

## QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	Diploma of Higher Education
<b>2. Programme Title</b>	Business (Finance)
<b>3. Exit Awards</b>	Certificate of Higher Education
<b>4. Programme Leader(s)</b>	Paulette Wisdom
<b>5. Delivery Model Restrictions</b>	Blended Learning
<b>6. Start date</b>	September 2015
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	N/A
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	<p>QAA Framework for Higher Education Qualifications (FHEQ) 2008</p> <p>QAA undergraduate subject benchmark statement: General business and management</p> <p>QAA UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. October 2014 .</p>

### 10. Programme Aims

The overall aim of the Arden University Diploma of Higher Education in Business (Finance) is to enable students to develop skills related to business financial decision making within diverse organisations, wherever they may be. It will provide students with the qualities and transferable skills necessary for employment within Business Finance.

Specifically, students will be able to:

become familiar with basic financial concepts, theories and techniques, in order to underpin financial decision making.

- understand the need for accurate and detailed financial reporting and the underlying reporting frameworks,
- examine the needs of stakeholders in the preparation and dissemination of financial information
- analyse sources of finance, their origin and purpose, and the impacts of the same on the business.
- examine how organisations manage their financial position internally and again analyse these functions and processes
- utilise financial information to formulate evidence based arguments and identify solutions to defined

problems

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>With due regard to the QAA Framework for Higher Education Qualifications (FHEQ) 2008 and the QAA UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. October 2014. the intended programme learning outcomes are for students to:</p> <p>A1 Have an informed awareness of essential concepts and perspectives underpinning the study of Business Finance</p> <p>A2 Be familiar with and understand a range of essential Business Finance theories, principles and concepts and an awareness of contemporary issues.</p> <p>A3 Have an awareness of some the major issues at the forefront of Business Finance</p> <p>A4 Effectively deploy some of the essential/routine materials, techniques and practices in the field of Business Finance</p> <p>A5 Be aware of contemporary developments in Business Finance working practices in</p>	<p>Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE</li> <li>• Guided group / project based work</li> <li>• Problem focused work based learning</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either the tutor or students themselves</li> <li>• Podcasts and narrated PowerPoints</li> </ul> <p><b>Synchronous</b></p> <ul style="list-style-type: none"> <li>• Online tutorials facilitated by VOIP's where theory and practice are integrated.</li> <li>• Online 'Chat' between students and tutors.</li> </ul>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills, especially including those required for the workplace. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include business finance case study analysis, financial report analysis, written essay,, portfolios of evidence, sector report production, preparation of a subject-specific financial statement, etc.</p>

<p>diverse contexts</p>	<p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p><b>11b. Intellectual (thinking) skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>B1 Engage in critical analysis of information and be able to accurately identify Business Finance issues and formulate articulate and reasoned solutions in given contexts.</p> <p>B2 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist</p>	<p>Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include work-based and sector financial</p>

<p>Business Finance audiences, and deploy key techniques of the business effectively.</p> <p>B3 Apply underlying Business Finance concepts and principles outside the context in which they were first studied, including, where appropriate, the application of Business Finance in diverse contexts.</p> <p>B4 Use a range of established Business Finance theories to initiate and undertake critical analysis of information in order to articulate and propose evidence-based solutions to problems arising from that analysis.</p>	<p>reflection in the development of solutions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.</p>	<p>case study analysis, portfolios of work-based learning evidence, sector financial report production, preparation of a targeted plan, narrated PowerPoint presentations, etc.</p>
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>C1 Select appropriate Business Finance analytical tools, processes and models in the construction of business decision-making.</p> <p>C2 Develop research skills relevant to Business Finance</p> <p>C3 Work effectively independently and as a</p>	<p>Practical and professional skills are employed in the production of solutions to real life business and management situations developed through exercises and practical industry/workplace case study type activities from a variety of settings. These culminate in summative assessment tasks as noted in end of programme summative assessment briefs.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities, projects and problem focused work based learning intended to test skills acquired. (C1 - C3). Group discussion</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial business, management and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical</p>

<p>member of a group utilising effective analytical, interpersonal and communication skills.</p> <p>C4 communicate the results of information and analysis accurately and reliably using a range of specialist Business Finance techniques</p> <p>C5 Demonstrate qualities and transferable skills necessary for employment in Business Finance requiring the exercise of personal responsibility and decision-making.</p>	<p>forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C3. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in Business Finance skills required in differing contexts.</p>	<p>examples towards improvement.</p>
<p><b>11d. Transferable skills</b></p>	<p><b>The means by which these outcomes are achieved and demonstrated</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>D1 Develop consistent command of Business Finance subject specific skills including sourcing information and application of knowledge, as well as a proficiency in intellectual skills.</p> <p>D2 Demonstrate independence and initiative, relevant for employment in the sector.</p> <p>D3 Communicate results of Business Finance analysis and decision-making using a range of specialist techniques.</p>	<p>Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, and D3) are integral to coursework at all levels. Independent study (D2) becomes an increasingly important skill as students’ progress.</p> <p>All modules promote practical workplace application and employability.</p> <p>Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, provides a targeted focus for these aspects but this is also a strand and in evidence in the supporting materials and assessments used throughout the programme.</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every</p>

<p>D4 Identify further training opportunities, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations</p>	<p>As work becomes more progressively more complex at levels 5, students are required to draw upon their skill sets to manage increasingly large workloads and the need for prioritisation.</p>	<p>assignment brief.</p>
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## 12. Graduate Attributes and the means by which they are achieved and demonstrated

### Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes.

E01 –Discipline Expertise

E02 – Effective Communication

E03 – Responsible Global Citizenship

E04 - Professional Skills

E05 - Reflective Practitioner

E06 - Lifelong Learning

All six attributes are relevant to this programme, especially E01, E02, E04, E06.

### The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit work-based study tasks (individual and group work) and through summative assessment tasks.

## 13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

### Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE
- Guided group / project based work
- Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

### Synchronous

- Online tutorials facilitated by VOIP's where theory and practice are integrated.
- Classroom deliver: lectures, seminars, workshops and tutorials

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of



learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by engagement with the subject specialist tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels.

#### **14. Assessment methods and strategies**

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills, especially with regard to the modern workplace and the global business environment. Assessments are contextualised so that the assessment is directly relevant to each subject area and its application in the workplace. Assessment methods include Business Finance based case study analysis, critical self-reflection, portfolios of evidence, reflective journals, sector financial report production, financial analysis, mini work based project, preparation of a targeted sector financial plan or strategy, time constrained tests, etc

#### **15. Employability**

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

#### **16. Entry Requirements**

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

**17. Programme Structure****Level 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Type (Core/Option)</b>
	Developing Personal and Management Skills	20	Core
	Understanding the Business Environment	20	Core
	Principles of Marketing	20	Core
	People in Organisations	20	Core
	Introduction to Finance	20	Core
	Management Accounting	20	Core

**Level 5**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Type (Core/Option)</b>
	Managing Across Cultures	20	Core
	Business Processes	20	Core
	Enterprise and Entrepreneurship	20	Core
	Business Plan Mini Project	20	Core
	Financial Reporting	20	Core
	Financial Decision-Making	20	Core

**18. Subject:****N340 Financial Management****Select from:**<https://www.hesa.ac.uk/component/content/article?id=1787>**Last Updated: 08 January 2015**

## Annex – Mapping of Intended Programme Learning Outcomes and Modules

Programme Learning Outcomes		Modules														
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1
Level 4	Developing Personal and Management Skills					x							x		x	
	Understanding the Business Environment							x	x	x			x		x	
	Principles of Marketing							x							x	
	People in Organisations					x							x		x	
	Introduction to Finance Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Management Accounting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 5	Managing Across Cultures					x		x							x	
	Business Processes							x	x	x			x		x	
	Enterprise and Entrepreneurship							x	x	x			x		x	
	Business Mini Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Financial Reporting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Financial Decision Making	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

