

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview/ factual information

Programme /award title(s)	BSc (Honours)- Finance BSc - Finance Diploma in Higher Education - Finance Certificate in Higher Education - Finance
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	2015
Date of latest OU (re)validation	2015
Next revalidation	Spring 2021
Credit points for the award	360
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	
Underpinning QAA subject benchmark(s)	FINANCE
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT – 3 years
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	March 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The Finance programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

The American College of Greece mission

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

School of Business and Finance mission

The School of Business and Finance is committed to providing academically rigorous Finance and business programmes that equip students with knowledge and thinking skills grounded in liberal education, Finance foundations, business functions and sound specialization components.

Finance Programme mission

In congruence with the mission of the College, the mission of the Finance Program is to create an environment where prominent professionals and scholars come together to teach, research and share critical knowledge about finance.

Educational Aims

The Finance programme aims to provide students with a thorough grounding in theoretical and applied Finance. The programme equips students with the appropriate tools to become successful professionals in today's global market environment. Students completing the programme will be able to pursue graduate studies in Economics, Finance, and other business-related fields.

The **overall goals** of the Finance programme are to: Provide students with a solid background in corporate finance, investment analysis, and risk management.

1. Provide students with a solid background in corporate finance, investment analysis, and risk management.
2. Provide students with applicable quantitative skills.
3. Develop students' analytical and critical thinking on topics in finance, current issues and policies so as to enhance their ability to respond to institutional and economic change.
4. Prepare students for postgraduate education and/or professional qualifications.
5. Prepare students to become informed citizens and ethical finance professionals.

More specifically, the Finance programme aims to produce students with the following **competencies**:

1. Demonstrate an understanding of the nature, context and functions of different entities as well as of their legal, tax and economic environment.
2. Exhibit knowledge and understanding of the workings of financial markets and institutions and discuss their impact on financial decision-making process for both institutional and individual investors.
3. Demonstrate knowledge and understanding of relevant financial theory.
4. Demonstrate professional integrity through knowledge of ethical issues related to the financial practice.
5. Research, analyse and interpret financial data for comparison and valuation purposes.
6. Evaluate the financial implications of different business decisions.
7. Assess various investment strategies and apply risk management techniques in portfolio management.
8. Critically discuss, major theoretical concepts in finance, and their relevance to practical cases.
9. Demonstrate adequate analytical skills, using quantitative techniques.
10. Ability to locate, extract and analyse financial and non-financial data from multiple sources, to develop critical thinking and draw conclusions.
11. Relate theory to practice by applying financial and managerial decision methods to various financial problems.
12. Demonstrate ability to work collaboratively.
13. Make effective use of information technology and communicate in a professional manner.

The programme satisfies the QAA Finance Subject Benchmark Statement (2019) for subject-specific and generic skills. The programme's **learning outcomes** specify that upon completion of the programme, students will be able to:

A. Knowledge and Understanding

- 1) Demonstrate the foundations of finance, corporate finance and quantitative finance
- 2) Demonstrate relevant knowledge and understanding of the roles, operation and functions of domestic and international financial market, institutions and instruments and ethical considerations
- 3) Demonstrate the relevant mathematic, statistic and econometric framework and its applications
- 4) The interpretation of financial reports from accounting statements and data generated in financial markets and the factors affecting investment decisions
- 5) Demonstrate the contemporary theoretical tools and theories of finance, financial management and economics, their relevance and application to theoretical and practical problems and application of this knowledge to the appraisal of empirical evidence

B. Cognitive Skills (*reasoning, perception, intuition*)

- 1) Utilize quantitative, modeling and econometric skills
- 2) Analyze and synthesize theoretical and practical financial issues, and interpret financial statements addressing research questions related to financial markets
- 3) Present quantitative and qualitative information, together with analysis, argument and commentary, in accordance with the professional and academic literature in finance
- 4) Critically evaluate arguments and evidence drawn from reasoned conclusions concerning structured and unstructured problems from both given data and data that must be acquired to investment practice and treasury management

C. Practical and Professional Skills

- 1) Make use of sampling techniques to obtain data in order to conduct research and the implementation of various modeling techniques to make surveys, inferences and forecasts.
- 2) Apply the preparation of reports, communicating effectively in written, oral and graphical form, of financial results and drawing conclusions and/or policy implications suitable for a professional audience.
- 3) Prepare the presentation of financial and statistical concepts critically.
- 4) Locate, extract and analyse data from multiple sources, and put theory into practice by using pertinent software packages for programming purposes and econometric applications

D. Key/Transferable Skills

- 1) Recognize key financial concepts that are present in both every day and professional decision making
- 2) Interpret numerical information, reason numerically and apply appropriate mathematical and statistical techniques in a clear and meaningful way
- 3) Analyze and report economic and financial data using computer applications and statistical techniques
- 4) Evaluate and convey key findings in published economics, finance and financial accounting research
- 5) Perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches
- 6) Understand the contexts in which the finance profession operates, developing a variety of professional skills and personal qualities useful for managing in finance and financial institutions.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US Bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
- Concentration – Open University-validated curriculum (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements).....	43
Academic Writing and Research	9
Mathematics	3
Professional Communication	3
Information Systems	3
Natural Sciences	7
(students are required to complete any two courses in natural science, one of which must have a lab component)	
Social and Behavioural Sciences	9
Humanities	3
Ethics	3
Fine and Performing Arts.....	3

Liberal Education Mission

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the knowledge, intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

1) Communication and Information Literacy

- a) Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- b) Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- c) Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- d) Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- a) Discuss issues of identity and inclusion.
- b) Explain different dimensions of sustainability and how it relates to one's discipline.
- c) Discuss ways of responsible civic engagement.
- d) Engage in activities that serve the needs of the local and global community.
- e) Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- a) Discuss world history or sociocultural traditions from different perspectives.
- b) Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- c) Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- d) Evaluate perspectives on cultural diversity.

4. Ethics and Values

- a) Explain the importance of values in our venture to understand the world.
- b) Identify ethical issues in different contexts, especially in one's major course of study.
- c) Discuss ideologies and ethical principles upheld by different cultures and cocultures.
- d) Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

- a) Discuss the main themes, symbols, and means of expression in various art forms.
- b) Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- c) Reflect on the outcomes of an artistic work.
- d) Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6. Scientific and Quantitative Literacy

- a) Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- b) Discuss the impact of science and technology on the individual, society, and the physical environment. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- c) Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7. Integration

- a) Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
- b) Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- a. BSc (Honours) Finance
- b. BSc – Finance
- c. Diploma in Higher Education – Finance
- d. Certificate in Higher Education - Finance

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EC 1000 Principles of Microeconomics	15				FALL
EC 1101 Principles of Macroeconomics	15				SPRING
BU 2003 Business Legal Issues	15				FALL
AF 2007 Financial Accounting	15				FALL
MA 2021 Applied Statistics	15				SPRING
MA 2105 Applied Calculus	15				FALL
FN 2127 Financial Markets and Instruments	15				SPRING
FN 2128 Principles of Finance	15				SPRING
TOTAL	120				

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On successful completion of this programme, students should be able to demonstrate relevant knowledge and understanding of:</p> <ol style="list-style-type: none"> 1) the foundations of finance, corporate finance and quantitative finance 2) understanding of the roles, operation and functions of domestic and international financial market, institutions and instruments and ethical considerations 3) the relevant mathematic, statistic and econometric framework and its application 4) The interpretation of financial reports from accounting statements and data generated in financial markets and the factors affecting investment decisions 5) Contemporary theoretical tools and theories of finance, economics and financial management, their relevance and application to theoretical and practical problems and application of this knowledge to the appraisal of empirical evidence 	<p>The Finance programme has a strong reputation for the high standards it upholds with regard to the classroom experience in the context of a student-centered institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, albeit in a non-formalized way, has been guiding faculty toward instructional methods that are more in line with a learning-centered approach: more interactive learning and student engagement as opposed to passive student attendance. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.</p> <p>Finance classes combine traditional lecturing by the instructor with interactive learning that encourages student participation, involves in-class question-and-answer periods and problem solving, as well as guest lectures that enrich the learning experience. The approach to teaching also encourages in-class discussion, independent enquiry, and development of argumentation on behalf of students. When the module material permits, teaching is supported by the use of visual aids, such as video presentations, as well as the use of electronic aids, such as internet sources.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

All classrooms are equipped with one computer and have internet connection. Computer facilities and Simulated Trading Room resources are used extensively in Finance teaching, especially in quantitative methods. Students acquire expertise with a wide range of statistical, economic and modern econometric software, and access to databases. Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, review questions and formative quizzes, course readings, course outlines, instructions, timely announcements etc.

Teaching is supported by instructor’s office hours. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Although not formally measured, office hours generally tend to be intensively used by students.

In congruence with the programme’s overall learning outcomes presented in Section 2.1 (p.4), learning and teaching at Level 4 aim to deliver a combination of knowledge and understanding in foundations of finance, including principles, as well as applications. At the same time, students are given the opportunity to gradually build strong quantitative skills and acquire knowledge and understanding of principles of accounting and finance.

The learning outcomes in all modules are set in such a way to ensure that these multiple objectives are attained. Students are encouraged to

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

discover the relationship between theory and application. This is in line with the programme's focus on providing students with professional, as well as transferable competences and enhancing their learning by ensuring the curriculum and its delivery are current and relevant.

Module assessments are designed to measure student understanding of the interconnectedness of topics covered in the module. This aspect of the assessment strategy is aided by the development of module-specific and assessment-specific marking schemes that describe requirements clearly and aid consistency among lecturers in assessing student work. These are articulated in the assessment briefs provided to students at the start of each semester of study.

The programme offers students the opportunity to engage with various assessment types, including traditional in-class, unseen, written examinations, individual written essays, group projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. The assessment scheme per module specifies the assessment type and weight for all assessment components, and applies a notional word-count equivalence approach to ensure consistency across modules. All module syllabi are provided as separate documents.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to:</p> <ol style="list-style-type: none"> 1) utilize quantitative, modeling and econometric skills 2) analyze and synthesize theoretical and practical financial issues, and interpret financial statements addressing research questions related to financial markets 3) present quantitative and qualitative information, together with analysis, argument and commentary, in accordance with the professional and academic literature in finance 4) critically evaluate arguments and evidence drawn from reasoned conclusions concerning structured and unstructured problems from both given data and data that must be acquired to investment practice and treasury management 	<p>The description in Section 3A, which underpins learning and teaching as well as assessment practice in all levels of study, clearly explains that the design of the programme as well as most modules are seen as inextricably linked to the cognitive processes involved in student learning. The way that learning outcomes are devised for each module demonstrates the programme's focus on developing cognitive skills across all levels of study.</p> <p>The exact correspondence between the programme learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p. 30.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire practical and professional skills that include:</p> <ol style="list-style-type: none"> 1) the use of sampling techniques to obtain data in order to conduct research and the implementation of various modeling techniques to make surveys, inferences and forecasts 2) the preparation of reports, communicating effectively in written, oral and graphical form, of financial results and drawing conclusions and/or policy implications suitable for a professional audience 3) the presentation of financial and statistical concepts critically 4) to locate, extract and analyse data from multiple sources, and put theory into practice by using pertinent software packages for programming purposes and econometric applications 	<p>Further to the information in Sections 3A and 3B, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or quantitative tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules.</p> <p>The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.30.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire key/transferable skills that include:</p> <ol style="list-style-type: none"> 1) Recognizing key financial concepts that are present in both every day and professional decision making 2) Interpret numerical information, reason numerically and apply appropriate mathematical and statistical techniques in a clear 	<p>Further to the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods encourage students to apply themselves academically not only in terms of content coverage and cognition, but also in terms of developing skills that are applicable in other areas of their life, including their future academic and professional</p>

3D. Key/transferable skills	
<p>and meaningful way</p> <ol style="list-style-type: none"> 3) Analyzing and reporting on economic and financial data using computer applications and statistical techniques 4) Evaluating and conveying key findings in published economics, finance and financial accounting research 5) Ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches 6) Understand the contexts in which the finance profession operates, developing a variety of professional skills and personal qualities useful for managing in finance and financial institutions. 	<p>pursuits. This manner of engaging with their own studies according to academic principles and values, but also taking a broader view of themselves as learners, citizens and future professionals, is reinforced throughout their contact both with instructors and with College literature such as the Student Handbook.</p> <p>The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p. 30.</p>

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
		<u>Three from the following:</u>	45		<i>Compulsory modules</i>
PH 3005 Business Ethics	15	MG 3033 New Ventures Creation			Fall
EC/FN 3046 Investment Analysis and Management I	15	AF 3104 Financial Reporting I			Spring
FN 3213 Corporate Finance	15	AF 3116 Management Accounting			Spring
EC 3270 Managerial Economics	15	AF 3131 Intermediate Financial Accounting			Fall
FN 3437 Financial Econometrics I		EC 3134 Environmental and Resource Economics			Fall
		FN 3219 International Finance			<i>Optional modules</i>
		EC 3225 Real Estate Economics			Fall
		EC 3226 Credit and Lending			Spring
		EC 3232 Economics of the European Union			Spring
		EC/AF 3240 Money and Banking			
		EC 3324 Insurance			
		EC 3342 Public Finance			
SUBTOTAL	75	SUBTOTAL	45		
TOTAL	120				

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On successful completion of this programme, students should be able to demonstrate relevant knowledge and understanding of:</p> <ul style="list-style-type: none"> A1. the foundations of finance, corporate finance and quantitative finance A2. understanding of the roles, operation and functions of domestic and international financial market, institutions and instruments and ethical considerations A3. the relevant mathematic, statistic and econometric framework and its application A4. The interpretation of financial reports from accounting statements and data generated in financial markets and the factors affecting investment decisions A5. Contemporary theoretical tools and theories of finance, economics and financial management, their relevance and application to theoretical and practical problems and application 	<p>In congruence with the equivalent section (3A) for Level 4, which underpins teaching and learning strategy and assessment methods across all levels of study, academic practice at level 5 places additional emphasis on research-based student work, written assignments, group work and presentations. Building on the basic coverage of key principles, conceptual frameworks and considerations offered at level 4, students at level 5 engage more deeply with their learning by being exposed to further opportunities to combine knowledge from various fields of Finance. This is reinforced during classroom contact time in the form of higher-order interactive discussions spanning broader considerations, the study of specific cases, the requirement to conduct research using academic and non-academic sources, invited guest lectures by professionals followed by Q&A sessions etc.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

<p>of this knowledge to the appraisal of empirical evidence</p>	<p>Furthermore, the assessment methods employed at level 5 start to offer more variety in terms of assessment types, gradually departing from traditional in-class, unseen, written examinations (which is largely the norm at Level 4) and moving towards individual written essays, individual projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. As before, assessment tasks are approved by the External Examiner before the start of each semester of study.</p> <p>The exact correspondence between the programme’s learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p. 31</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to:</p> <p>1) utilize quantitative, modeling and econometric skills</p>	

3B. Cognitive skills	
<p>2) analyze and synthesize theoretical and practical financial issues, and interpret financial statements addressing research questions related to financial markets</p> <p>3) present quantitative and qualitative information, together with analysis, argument and commentary, in accordance with the professional and academic literature in finance</p> <p>4) critically evaluate arguments and evidence drawn from reasoned conclusions concerning structured and unstructured problems from both given data and data that must be acquired to investment practice and treasury management</p>	<p>As articulated in the previous page, and further to Sections 3A and 3B in relation to level 4, the learning and teaching strategy at level 5 places more emphasis on enabling students to critically engage with their studies by reflecting on the essential interconnections between economic issues, relying more on research-based learning, considering the interests of various stakeholders involved in, or affected by, economic developments and economic policies and employ relevant terminology and examples accurately.</p> <p>The above priorities are mirrored in the design of assessment tasks, which, depending on the module, award points for effective synthesis and organisation of arguments, engagement with required tasks, accuracy in referencing source material according to academic convention, etc.</p> <p>The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.31.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire practical and professional skills that include:</p> <p>1) the use of sampling techniques to obtain data in order to conduct research and the implementation of various modeling techniques</p>	<p>Further to the information in Sections 3A and 3B, and building on the work carried out at level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line</p>

3C. Practical and professional skills	
<p>to make surveys, inferences and forecasts</p> <ol style="list-style-type: none"> 2) the preparation of reports, communicating effectively in written, oral and graphical form, of financial results and drawing conclusions and/or policy implications suitable for a professional audience 3) the presentation of financial and statistical concepts critically 4) to locate, extract and analyse data from multiple sources, and put theory into practice by using pertinent software packages for programming purposes and econometric applications 	<p>with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules.</p> <p>The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.31.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire key/transferable skills that include:</p> <ol style="list-style-type: none"> 1) Recognizing key financial concepts that are present in both every day and professional decision making 2) Interpret numerical information, reason numerically and apply appropriate mathematical and statistical techniques in a clear and meaningful way 3) Analyzing and reporting on economic and financial data using computer applications and statistical techniques 4) Evaluating and conveying key findings in published economics, finance and financial accounting research 5) Ability to perform a critical evaluation of the body of knowledge 	<p>In congruence with the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods employed at level 5 further encourage students to engage with their studies in terms of developing skills that they can apply in other areas of their life, including their future academic and professional pursuits. This is particularly aided by the broader range of assessment types employed, which afford students more autonomy in conducting research, evaluating the relevance of source materials, managing their time in addressing the requirements of seen assessments, and taking ownership of their learning and progression.</p>

3D. Key/transferable skills	
<p>acquired through the entire programme, keeping an open mind about different methodological approaches</p> <p>6) Understand the contexts in which the finance profession operates, developing a variety of professional skills and personal qualities useful for managing in finance and financial institutions.</p>	<p>The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at level 5 is mapped in the relevant table on p.31.</p>

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EC/FN 4129 Investment Analysis and Management II FN 4955 Financial Econometrics II FN 4980 Dissertation in Finance	15 15 30	<u>Four from the following:</u> EC/FN 4007 Sustainable Finance and Investing EC/FN 4009 Behavioural Economics and Finance FN 4045 Fintech AF 4045 Corporate Governance & Accountability AF 4096 Mergers and Acquisitions MG 4173 Entrepreneurial Finance AF 4207 Financial Reporting II AF 4242 Cost and Control Management EC 4267 Applied Business Statistics AF 4323 Financial Statements Analysis EC/FN 4430 Financial Derivatives FN 4451 Commercial Bank Management	60		<i>Compulsory modules</i> Fall Fall Fall <i>Optional modules</i> Spring Spring Spring Spring

Programme Structure - LEVEL 6					
		FN 4452 Fixed Income Securities			
		FN 4535 Financial Modelling			
SUBTOTAL	60	SUBTOTAL	60		
TOTAL	120				

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On successful completion of this programme, students should be able to demonstrate relevant knowledge and understanding of:</p> <ol style="list-style-type: none"> 1) the foundations of finance, corporate finance and quantitative finance 2) understanding of the roles, operation and functions of domestic and international financial market, institutions and instruments and ethical considerations 3) the relevant mathematic, statistic and econometric framework and its application 4) The interpretation of financial reports from accounting statements and data generated in financial markets and the factors affecting investment decisions 	<p>Further to the information provided in previous sections, the learning and teaching strategy and assessment methods employed at level 6 build on knowledge and understanding developed at levels 4 and 5. Comparatively more emphasis is placed on further in-depth knowledge on different fields of Finance and Finance through the appropriate selection of elective modules.</p> <p>A prominent feature of student learning at level 6 is the requirement to complete an independent study project as part of the final-year Dissertation in Finance module. This offers students an additional opportunity to delve more deeply into a field or topic of their choice. In addition to this two-semester project, a key requirement at level 6 is the completion of the second Econometrics module, which in combination with</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

<p>5) Contemporary theoretical tools and theories of finance, economics and financial management, their relevance and application to theoretical and practical problems and application of this knowledge to the appraisal of empirical evidence</p>	<p>the Dissertation in Finance will further strengthen students' independent research skills and competencies. The exact correspondence between the programme's learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at level 6 is mapped in the relevant table on p.32.</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to:</p> <ol style="list-style-type: none"> 1) utilize quantitative, modeling and econometric skills 2) analyze and synthesize theoretical and practical financial issues, and interpret financial statements addressing research questions related to financial markets 3) present quantitative and qualitative information, together with analysis, argument and commentary, in accordance with the professional and academic literature in finance 4) critically evaluate arguments and evidence drawn from reasoned conclusions concerning structured and unstructured problems from both given data and data that must be acquired to investment practice and treasury management 	<p>Using the example of the two modules mentioned in the previous section, level 6 learning and teaching practices and assessment methods place particular emphasis on the manner in which students engage with the subject areas covered, and particularly on developing the element of criticality. Students at this level are expected to be able to critically analyze and evaluate different economic policy proposals and their implications. As in other levels of study, this is aided by the purposeful design of individual module learning outcomes, and supported by the learning and teaching approaches, design of module materials, etc. As an indication, active learning and problem-based learning gain more prominence than at levels 4 and 5 during classroom discussions as well as in project supervision meetings, and they are clearly articulated in assessment briefs. This emphasis is also employed in the feedback offered to students</p>

3B. Cognitive skills	
	<p>both on draft work and in formal submissions of assessment tasks (for seen assessment components).</p> <p>The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.32.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire practical and professional skills that include:</p> <ol style="list-style-type: none"> 1) the use of sampling techniques to obtain data in order to conduct research and the implementation of various modeling techniques to make surveys, inferences and forecasts 2) the preparation of reports, communicating effectively in written, oral and graphical form, of financial results and drawing conclusions and/or policy implications suitable for a professional audience 3) the presentation of financial and statistical concepts critically 4) to locate, extract and analyse data from multiple sources, and put theory into practice by using pertinent software packages for programming purposes and econometric applications 	<p>Further to the information in Sections 3A and 3B, and building on the work carried out at levels 4 and 5, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). The nature of some of the assessment tasks employed at level 6, notably the final-year Dissertation in Finance and the advanced Econometrics module, require students to synthesize various practical skills in the context of more substantial projects that involve more inventiveness and tenacity in sourcing relevant material, reflecting on potential solutions to economic problems, etc.</p> <p>The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at level 6 is mapped in the relevant table on p.32.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students acquire key/transferable skills that include:</p> <ol style="list-style-type: none"> 1) Recognizing key financial concepts that are present in both every day and professional decision making 2) Interpret numerical information, reason numerically and apply appropriate mathematical and statistical techniques in a clear and meaningful way 3) Analyzing and reporting on economic and financial data using computer applications and statistical techniques 4) Evaluating and conveying key findings in published economics, finance and financial accounting research 5) Ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches 6) Understand the contexts in which the finance profession operates, developing a variety of professional skills and personal qualities useful for managing in finance and financial institutions 	<p>The timing of the learning and teaching experience as well as the assessment methods employed at level 6 is conducive to placing more emphasis on developing students' competences in areas that can be applied in contexts beyond their studies. As they get closer to the completion of the programme, students often have the opportunity to employ more planning-related skills in considering their steps after graduation. This is reflected in the learning and teaching approaches adopted by both instructors and learners, and is encouraged by the nature of assessment tasks at level 6. This category of skills become more relevant as students see themselves as future professionals rather than as students, and instructors build on the opportunity to help students develop relevant skills through their pastoral care and advising as well as through their classroom practice.</p> <p>The exact correspondence between the programme's learning outcomes in relation to key/transferable skills and the teaching and assessment work within individual modules at level 6 is mapped in the relevant table on p.32.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

N/A

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Academic advising is primarily carried out by the Department Head in coordination with the Academic Advising Office. Students also consult ITHM programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Finance' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programmes. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the ITHM Society represents ITHM students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Programme introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programmes and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The **Student Handbook** provides detailed information about the ITHM programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual programme student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre (SSC)** is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions

related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00–19:00 and Fri. 8:00–18:00) in order to be accessible to students.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.

4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Programme.

7. Language of study

The language of all instruction and assessment is English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The Academic Council reviews and updates the Teaching and Learning Strategy as well as the Assessment Strategy to help assure alignment across teaching and learning, programme learning objectives and assessment; this should be mutually reinforcing.

The Finance programme team monitors the effectiveness of the teaching methods and assessment strategy on an ongoing basis. Instrumental here is student performance, which provides reliable feedback on the extent to which students meet the learning outcomes. Module leaders and module teams reflect on student performance in the Module Leader Reports, which are developed following the completion of each module at the end of the semester. In these reports, module leaders specifically reflect on the extent to which students have met the learning outcomes. These reports are included in the module material reviewed by the External Examiner during the Board of Examiners meetings. The Module Leader Reports trigger a meaningful and continuous process of self-reflection on the effectiveness of the teaching methods and the assessment strategy, which results in targeted actions for improvement.

In addition, students provide valuable feedback on the effectiveness of teaching methods and assessment tasks through the module evaluations, which are completed towards the end of the semester. As is explained in Section 13, student feedback is collected through a variety of formal and informal channels and informs actions aimed at improving the quality of instruction and module delivery.

The External Examiner and the Board of Examiners are additional reliable sources that attest to the effectiveness of the teaching methods and the assessment strategy in achieving the learning outcomes. As is explained in Section 15, the External Examiner reviews and eventually approves all assessment tasks prior to their administration to students. The Examiner reviews student performance during the Board of Examiners

meetings, comments on the extent to which learning outcomes are met and pinpoints areas for improvement, as well as methods for achieving such improvement. Please refer to Section 15, for the specific ways in which the programme team translates the Examiner's feedback into actual improvement.

The Academic Reviewer also monitors the continuous effectiveness of the programmes in enabling students to meet learning outcomes. As mentioned in Section 17, the programme leader interacts when necessary with the Academic Reviewer during the Board of Examiners meetings, which take place twice a year.

Finally, in the annual performance evaluation the department formally provides a comprehensive account of all actions taken to monitor, control and improve on the effectiveness of teaching methods and the assessment strategy in meeting learning outcomes.

10. Changes made to the programme since last validation

In order to improve the Finance award, the programme team introduced changes to the curriculum structure, assessment methods and individual modules. Changes to the modules' learning outcomes aimed at enhancing the awards in alignment with the developments in the field of finance as discussed in earlier sections, and the 2019 QAA Subject Benchmark Statement in Finance. All of these modifications are mainly being proposed in response to the following opportunities and priorities:

- Increase student exposure to knowledge in novel fields in finance
- Incorporate new content serving the intended programme learning outcomes
- Improve student knowledge of specific skills in sub-pathways in Finance
- Minimise overlap and/or duplication of material in related modules
- Enhance the research focus of the programme

As a result of the above, the programme team proposes the following changes:

At Level 4 the compulsory modules remain at 8 (eight) with only one change to the required modules. MG 2003 Management Principles replaced by MA 2105 Applied Calculus. A finance programme should provide a strong platform in numeracy so that students can build their competencies. A vast portion of the degree rests on the student being able to process and analyse financial, accounting and any other type of numerical data. Thus, a course that develops students' knowledge in mathematics better serves curriculum progression.

At Level 4, students are required to take two compulsory modules in mathematics and statistics, namely MA 2105 Applied Calculus and MA 2021 Applied Statistics. These two modules combined with the FN 2128 Principle of finance, which is a revised version of the FN 2028 Financial Mathematics module, provide the opportunity for the Finance

students to acquire knowledge and skills associated with qualitative and quantitative techniques in the financial context to study real-world finance related issues. Therefore, students will be better prepared for a) higher level economics, accounting and finance modules, b) graduate studies leading to master's degrees or higher, and c) professional careers in the corporate and financial sector. The introductory accounting (AF 2007) and economics modules (EC 1000 Principles of Microeconomics and EC 1101 Principles of Macroeconomics), as well as the business legal issues (BU 2003) complement the two basic finance modules (FN 2128 Principle of Finance and FN 2127 Financial Markets and Instruments) at Level 4.

At Level 5, students should further develop their core knowledge on financial related functions and at the same time acquire a specialization towards a specific pathway across the broad finance area. For this reason, we reduced the number of required modules from eight (8) to five (5), in fact in the previous programme no elective module was provided. We concurrently created a list of twelve (12) elective modules from which students can select any three (3) according to the direction they may want to become experts in upon completion of their studies.

The required modules that remain the same as the previous programme are: PH 3005 Business Ethics, EC/FN 3046 Investment Analysis and Management I (previously FN 3232 Foundations of Investments), FN 3213 Corporate Finance and FN 3437 Financial Econometric I (previously FN 3237 Applied Financial Econometrics). All four previous modules have been restructured in terms of content, learning outcomes and assessment methods in line with recent developments in the field of finance and the 2019 QAA Subject Benchmark Statement in Finance. Moreover, FN 3437 Financial Econometric I serves as the first of two required Econometrics modules in the programme, the second is offered at Level 6. The EC 3270 Managerial Economics module completes the list of required modules at Level 5 and replaces the EN 3342 Professional Communication. The latter is not deleted from the programme as it is still included in the Liberal Education of the US programme. This change expands the knowledge acquired by students at Level 4 into topics of microanalysis and applies micro theories to business decision making. For future graduate students, regardless of their field of specialization, this module constitutes a necessary and fundamental step in their economic and/or finance and/or business education. The three required modules in the previous programme, MG 3033 New Ventures Creation, FN 3219 International Finance, and EC/AF 3240 Money and Banking, were moved to elective modules. The complete list of elective Level 5 modules in the new programme is given below:

- MG 3033 New Ventures Creation
- AF 3104 Financial Reporting I
- AF 3116 Management Accounting
- AF 3131 Intermediate Financial Accounting
- EC 3134 Environmental and Resource Economics
- FN 3219 International Finance
- EC 3225 Real Estate Economics
- EC 3226 Credit and Lending
- EC 3232 Economics of the European Union
- EC/AF 3240 Money and Banking
- EC 3324 Insurance
- EC 3342 Public Finance

At level 6, Students complete three (one is a 30 credit module) compulsory specialized modules in the field of finance and quantitative analysis, and they also have a choice of four additional specialized modules that aim to advance students' skills and specialized knowledge on their selected direction from Level 5. In the same vein with the Level 5 modules, and in a way to provide more flexibility to our students, we reduced the number of required modules from five (5) to three (3), and at the same time we increase the number of elective modules from seven (7) to fourteen (14).

The FN 4850 Topics in Finance which fulfilled the capstone experience for Finance students in the previous programme, is replaced by FN 4980 Dissertation in Finance, which carries 30 credits. The new capstone module is taught in the third year, over two consecutive semesters. FN 4980 Dissertation in Finance helps students develop a deep understanding of the use of theoretical and empirical literature for the identification of a research question and selection of a suitable research design for the collection and analysis of data. Moreover, the module aims to provide students with an opportunity to conduct an independent contemporary research study on a topic of their choice. Given the module's research orientation, this module prepares students for both the profession and post-graduate studies in related fields. In their Dissertation, students conduct critical evaluation of the relative strengths and weaknesses of the research methods in the light of which their findings need to be understood and presented. FN 4955 Financial Econometrics II complements student work carried out during the first semester of the 30-credit Dissertation in Finance. The FN 4529 Portfolio Management is replaced by EC/FN 4129 Investment Analysis and Management II module is the second of two courses in investment analysis and management. This course builds on investment theory with an emphasis on establishing appropriate investment objectives, measuring and managing investment risk and return. Through the provision of a portfolio project, which is a practical and hands-on experience in investment management, students are well prepared to become future portfolio managers for selecting assets, managing risk and constructing optimal portfolios.

As mentioned earlier, the list of level 6 electives has increased and enriched to include new courses in Economics, such as EC/FN 4007 Sustainable Finance and Investing and EC/FN 4009 Behavioral Economics and Finance, as well as in Finance, such as AF 4045 Corporate Governance and Accountability and AF 4096 Mergers and Acquisitions. As a result, Level 6 in the new programme allows more and wider choice amongst a rich list of optional modules that enable students to acquire more diverse and deeper knowledge in economics, accounting, and finance subjects of their interest, in congruence with finance programme learning outcomes.

Optional Level 6 modules are given below:

- EC/FN 4007 Sustainable Finance and Investing
- EC/FN 4009 Behavioural Economics and Finance
- FN 4045 Fintech
- AF 4045 Corporate Governance & Accountability
- AF 4096 Mergers and Acquisitions
- MG 4173 Entrepreneurial Finance
- AF 4207 Financial Reporting II
- CS 4267 Applied Business Analytics
- AF 4242 Cost and Control Management

- | |
|--|
| <ul style="list-style-type: none">• AF 4323 Financial Statements Analysis• EC/FN 4430 Financial Derivatives• FN 4451 Commercial Bank Management• FN 4452 Fixed Income Securities• FN 4535 Financial Modeling |
| |

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 4.

Level	Study module/unit	Programme outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
4	EC 1000 Principles of Microeconomics					✓		✓	✓			✓	✓		✓			✓		
	EC 1101 Principles of Macroeconomics					✓		✓	✓					✓				✓		
	BU 2002 Business Legal Issues	✓	✓																	✓
	AF 2007 Financial Accounting	✓			✓										✓	✓	✓	✓		
	MA 2021 Applied Statistics			✓							✓			✓		✓	✓			
	MA 2105 Applied Calculus			✓												✓				
	FN 2127 Financial Markets and Instruments	✓	✓		✓			✓			✓		✓		✓	✓	✓	✓		
	FN 2128 Principles of Finance			✓	✓	✓		✓	✓						✓	✓				

Title of exit award at Level 4:

- Certificate of Higher Education in Finance

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 5.

Level	Study module/unit	Programme outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
5	PH 3005 Business Ethics					✓				✓					✓			✓		
	EC/FN 3046 Investment Analysis and Management I	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	FN 3213 Corporate Finance	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓						
	EC 3270 Managerial Economics					✓														
	FN 3437 Financial Econometrics I	✓		✓		✓	✓		✓		✓	✓	✓	✓						
	MG 3033 New Ventures Creation	✓	✓			✓			✓		✓	✓	✓							
	AF 3104 Financial Reporting I				✓			✓			✓	✓	✓							
	AF 3116 Management Accounting				✓	✓		✓	✓			✓	✓		✓			✓	✓	
	AF 3131 Intermediate Financial Accounting				✓			✓				✓	✓		✓			✓	✓	✓
	EC 3134 Environmental and Resource Economics					✓											✓	✓		
	FN 3219 International Finance		✓		✓	✓		✓							✓			✓		
	EC 3225 Real Estate Economics	✓	✓	✓																
	EC 3226 Credit and Lending			✓		✓					✓	✓			✓	✓	✓	✓		✓
	EC 3232 Economics of the European Union		✓			✓		✓										✓	✓	
	EC/AF 3240 Money and Banking		✓	✓		✓						✓	✓	✓				✓	✓	
	EC 3324 Insurance		✓	✓																
EC 3342 Public Finance					✓		✓		✓		✓						✓	✓		✓

Title of exit award at Level 5:

- Diploma of Higher Education in Finance

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 6.

Level	Study module/unit	Programme outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
6	EC/FN 4129 Investment Analysis and Management II	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	FN 4955 Financial Econometrics II	✓		✓		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
	FN 4980 Dissertation in Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	EC/FN 4007 Sustainable Finance and Investing	✓				✓										✓	✓	✓	✓	
	EC/FN 4009 Behavioural Economics and Finance								✓									✓	✓	✓
	FN 4045 Fintech											✓	✓		✓	✓	✓		✓	✓
	AF 4045 Corporate Governance & Accountability	✓			✓	✓		✓	✓			✓	✓	✓		✓		✓	✓	✓
	AF 4096 Mergers and Acquisitions	✓			✓	✓			✓	✓	✓		✓	✓		✓		✓	✓	✓
	MG 4153 Entrepreneurial Finance	✓			✓	✓			✓	✓		✓	✓	✓		✓	✓	✓	✓	
	AF 4207 Financial Reporting II				✓			✓	✓			✓	✓		✓			✓	✓	✓
	AF 4242 Cost and Control Management				✓			✓	✓			✓	✓		✓			✓	✓	✓
	CS 4267 Applied Business Analytics	✓		✓		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
	AF 4323 Financial Statements Analysis											✓	✓		✓	✓	✓	✓		✓
	EC/FN 4430 Financial Derivatives		✓		✓	✓	✓		✓	✓		✓	✓				✓	✓	✓	✓
	FN 4451 Commercial Bank Management		✓			✓				✓			✓				✓	✓	✓	✓
	FN 4452 Fixed Income Securities		✓	✓						✓	✓	✓	✓	✓			✓	✓	✓	✓
FN 4535 Financial Modelling				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	

Titles of exit awards at Level 6:

- BSc (Honours) Finance
- Ordinary BSc Finance

Annexe 3 - Curriculum mapping against the apprenticeship standard: N/A

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

FINANCE EXIT AWARDS

The Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014) specifies that students who exit a Bachelor's programme prior to completing its full requirements are eligible to receive an exit award subject to the coverage of specific learning outcomes. Depending on the extent of coverage of these learning outcomes, students may receive a Certificate of Higher Education (CertHE), Diploma of Higher Education (DipHE), or ordinary Bachelor's degree (BSc (Ord)).

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Certificate of Higher Education is awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles in Finance and financial analysis and an ability to evaluate and interpret financial information (delivered and assessed through, AF 2007, EC 1000, EC 1101, FN 2127, FN 2128)
- an ability to present, evaluate and interpret qualitative and quantitative data (delivered and assessed through all Level 4 modules)

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to finance and business problems (AF 2007, FN 2127, FN 2128, MA 2021, MG 2003)
- undertake further training and develop new skills within a structured and managed environment (AF 2007, EC 1000, EC 1001, FN 2127, FN 2128, MA 2021)

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (demonstrated through the fulfillment of all assessment components in Level 4 modules in a responsible and professional manner).

Students that exit the programme upon completion of Level 4 **and** Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in Finance.

Holders of qualifications at this level will have developed a sound understanding of the principles in finance and financial analysis, and will have learned to apply those principles in different business settings. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Diplomas of Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles in financial analysis and business structure (delivered and assessed through all Level 4 and Level 5 modules)
- ability to apply underlying concepts and principles outside in unstructured settings (delivered and assessed through EC/FN 3032, EC/AF 3240, EC 3270, FN 3213, MG 3033, PH 3005)
- knowledge of the main methods of enquiry in finance and ability to evaluate critically the appropriateness of different approaches to solving problems (EC/FN 3032, FN 3213, FN 3437, MA 2021, PH 3005)

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis (delivered and assessed through all Level 5 modules)
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively (delivered and assessed through all Level 5 modules)
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organizations (delivered and assessed through EC/FN 3046, EC/AF 3240, FN 3213, FN 3437, MG 3033, PH 3005).

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making (all Level 5 modules).

Bachelor's – BSc (Ord) – in Finance

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BSc(Ord) – in Finance.

Typically, holders of the qualification will be able to:

- Develop a systematic understanding of financial theory (EC 3270, FN 3437 plus two elective courses in Finance)
- An ability to use quantitative techniques in analysing financial data and constructing efficient portfolios (EC 3270, FN 3437 plus two elective courses in Finance)
- An ability to develop arguments (EC 3270, FN 3437 plus two elective courses in Finance)
- An ability to reach decisions in unstructured situations (EC 3270, FN 3437 plus two elective courses in Finance)