the Academic Trading Floor, where there are 42 Bloomberg Terminals. All EFA students have access to the Trading Floor VLE space. This contains information about main databases available and other available online data sources, including the data available on each, how to access the platform, and how to navigate the platform to extract different types of data.

Students use these terminals in three main ways. Firstly, they exploit these facilities to gain an extra qualification (Bloomberg Markets Concepts (BMC) and enhance their knowledge about finance, financial markets and investments. Students are encouraged to complete the online Bloomberg Market Concepts certificate. During 2020-21 over 600 EFA students attained the certificate.

Secondly, they acquire the skills in demand by employers. The Bloomberg Terminal is used by 325,000 most influential decision makers in the world, and the experience of using the Terminal will enable students to differentiate themselves.

Finally, they use the Terminal to undertake research for their modules (e.g. Investment and Risk Analysis) and the Final Year Project module. Students are encouraged to attend sessions in the Trading Floor that show them how to extract and utilise relevant data.

4.3 Faculty and University wide student support

We pride ourselves on having dedicated academic staff allocated to support all our students' academic and social needs with the aim of increasing the student's overall performance. In particular, FBL students will be allocated a pastoral support coach and will also have access to a wide range of academic support coaches available for both online and on-campus support sessions.

The course team will schedule coursework deadlines in a manner to avoid clustering and excessive pressure on students. Student engagement will be carefully monitored via attendance and non-attending students will be individually contacted and informed about the importance of attendance and reminded of the strong correlation between attendance and academic success. Students will be encouraged to actively participate in all class exercises and will be reminded of how active participation will enhance their learning experience. Regular student forum meetings will be held whereby students can voice any concerns and be appropriately dealt with by the course team.

At the University level the range of student support can be found on the 'Students Portal', which has been designed as a 'one stop' to deal with the vast majority of academic issues that, might arise. The main on-campus student support services are located in the Student Centre. Full information on these services can be found on the University's web site but include:

- Academic Registry
- Careers and Employability (Talent Team)
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions
- Spirituality and Faith
- Student Funding
- Students' Union Advice Centre
- Student Wellbeing
- Welfare and Disability

At Faculty and School level, additional student support include:

- Academic and Pastoral Support
- Faculty Student Handbook
- Module Information Directory

- Student Course Handbook: provide information on course structure, assessment and regulation

Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities' Support Team. Students may discuss their needs with the course director, Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team.

4.4 Specific support for students on placement/professional training

Students on work placements/internships, both national and international, will be provided with proactive, personalised engagement and support through one-to-one appointments. Central to our work is making sure that students have good access to placement and job opportunities and all the support students need to secure these opportunities.

Throughout the course, students will have access to the Talent Team to develop their professional competence, which is their personalised, online environment to engage with career enhancing activities and resources with Graduate Talent Team's professionally qualified team.

4.5 Research Enriched Learning

Research Enriched Learning (REL) is a thread that runs throughout FBL courses at every level and opportunities for students to engage with ongoing projects will bring an added dimension to student learning. Several members of the teaching team are active academic researchers. Opportunities for students to learn about conducting academic or business research are available throughout the course as follows:

- Students will participate in research-led seminars.
- Certain modules include guest speakers.
- Learning and assessment on a number of modules encompasses the study and critique of research journal articles.
- The process of conducting research is outlined and practised in the Developing a Research Proposal and the Final Year Project modules.

In addition, research enriched learning is enhanced in several ways:

- each course has a guest speaker from the Centre for Financial and Corporate Integrity (CFCI) every year.
- Where relevant, CFCI publications in 3* and 4* journals have been incorporated into the reading lists of modules.
- Several of EFA's Special Interest Groups (SIGs) are working on writing case studies that can be used in teaching and learning.
- Regular EFA Developmental Webinars during which EFA colleagues present their research share research activities taking place in EFA.

Section 5 Course Assessment Strategy Mapping by Module

NOTE: FORMATIVE FEEDBACK IS PROVIDED THROUGHOUT THE SEMESTER ON A MODULE BY MODULE BASIS TO INFORM STUDENTS' PROGRESS

Level 4

Module	Brief assessment details	Assessment type *	Core/ Applied Core	Credits	Graduate Attributes assessed **	Course Learning Outcomes								Submission ***
						1	2	3	4	5	6	7	8	Semester 1
4005ICTE Entrepreneurial Thinking	Artefact: Infographic or poster representing the photo analysis (minimum 3 images) on the local, social, economic or environmental challenge identified, and the personal experiences gained identifying the chosen challenge (i.e. entrepreneurial traits and competencies utilised)	Artefact	AC	20	CE, AI, AA, TC, GD	X	X							Week 11
4011ACC Business Accounting	60-minute phase test	TCA	C	5	TC, AI	X	X	X			X			Week 7
	Time constrained assessment – 120 mins	TCA	AC	15	TC, AI	X	X	X			X			Week 13
4026ECN Principles of Microeconomics	Online multiple-choice test (time allowed 60 minutes)		C	5										
		TCA			AA, AI	X	X	X	X		X			Week 8
	A 2,000-words individual essay	Written	AC	15	AA, AI	X	X	X	X		X			Week 12
														Semester 2
4028ECN Mathematics and statistics	TCA – MCQ phase test – 60 mins	TCA	C	5	TC	X	X	X	X		X		X	Week 7
	Individual report – 2,000 words	Written	AC	15	TC	X	X	X	X		X		X	Week 12
4027ECN Principles of	Online multiple-choice test (time allowed 60 minutes.	Test	C	5	AA, AI	X	X	X	X		X			Week 8

Macroeconomics	CW - Time constrained assessment – 120 mins	TCA	AC	15	AA, AI	X	X	X	X		X			Week 13
	Group presentation – 15 mins group presentation on a topic in personal finance	Prs	C	5	AA, CE, GD	X	X	X	X					Week 6
4009FIN Principles of Finance	Individual coursework – one 2,000 word individual assignment which looks at the process of buying a property and involves defining goals and objectives, preparing a budget, compiling a networth statement, preparing a tax calculation and income and expenditure statement, discussing property selection criteria and insurance requirements.	Written	AC	15	AA, CE, GD		X	X	X	X	X	X	X	Week 11

Level 5

Module	Brief assessment details	Assessment type *	Core/ Applied Core	Credits	Graduate Attributes assessed **	Course Learning Outcomes								Submission ***
						1	2	3	4	5	6	7	8	Semester 1
5009ECN Econometrics and Data Analysis	Phase test - Open book time-constrained (2 hours) problem-solving exercise	TCA	AC	10	AA, GD	X	X	X	X		X		X	Week 6
	Individual report - 1000 words	Written	AC	10	AA, TC	X	X	X	X		X		X	Week 11
5025FIN Financial Services	Presentation 20 mins group presentation (4-5 students) and 500 word personal reflection	Live & written (Composite)	AC	10	AA, TC, CE	X	X	X		X			X	Week 7
	Individual Assignment – 2,000 words	Written	AC	10	AA, TC	X	X	X		X			X	Week 13

[illegible]

Level 6

Module	Brief assessment details	Assessment type *	Core/ Applied Core	Credits	Graduate Attributes assessed **	Course Learning Outcomes								Submission ***
						1	2	3	4	5	6	7	8	Semester 1
6031FIN Investment and Risk Analysis	Open book time constrained Phase test (45 minutes)	TCA	AC	5	AA, TC, GD	X	X	X	X				X	Week 6
	Open book time constrained assessment (2 hours). This will consist of two sections; these will relate respectively to bonds and shares. A minimum of one question much be answered from each section plus one other should be answered from either of the two sections	TCA	AC	15	AA, TC, GD								X	Week 13
						X	X	X	X		X	X		
6012FIN OPTION Corporate Financial Management	Phase test – 45 minutes	TCA	AC	5	GD	X	X				X		X	Week 7
						X	X						X	
	Exam – 2 hours	TCA	AC	15	AA, TC, GD						X			Week 13
6029FIN Portfolio Management	Coursework: Individual written assignment of 2000 words	Written	AC	10	AA, TC, GD		X	X	X		X		X	Week 8
	Test - Open book (90-minutes)	TCA	AC	10	AA, TC	X	X	X	X	X	X	X	X	Week 12
6033FIN OPTION Insurance and Pensions	Individual guide (1,500 words) to promote insurance products	Written	AC	10		X				X			X	
					AA, TC, AI		X		X					Week 7

[illegible]

*Assessment type to be selected from list of assessment categories in the 'Curriculum Transformation – Assessment Design' guidance.
These are: Written; Live; Artefact; TCA; Composite; Portfolio

** All attributes must be assessed at all levels (4, 5 and 6)

Communicate Effectively (CE)

Act with Integrity (AI)

Adapt Approach (AA)

Think Creatively (TC)

Get Things Done (GD)

***Indicative as the running order is subject to change

Non-condonable modules	
The following modules receive exemption accreditation from PSRBs and are non-condonable :	
5023FIN	Financial Regulation
6012FIN	Corporate Financial Management
6033FIN	Insurance and Pensions

Section 6 Graduate Attributes Mapping (BSc Finance and Investment)

University Graduate Attribute *	Graduate Attribute outcomes – by level	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
Adapt approach	Level 4 Can identify how key principles of finance are impacted by the global environment. Can identify global challenges and how people can impact on challenges through their actions.	<p>4026ECN - Principles of Microeconomics Students will compare and contrast different economies through the use of a variety of global, case studies. Assessment: Multiple choice quiz and individual essay.</p> <p>4027ECN - Principles of Macroeconomics Students will compare and contrast different economies through the use of a variety of global, case studies. Assessment: Multiple choice quiz and open book time constrained assessment.</p> <p>4009FIN - Principles of Finance Module will incorporate international case studies and real life discussions to develop awareness of different practices in various cultures. Assessments: Group presentation (15 mins) and individual report (2,000 words) on personal finance. E.g. on buying a property, which involves defining goals and objectives, preparing a budget, compiling a net worth statement, preparing a tax calculation and income and expenditure statement, discussing the property they wish to buy and the insurance required).</p> <p>4005ICTE - Entrepreneurial Thinking Guided learning experiences outside of the classroom where students work in diverse teams to explore their local community and identify social, economic, or environmental challenges. Assessment - Photo analysis of a local, social, economic, or environmental challenge.</p>
	Level 5 Can adapt finance and investment concepts and ideas to different local and global contexts to reflect social and cultural differences.	<p>5025FIN - Financial Services Students analyse real life problems through an ethical, socially responsible and sustainable perspective. They will have to show global awareness of financial services from a variety of perspectives. Assessment – A 20 minute group presentation (4 –5 students) and 500 words individual reflection plus an individual essay addressing financial services from different contexts.</p> <p>5009ECN - Econometrics and Data Analysis Students analyse international datasets to assess and apply econometrics techniques studied, meant to link concepts, analyse and solve real-life situations in global economies and international financial markets.</p>

	<p>Assessment – Phase test and individual report in which they have to apply econometrics techniques studied to international context.</p> <p>5023FIN - Financial Regulation Module covers real life cases of regulatory issues in banking and finance and provides opportunities for students to compare regulation between different jurisdictions. Assessment – A 20 minute group presentation (in pairs), based on a global context.</p> <p>5024FIN - Financial Derivatives Students analyse how derivatives are used across different types of firms (banks, non-bank corporates, insurance companies, etc.) based on global location and international reach. Assessment – Individual essay analysing how derivatives are used in different types of firms/banks in a global setting.</p> <p>5026ECN - Economics of Banking and Finance Students analyse global standards on banking e.g. bank capital and liquidity requirements, governance arrangements, macroprudential and microprudential regulation and should show awareness of pertinent global issues in banking. Assessment – A 15 minute group presentation (4-5 students) on banking and risk management and a 2,000 words individual research project on a contemporary issue in global banking.</p> <p>5006ICTE - Designing a Research Proposal Depending on the research topic selected, students will be exposed to global critical issues; sustainability challenges e.g., SDG goals Assessments – A 2000 word research proposal on a contemporary, global issue or challenge.</p>
<p>Level 6 Can take into account local and global factors and identify implications for finance and investment activity.</p>	<p>6031FIN - Investment & Risk Analysis Students analyse real-world international financial markets data in class and summative assessments. They also have the opportunity to participate in COIL project in collaboration with international universities. Assessment – Phase test and time constrained assessment requiring analysis of data from international financial markets.</p> <p>6029FIN - Portfolio Management Students analyse international datasets and have to recommend portfolios of investment with highest possible performance. Assessment – Individual coursework analysing international datasets and recommend portfolios of investment with highest possible performance.</p> <p>6032FIN - Sustainable Finance</p>

		<p>Students analyse the global challenges facing our society from an environmental, social and economic perspective and how finance (e.g. banking, investment and insurance) can promote sustainability.</p> <p>Assessment – A 10-12 minute individual presentation on sustainable finance and a 2000 word individual essay on the role of different finance sectors in promoting sustainability.</p>
Think creatively	<p>Level 4</p> <p>Can demonstrate knowledge of how markets are developed through concepts such as ideation and entrepreneurship. Can identify problems and propose solutions to a range of finance related issues.</p>	<p>4028ECN - Mathematics and Statistics</p> <p>Students will be introduced to datasets which include real economics and financial data from the current economic and finance context, allowing students to develop and demonstrate their critical thinking, problem solving and analytical skills in analysing and making decisions on real life situations/applications.</p> <p>Assessment: Phase test and report analysing financial data.</p> <p>4011ACC - Business Accounting</p> <p>Students will apply models, theories and concepts to real-world scenarios in seminar exercises and assessments. This shows how theories, models and concepts are relevant to decisions made by managers in the real world and helps to develop critical thinking, problem solving and analytical skills.</p> <p>Assessment: Time constrained assessment based on short case studies.</p> <p>4005ICTE - Entrepreneurial Thinking</p> <p>Identifying social, economic, or environmental challenges through observations and through being open to new ways of thinking.</p> <p>Assessment – Photo analysis of a local, social, economic, or environmental challenge.</p>
	<p>Level 5</p> <p>Can analyse data to solve complex financial problems and make appropriate recommendations.</p>	<p>5025FIN - Financial Services</p> <p>Students will conduct a comparative analysis of UK financial services industry with a country of their choice. E.g., pensions, insurance, retirements planning etc.</p> <p>Assessment – A 20 minute group presentation (4 –5 students) and 500 words individual reflection plus an individual essay addressing financial services from different contexts.</p> <p>5009ECN - Econometrics and Data Analysis</p> <p>Module material and assessment include real-world datasets and situations, which are to be critically assessed and analysed by students using the econometrics techniques studied.</p> <p>Assessment: Individual report in which students must address an economic or finance problem using regression analysis.</p> <p>5023FIN - Financial Regulation</p> <p>Students analyse different aspects of financial regulation and their applicability to different cases and will be provided with problem sets for them to solve. These problem sets often relate to some real life cases or hypothetical cases that require the students to apply concepts covered in class.</p>

		<p>Assessment – A 20 minute group presentation (in pairs), a personal reflection (500 words) and a time constrained assessment.</p> <p>5024FIN - Financial Derivatives Students will have to apply models, theories and concepts to real-world scenarios. This shows how theories, models and concepts are relevant to decisions made by managers in the real world and helps to develop problem solving, analysis, critical thinking, and students’ creativity. Assessment – Individual essay involving the application of models, theories and concepts to real world scenarios.</p> <p>5026ECN - Economics of Banking and Finance Students analyse global standards on banking e.g. bank capital and liquidity requirements, governance arrangements, macroprudential and microprudential regulation and should be able to critically discuss pertinent global issues in banking. Assessment – A 15 minute group presentation (4-5 students) on banking and risk management and a 2,000 words individual research project on a contemporary issue in banking.</p> <p>5006ICTE - Designing a Research Proposal Students will review key research and data within their chosen area of study. Assessments – A 5 - 8 minute individual presentation on the critical issue/ global contemporary issue students wish to focus on for their applied core assessment.</p>
	<p>Level 6 Can critically assess the suitability of investment practices in a range of situations and propose and justify solutions to enhance performance.</p>	<p>6031FIN - Investment & Risk Analysis Students analyse real-world international financial markets data in class and summative assessments. They also have the opportunity to participate in COIL project. Assessment – Phase test and time constrained assessment requiring analysis of data from international financial markets.</p> <p>6029FIN - Portfolio Management Students analyse international datasets in class and will be assessed in their summative assessments in both the numerical and theoretical questions. Assessment – Individual coursework analysing international datasets.</p> <p>6007EFA - Project Students evaluate primary and secondary research in their literature review and in the analysis of the data they have collected themselves. Students apply relevant theories to their data analysis Assessment - individual research-based dissertation on an approved topic which relates to the student’s course of study</p>

Communicate effectively	Level 4 Can recognise key aspects relating to how people communicate and build effective teams. Has the ability to communicate in an appropriate and professional manner for a given audience.	4005ICTE - Entrepreneurial Thinking Peer review of enterprising traits and entrepreneurial competencies feedforward into summative assessment. Assessment – Infographic/ poster reflecting on feedback from a diverse group of peers. 4009FIN - Principles of Finance Group discussion in class will provide students with opportunities to learn from other students and present their findings in front of an audience. Assessment: Group presentation (15 mins) and individual report (2,000 words) on personal finance.
	Level 5 Can professionally present finance and investment ideas as part of a group.	5025FIN - Financial Services Students will analyse real life problems through ethical, socially responsible and sustainable perspective and present their findings to an audience as part of a group. Assessment – A 20 minute group presentation (4 –5 students) and 500 words individual reflection plus an individual essay addressing financial services from different contexts. 5023FIN - Financial Regulation Students will have to work collaboratively throughout the module and prepare a portfolio of group presentations in which they will analyse different aspects of financial regulation and their applicability to different cases. Assessment – A 20 minute group presentation (in pairs), a personal reflection (500 words) and a time constrained assessment. 5026ECN - Economics of Banking and Finance Students will have to work collaboratively throughout the module and prepare a group presentation on topics such as structure of financial systems, financial regulation, banking risks and risk management. Assessment – A 15 minute group presentation (4-5 students) on banking and risk management and a 2,000 words individual research project on a contemporary issue in banking.
	Level 6 Can be effective communicators within authentic finance and investment contexts.	6032FIN - Sustainable Finance Students will have to work collaboratively throughout the module to help prepare for their individual presentation on sustainable finance. Assessment – A 10-12 minute individual presentation on sustainable finance and a 2000 word individual essay on the role of different finance sectors in promoting sustainability.
Get things done	Level 4 Has the ability to identify their personal growth	4009FIN - Principles of Finance Students will have to work collaboratively to prepare group presentations on a topic in personal finance and present to an audience.

requirements relating to the world of finance and investment. Demonstrates an ability to take ownership for their own learning.	<p>Assessment: Group presentation (15 mins) and individual report (2,000 words) on personal finance.</p> <p>4005ICTE - Entrepreneurial Thinking Students self-assess their enterprising traits and entrepreneurial competencies. Assessment – Infographic/ poster on students' own needs and areas for development.</p>
<p>Level 5 Can identify where and what change needs to happen and make and communicate appropriate planning activity recommendations</p>	<p>5009ECN - Econometrics and Data Analysis Students are working using real and complex economics and financial concepts/data, collaborating in class and working individually for the assignment, to build and assess relevant econometrics models and techniques and make decisions based on their detailed analysis. Assessment: Phase test designed to assess students' understanding of econometrics principles and the use of tools to carry out data analysis and develop their confidence in this area.</p> <p>5023FIN - Financial Regulation Students analyse different aspects of financial regulation and their applicability to different cases and will be provided with problem sets to solve. They will have opportunities to make presentations and contributions during class and group presentations. Additionally, they will be provided with different platforms for collaborative work e.g. Miro & padlet to help build confidence in getting their ideas heard. Assessment – A personal reflection (500 words).</p> <p>5006ICTE - Designing a Research Proposal Students will design their own small-scale research proposal. Assessments – Applied core: 5 - 8 minute individual presentation on the critical issue/ global contemporary issue students wish to focus on.</p>
<p>Level 6 Can demonstrate they are self-starters, intrinsically motivated, resilient, purpose driven and reflexive and adaptable learners who can take ownership to explore complex areas of investigation in finance and investment</p>	<p>6031FIN - Investment & Risk Analysis Students analyse real-world international financial markets data in class and summative assessments. They are expected to provide evidence of wider reading in their answers to theoretical questions in the assessment and phase test. Assessment – Phase test and time constrained assessment requiring analysis of data from international financial markets.</p> <p>6007EFA - Project Students design their own research project, present their proposal and then act on the feedforward to carry out their project. Assessment - 10 minute individual presentation of the proposed research.</p>
Level 4	4026ECN - Principles of Microeconomics

Act with integrity	<p>Can interpret data and make ethical business decisions based on research and evidence. Is conscious of how finance decisions impact on wider society and the need for sustainable solutions to both global and local challenges.</p>	<p>A purpose of the study of economics often arrives at suggestions about policy and how to make the world better. This module embraces this through out in-class, outside classes and assessments during the semester. Assessment: Individual essay - Uses microeconomic theory and analytical methods to consider real world applications including change and the betterment of society.</p> <p>4027ECN - Principles of Macroeconomics A purpose of the study of economics often arrives at suggestions about policy and how to make the world better. This module embraces this through out in-class, outside classes and assessments during the semester. Assessment: CW2 – TCA assessing impact of economics on environment and society.</p> <p>4011ACC - Business Accounting Business ethics plays a key role in accounting. Seminar exercises and assessments allow students to apply models, theories and concepts to real-world scenarios. This will require students to act ethically. Assessment: Time constrained assessments make use of short case studies.</p> <p>4005ICTE - Entrepreneurial Thinking In-class debates exploring the role of entrepreneurship in addressing a range of social, economic, and environmental challenges and adopting a critical focus on how the principles of responsible management education can shape entrepreneurial solutions. Assessment – Photo analysis on a local, social, economic, or environmental challenge.</p>
	<p>Level 5 Can make finance and investment related recommendations which are ethical, sustainable and socially responsible.</p>	<p>5023FIN - Financial Regulation Students analyse different aspects of financial regulation which will include aspects of professional ethics and environmental, social and governance (ESG) criteria. Assessment – A 20 minute group presentation (in pairs) analysing different aspects of financial regulations to include aspects of professional ethics.</p> <p>5006ICTE - Designing a Research Proposal Case study examples of global issues/ problems and attempts to propose sustainable solutions. Assessments – Applied core: 2,000 word research proposal where students will need to identify a current, critical issue and analyse the possible impact on businesses - this will include economic, social and environmental impact.</p>
	<p>Level 6 Can evaluate and utilise appropriate research methodologies and methods to collect and analyse data in an ethical way and</p>	<p>6032FIN - Sustainable Finance Students evaluate the impact of environmental, social and economic challenges facing our society and how finance (e.g. insurance, investments, banking) can promote sustainability. Assessment – A 10-12 minute individual presentation on sustainable finance and a 2000 word individual essay on the role of different finance sectors in promoting sustainability.</p>

	critically apply the principles of effective and ethical research practices.	<p>6029FIN - Portfolio Management Students analyse international datasets and will conduct individual research for their coursework in which they are treated like investors having social and ethical responsibilities to offer portfolios of investment with highest possible performance. Assessment – Individual coursework and time constrained assessment. The individual coursework would require the students to act socially responsible in terms of using reliable data sources and provide accurate and valid recommendations as if they are investment managers dealing with clients.</p> <p>6007EFA - Project Students design and undertake their own research project which complies with ethical requirements. Assessment - individual research-based dissertation on an approved topic.</p>
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[[Framework for Higher Education Qualifications](#)]

*The Graduate Attributes are detailed ... [[link to support page and expanded definitions to be added](#)]