



BPP
UNIVERSITY
BUSINESS SCHOOL

BSc (Hons) Banking & Finance

**Programme Handbook
September 2016**

Welcome to the BPP Business School

BPP has a long, diverse history and today one of Europe's biggest academic and professional educational provider. BPP University is also UK's 1st private sector educational body with the privilege to award degrees. And at BPP Business School we offer a range of professional and academic programmes, including the BSc (Hons) in Banking and Finance which will prepare you for your chosen career.

The business school is uniquely positioned by virtue of the involvement of professional as well as academic experts and strong industry relationships. The school has a strong focus on employability and developing individuals into successful professionals. Our flagship Academic and Career Skills module is a good example of our commitment to students in preparing them for the future and to the business world in providing them highly skilled professionals.

All our tutors and support staff are here to support you through your academic journey and make it a remarkable success. We expect all our students to adhere to the highest standards and put their best efforts to achieve the academic success. It is our endeavour to continuously improve the quality of education and student experience at the school. And I welcome your comments and suggestions on improving the overall student experience.

I hope you will find the student journey at the school memorable and fruitful. I wish you good luck with your studies.



Tim Stewart
Dean of the BPP Business School

Welcome by the Deputy Dean (Accounting and Finance)

On behalf of the Business School and our Undergraduate programme team, I am pleased to welcome you to the BSc (Hons) in Banking and Finance. BPP has been training professionals for many years across a range of disciplines, and you have made an excellent choice for your first step on your professional career.

This introduction to the world of Banking and Finance is designed to be intellectually stimulating and challenging. It is designed to shape the financiers of the future and as such you are about to undertake a course of which the content has been designed with the contemporary financial landscape, and your role in it, in mind.

All of us at BPP Business School are keen to develop strong, mutually beneficial relationships with you to support you on this career journey. Throughout your time with us you will come into contact with professional staff from many disciplines that support the programmes in different ways. You will also find many opportunities to engage in building your industry knowledge and professional network. Consider this to be the first day of your professional career and take every opportunity that you can find to help you on your journey.

You should have high expectations of us, and we have high expectations of you. We need your commitment from day 1, and we need to see you fully engaged in all the learning opportunities and activities, whether face to face or via the virtual learning environment. Success on your undergraduate programme can be route directly into the workplace or onto further study. At BPP we will continue to support your professional development with many programme and course options.

As future alumni and leaders of the future, we hope that your period of study at the School will be productive, positive and the beginning of a long-term association with us.

I look forward to getting to know you and wish you every success.



Sarah Mcilroy
Deputy Dean of the BPP Business School

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INTRODUCTION TO THE PROGRAMME

Details

Programme Title	BSc (Hons) Banking & Finance
Qualification	BSc (Hons) Banking & Finance
Awarding Body	BPP University
Head of Programme	Ioannis Mantzaris

Overview of the Programme

Real world application

The programme provides a solid foundation for developing or consolidating a career in banking and finance and is therefore designed to bring together a wide range of banking and finance disciplines. The primary focus is on the development of your intellectual and practical skills to support you both a learner and as future or existing professionals of the financial industry. As such, the programme seeks to develop skills appropriate, but not restricted to, graduate careers in finance, particularly within the banking sector, with the potential for management positions and general employability, including self-employment. It achieves this by being designed to promote application of knowledge and skills to real world scenarios.

On the one hand, the programme will equip you with solid theoretical knowledge and analytical skills backed by powerful quantitative tools to help understand complex financial phenomena. On the other hand, it will also train you to critically evaluate the greater economic, financial and business context characterizing the banking world. The elective modules to choose from a range of more quantitative and technical aspects, thus allowing you to pursue different areas of specialization and ultimately employment.

The BSc Banking and Finance programme combines a comprehensive grounding in subjects which are at the core of the modern finance world. Macroeconomics modules will teach how to read and understand the external environment in which companies and financial institutions operate, while financial and quantitative modules are incorporated to enhance decision-making skills: these are designed and combined with other modules in a way that develops your ability to think beyond the numbers, focusing on strategic and operational business issues as well as societal concerns.

The emphasis of the programme is on the comprehensive analysis of banking institutions in today's world and given the future challenges of the business. It focuses on the fundamental aspects that link the macroeconomic environment, the technicalities of finance, the banking activities and their regulation. But as banking is a people-oriented business, effective and meaningful education also needs to be anchored on organisational and ethical considerations aspects. Banking businesses can only prosper when managers can see the importance of their decisions in the sustainability of the organisation as a people-oriented business.

Support on your career journey

Signposted pathways and electives

The programme aims to build and enhance your employability in the financial sector, and as such, you will be offered a range of elective choices to build on areas of interest and support your journey

towards your future career. In this handbook some signposted pathways are provided, which are recommended elective choices most suitable for careers in investment advice, retail or commercial banking or corporate finance. As there are numerous other career paths you may wish to follow, you also have the opportunity to select any other pathway through the programme you wish.

These pathways through the programme are shown below the BSc(Hons) Banking and Finance – Programme Overview ‘diagram.

Personal and Professional Development Planning (PDP)

An important part of the programme is the development of your personal and professional knowledge and skills in order to support you on your career journey. With this in mind, we will allocate you a personal mentor with whom you will work to recognise and record your achievements, reflect on your development and plan for further action to support your academic and career development.

Enhanced employability - links to professional examinations

As a student on this programme, you are able to benefit from BPP’s expertise in successfully educating the employees of many financial institutions. We also encourage you to access and develop professional relationships with the relevant accrediting bodies to enhance your employability.

The programme has been designed to link to qualifications provided by three, specific, professional bodies, as follows:

- Chartered Banker Institute
- Chartered Financial Analyst (CFA)
- Chartered Institute of Securities and Investments (CISI)

It is important to note that if you wish to take advantage of the links to professional bodies you will need to take specific modules as part of this programme and you may also need to sit external examinations and satisfy the rules of the external professional body. Entering for external exams complying with the rules of the external professional body and the payment of any fees or subscriptions is the responsibility of the individual student and not of the University.

Chartered Banker Institute:

The BSc (Hons) Banking and Finance is recognised by the Chartered Banker Institute.

If you successfully complete the following modules as part of your degree you will be able to apply for Associate status with the Chartered Banker Institute, on graduation:

Module	Term
Professional Practice and Ethics	1
The Professional Banker	2
Credit and Lending	4
Financial Risk Management	5
Financial Services Project Part 1	5
Banking, Personal and Organisational Ethics	6

You will also need to apply for student membership of the Chartered Banker Institute. This application and any fees due are entirely your responsibility and not the responsibility of the University.

Chartered Financial Analyst Institute (CFA)

Specific modules also link closely to qualifications provided by the CFA.

In Term 3 you can choose to study the elective Module, Investment Management (Securities). This module provides an excellent introduction to the finance industry.

If you study this elective module as part of your degree, you will be assessed for the purposes of your degree by BPP University, however, you will also be able to enter for and sit the CFA external exam, leading to the CFA Investment Management Certificate (Securities Unit). Many financial employers require their new graduate recruits to study for this Certificate, so if you sit the CFA external exam, alongside your degree studies, you will have the advantage of already having completed this qualification at the same time as your degree.

In Term 6, you can choose to study the elective, The Financial Analyst module. If you study this elective module as part of your degree, you will be assessed for the purposes of your degree by BPP University, however, you will also be able to enter for and sit the CFA external exam for the CFA Chartered Financial Analyst Level 1 qualification.

Entry for the CFA external examinations and any associated fees or membership fees are entirely your responsibility and not the responsibility of the University.

Chartered Institute of Securities and Investments (CISI)

CISI Investment Advice Diploma:

During Terms 3, 4 and 5, you have the opportunity to study the following three elective modules

Module	Term
Investment, Risk and Taxation	3
UK Regulation and Professional Integrity	4
Securities	5

If you study for these elective modules, you will be assessed for the purposes of your degree by BPP University, however, you will also be able to enter for and sit the external examinations set by the CISI. Successful completion of these three CISI external exams leads to the completion of three of the units required for the CISI Investment Advice Diploma. This is a professional financial qualification and is one route to compliance with regulations outlined in the Retail Distribution Review.

CISI Diploma in Corporate Finance

During terms 5 and 6 you have the opportunity to choose study the following two, 30 credit, elective modules:

Module	Term
Corporate Finance Techniques and Theory	5
Corporate Finance Strategy and Advice	6

If you study for these two elective modules, you will be assessed for the purposes of your degree by BPP University, however, you will also be able to enter for and sit external examinations set by the CISI. Successful completion of these two CISI external exams leads to the completion of the CISI Diploma in Corporate Finance. This is a professional qualification for the development and recognition of corporate finance expertise and equips you with practical knowledge and skills, adding to your day to day business experience and enhancing the value of the organisations you will work with.

BSc (Hons) Banking and Finance**Level 4 – Certificate of Higher Education****Term 1**

Professional Practice & Ethics	15 Credits
Business Mathematics	15 Credits
Understanding Financial Statements	15 Credits
Commercial Awareness	15 Credits

Term 2

Commercial & Investment Banking	15 Credits
Business Finance	15 Credits
Business Economics	15 Credits
The Professional Banker	15 Credits

Academic Skills & Employability 1
English Language Support

Level 5 – Diploma in Higher Education**Term 3**

Macroeconomics & the Banking System	15 Credits
Financial Markets & Institutions	15 Credits
Probability and Statistics	15 Credits

Choose 15 credits

Investment Management (Securities)	15 Credits
Investment, Risk & Taxation	15 Credits

Term 4

Corporate Finance	15 Credits
Credit & Lending	15 Credits

Choose 30 Credits

UK Regulation and Professional Integrity	15 Credits
Portfolio Management	15 Credits
Mergers & Acquisitions	15 Credits
Behavioural Economics, Leadership & Organisational Cultures	15 Credits

Academic Skills & Employability 2

Level 6 – Honours Degree**Term 5**

Financial Services Project Part 1	15 Credits
Financial Risk Management	15 Credits

Choose 30 Credits

Securities	15 Credits
Alternative Investments	15 Credits
International Banking	15 Credits
Corporate Finance Techniques & Theory	30 Credits

Term 6

Financial Services Project Part 2	15 Credits
Banking; Personal & Organisational Ethics	15 Credits

Choose 30 Credits

The Financial Analyst	30 Credits
Financial Derivatives	15 Credits
Corporate Finance Strategy & Advice	30 Credits
International Business	15 Credits

Academic Skills & Employability 3

AIMS AND LEARNING OUTCOMES

Programme Aims

The aims of the degree are designed to provide you with an integrated academic and professional training environment conceived and structured to enable students to gain the knowledge, understanding and skills to pursue and sustain careers in Banking and Finance.

This programme equips its graduates to:

- Progress towards achieving their goals in the financial markets and in the banking sector in particular or in further study within the academic community
- Develop academically so that they have a detailed knowledge of banking and finance in order to meet the changing needs of financial markets
- Critically evaluate the knowledge acquired and utilise it in situations which may be characterised by contested and contradictory information
- Combine a broad and deep understanding about key areas of banking and finance with an effective use of relevant quantitative models and qualitative, pragmatic judgements of the specific demands of the situation
- Develop relevant transferable and practical skills to enhance their own personal development and employability

Programme Learning Outcomes

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning that the Programme provides. If you successfully complete the Programme:

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Comprehensive detailed knowledge and understanding of the essential concepts underpinning the core functioning of banks and financial markets.
K2	Wide appreciation of the various processes, procedures, theories and practices that need to be applied within banks to achieve successful outcomes in the financial markets.
K3	Precise knowledge of the main concepts and analytical tools used in finance related
K4	Critical understanding of the ethical issues which confront contemporary banking practice and financial markets
K5	Awareness of personal responsibility and professional codes of conduct

Cognitive Skills

Ref	B. Students should be able to:
C1	Analyse market conditions to develop appropriate financial strategies within the banking organization
C2	Critically evaluate situations through the use of reliable and relevant research evidence to assist in the solution of financial problems.
C3	Synthesise information and ideas drawn from varied sources, and critically evaluate alternative explanations, arguments and theories
C4	Apply the full range of multi-disciplinary approaches, as appropriate to the problem or issue being discussed.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise and deal with complex issues using appropriate analytical tools and techniques, anticipating future trends and arguing alternative approaches to solving financial and market related issues.
P2	Communicate complex ideas and arguments clearly to specialist and non-specialist audiences using a range of media and methods.
P3	Demonstrate the ability to be able to plan and self manage and have originality in tackling and solving problems in a wide variety of financial situations while being critical of the outcomes.
P4	Critically apply financial concepts and techniques to solve problems in complex environments.

General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility within agreed guidelines when dealing with different and variable situations in the workplace.
T2	Make decisions that reflect good practice in complex and unpredictable situations.
T3	Demonstrate their ability to reflect upon their experiences and plan their own future development making independent use of available resources
T4	Engage effectively in debate in a professional manner and produce detailed reports.
T5	To effectively interact within a team, proactively leading it and managing conflicts where necessary

These Learning Outcomes reflect those that will be achieved for the BSc Banking and Finance award. If a student exits earlier in the programme, they may be awarded a Certificate in Higher Education or a Diploma in Higher Education depending on their achievement. In each case, students will have achieved the learning outcomes as listed for that award.

PROGRAMME STAGES

STAGE ONE

Certificate in Higher Education

Introduction

This one year general banking and finance qualification caters for students who:

- Have no previous degree but who through a general understanding of banking and finance activities may wish to progress to make a career in finance and / or in further study within the academic community.
- Have had previous experience in the financial world and now wish to formalise this through the achievement of an academic award to assist with career progression.
- Wish to change their career path and seek to develop a career in banking and finance that requires further study within the academic community.

It achieves the above by providing grounding in the knowledge of the core concepts, principles and key skills associated within the generic curriculum area of banking and finance.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
Business Mathematics	Compulsory	15 Credits
Commercial Awareness	Compulsory	15 Credits
Understanding Financial Statements	Compulsory	15 Credits
Professional Practice & Ethics	Compulsory	15 Credits
Commercial & Investment Banking	Compulsory	15 Credits
Business Finance*	Compulsory*	15 Credits
Business Economics	Compulsory	15 Credits
The Professional Banker	Compulsory	15 Credits
Academic Skills & Employability 1	Compulsory	0 Credits
Interim Exit Award: Certificate of Higher Education		

*Core module

Educational Aims

The Certificate in Higher Education is designed to develop the students understanding and skills that are required for successful employment or progression within the academic or professional community.

The programme aims to equip its graduates to:

- Understand the integrated nature of organisations and their environment.
- Evaluate and interpret the basic concepts and principles within Banking and Finance.
- Start to develop arguments and make judgments through the use of data and in accordance with basic theories and concepts related to basic banking and finance areas.
- Develop academically through a knowledge and understanding of financial concepts and principles.
- Provide a higher education foundation for a range of careers.
- Consider career progression and specialisation subject to their interests and abilities.

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Factual and conceptual knowledge base related to such areas as finance, banking activities and financial markets
K2	Fundamental understanding of the environmental factors, including economics, which influence financial decisions and organizations and the implications of these.
K3	Basic understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic financial issues.
K4	Primary awareness of ethical issues in core financial activities
K5	Be able to discuss these ethical issues in relation to personal beliefs and values.

Cognitive Skills

Ref	B. Students should be able to:
C1	Carry out an analysis of the economic and financial environment with guidance to provide satisfactory responses to issues.
C2	Apply the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in banking activity.
C3	Collect and synthesise financial ideas and information in a formal manner.
C4	Evaluate the reliability of data using recognised and appropriate financial and quantitative techniques.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Apply relevant methods and frameworks to clearly defined financial problems.
P2	Communicate effectively to explain financial issues in a clear and concise manner.
P3	Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.
P4	Undertake research tasks with guidance to investigate and develop banking and financial performance issues.

General Transferable Skills

Ref	D. Students should be able to:
T1	Work with limited autonomy within agreed and defined parameters.
T2	Collect data from a range of sources and manage information
T3	Develop responsibility for their own learning and awareness of his/her own strengths and weaknesses.
T4	Operate in predictable defined contexts using standard, recognised techniques.
T5	Work effectively with others while meeting the required obligations involved.

STAGE TWO**Diploma in Higher Education****Introduction**

This is a two year general banking and finance qualification that caters for students who:

- Have acquired a Certificate in Higher Education (or equivalent) and wish to study Banking and Finance further within an academic environment.
- Want to build upon their formalised knowledge and understanding of banking and finance areas to address more specific areas.
- Wish to aspire to a degree level qualification.
- Want to progress to make a career in banking and finance and / or in further study within the academic community.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
Business Mathematics	Compulsory	15 Credits
Commercial Awareness	Compulsory	15 Credits
Understanding Financial Statements	Compulsory	15 Credits
Professional Practice & Ethics	Compulsory	15 Credits
Commercial & Investment Banking	Compulsory	15 Credits
Business Finance*	Compulsory*	15 Credits
Business Economics	Compulsory	15 Credits
The Professional Banker	Compulsory	15 Credits
Academic Skills & Employability 1	Compulsory	0 Credits
Interim Exit Award: Certificate of Higher Education		
Financial Markets & Institutions*	Compulsory*	15 Credits
Probability and Statistics	Compulsory	15 Credits
Macroeconomics & The Banking System	Compulsory	30 Credits
Corporate Finance*	Compulsory*	15 Credits
Corporate Accounting	Compulsory	15 Credits
Investment Management (Securities)	Elective	15 Credits
Investment Risk & Taxation	Elective	15 Credits
UK Regulation and Professional Integrity	Elective	15 Credits
Professional Economics & Leadership & Organisational Cultures	Elective	15 Credits
Corporate Social & Investment Banking	Elective	15 Credits
Portfolio Management	Elective	15 Credits
Academic Skills & Employability 2	Compulsory	0 Credits
The Professional Banker	Elective	15 Credits
Investment Management (IMC Course)	Elective	15 Credits
16 Interim Exit Award: Certificate of Higher Education		

*Core module

Educational Aims

The Diploma in Higher Education is designed to develop students understanding and skills in wider areas of banking and finance and to create greater opportunities for successful employment and / or progression within the academic or professional community

The programme aims to equip its graduates to:

- Extend their knowledge and understanding of the integrated nature and complexity of organisations and financial markets
- Develop further academically through a detailed knowledge of major theories of specific financial subjects and an awareness of the contexts and frameworks that are applicable
- Evaluate the appropriateness of different approaches to solving problems within financial markets and organisations
- Develop levels of confidence when discussing financial issues with colleagues whether they are senior, peer or subordinates
- Access wider specific financial knowledge that will provide the opportunity to make an effective contribution to a specific area of specialization, or combination of such areas

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the key banking functions, their nature, contribution and interaction with the financial market.
K2	Greater knowledge of the financial impact of the changing nature of the external environment.
K3	Knowledge and understanding that allows them to analyse and evaluate financial and investment decisions
K4	Awareness of social and ethical implications of banking activity and financial markets and can debate more general ethical issues.
K5	Begin to relate personal beliefs to professional codes of conduct

Cognitive Skills

Ref	B. Students should be able to:
C1	Compare alternative methods and techniques for obtaining data and to analyse this effectively.
C2	Apply problem solving skills across a range of disciplines.
C3	Demonstrate the ability to evaluate the relevance and significance of data collected in developing financial outcomes.
C4	Reformat ideas and information across a range of disciplines for a given financial purpose.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate an understanding of how to resolve specific banking and finance related issues of varying complexity using a wide range of techniques.
P2	Provide concise and informative explanations in situations of varying complexity.
P3	Plan and make decisions that reflect a good understanding of banking and financial practice across a range of disciplines.
P4	Have the ability to formulate suitable strategies to accomplish well defined goals, report clearly and critically reflect on methods and outcomes.

General Transferable Skills

Ref	D. Students should be able to:
T1	Be effective in terms of self management and learning with minimum direction.
T2	Develop appropriate research strategies using given sources of data
T3	Evaluate their own strengths and weaknesses to develop their own criteria and judgement.
T4	Select appropriate methods of communication for audience and purpose.
T5	Work effectively both as a member of a team, by giving and receiving information, and as an individual through evaluation of strengths and weaknesses.

STAGE THREE**BSc Banking and Finance****Introduction**

The purpose of the programme is to provide an integrated academic and professional training environment that has been conceived and structured to enable students to gain the knowledge, understanding and skills to pursue and sustain careers in private, public and voluntary sector organisations. It seeks to develop skills appropriate, but not restricted to, graduate careers in finance, particularly within the banking sector, with the potential for management positions and general employability, including self employment.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding the content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
Business Mathematics	Compulsory	15 Credits
Commercial Awareness	Compulsory	15 Credits
Understanding Financial Statements	Compulsory	15 Credits
Professional Practice & Ethics	Compulsory	15 Credits
Commercial & Investment Banking	Compulsory	15 Credits
Business Finance*	Compulsory*	15 Credits
Business Economics	Compulsory	15 Credits
The Professional Banker	Compulsory	15 Credits
Academic Skills & Employability 1	Compulsory	0 Credits
Interim Exit Award: Certificate of Higher Education		
Financial Markets & Institutions*	Compulsory*	15 Credits
Probability and Statistics	Compulsory	15 Credits
Macroeconomics & The Banking Systems	Compulsory	30 Credits
Corporate Finance*	Compulsory*	15 Credits
Company Accounting	Compulsory	15 Credits
Business Mathematics (Securities)	Elective	15 Credits
Investment, Risk & Taxation	Elective	15 Credits
UK Regulation and Professional Integrity	Elective	15 Credits
Behavioural Economics & Leadership & Organisational Cultures	Elective	15 Credits
Mergers & Acquisitions in Investment Banking	Elective	15 Credits
Portfolio Management	Elective	15 Credits
Academic Skills & Employability 2	Compulsory	0 Credits
Interim Exit Award: Diploma of Higher Education		
Financial Services Integration (MRC) Part 1	Compulsory	15 Credits
Interim Exit Award: Certificate of Higher Education		
Financial Services Integration Project Part 2	Compulsory	15 Credits
Banking; Personal & Organisational Ethics	Compulsory	15 Credits
International Banking	Elective	15 Credits
Securities	Elective	15 Credits
Corporate Finance Techniques and Theory	Elective	30 Credits
Alternative Investments	Elective	15 Credits
The Financial Analyst	Elective	30 Credits
Corporate Finance Strategy and Advice	Elective	30 Credits
Financial Derivatives	Elective	15 Credits
International Business	Elective	15 Credits
Academic Skills & Employability 3	Compulsory	0 Credits

*Core modules

DIAGRAM OF OUTCOMES LEADING TO AWARD

BSc in Banking and Finance [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Commercial Awareness	15 Credits Level 4	Formative 1. Individual task based on given case study Summative 1. An individual piece of coursework (1500 words) based on a pre-seen case study	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education
Professional Practice & Ethics	15 Credits Level 4	Formative 1. Professional Writing Piece 2. Group & Individual Presentation Summative 1. Group Presentation [25% of Module Grade] 2. Professional Portfolio [75% of Module Grade]	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education
Understanding Financial Statements	15 Credits Level 4	Formative 1. Open book in-class assessment of MCQs and short-form answers Summative 2. An individual piece of coursework (1500 words) based on a pre-seen case study	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education
Business Economics	15 Credits Level 4	Formative 1. 2 Mock Assessments Summative 2. An individual 1500 words piece of coursework [100% of Module Grade]	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education

Business Mathematics	15 Credits Level 4	Formative 1. 2 Mock Assessments Summative 1. 1.5 hour unseen examination [70% of Module Grade]	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education
Business Finance	15 Credits Level 4	Formative 1. Weekly Problem Sets 2. One Hour In-Class MCQ Quiz 3. Group presentation Summative 1. 1.5 hour closed book examination [100% of Module Grade]	Compulsory	12.5% Certificate of Higher Education 6.25% Diploma of Higher Education
Commercial and Investment Banking	15 Credits Level 4	Formative 1. Questions to be discussed in class 2. Individual word assignment Summative 1. 1500 words coursework	Compulsory	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
The Professional Banker	15 Credits Level 4	Formative 1. Report 2. MCQ's and short answer questions to consolidate knowledge Summative 1. 1500 word coursework [100% of Module Grade]	Compulsory	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Investment Management (Securities)	15 Credits Level 5	Formative 1. Weekly exercises Summative 1. 2 hour closed book exam [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree

BSc in Banking and Finance [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Macroeconomics & The Banking System	15 Credits Level 5	Formative 1. Independent research Summative 1. 1.5 hour unseen examination [100% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Financial Markets and Institutions	15 Credits Level 5	Formative 1. Mock examination 2. Group presentation Summative 1. 1.5 hour unseen examination [100% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Probability and Statistics	15 Credits Level 5	Formative 1. Weekly problem sets Summative 1. 1500 word project [100% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Corporate Finance	15 Credits Level 5	Formative 1. A comparable multiples based valuation of a company Summative 1. 1.5 hour unseen examination [100% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Behavioural Economics, Leadership and Organisational Cultures	15 Credits Level 5	Formative 1. Independent research on one famous stock market crash Summative 1. 1.5 hour examination	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree

Credit & Lending	15 Credits Level 5	Formative 1. Case Study – Group Research for Presentation 2. Individual Assignment Summative 1. 1.5 hour unseen examination [100% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Investment, Risk & Taxation Unit	15 Credits Level 5	Formative 1. Weekly exercises 2. MCQs Summative 1. 2 hour unseen examination [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Portfolio Management	15 Credits Level 5	Formative 1. Weekly problem sets 2. Mock assessment Summative 1. 3 hour unseen examination [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
UK Regulation and Professional Integrity Unit	15 Credits Level 5	Formative 1. Weekly exercises 2. MCQs Summative 1. 2 hour unseen examination [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree
Mergers & Acquisitions	15 Credits Level 5	Formative 1. Group Research for Presentation Summative 1. 2500 word pre-seen coursework [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 6.25 % Honour's Degree

BSc in Banking and Finance [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Financial Risk Management	15 Credits Level 6	Formative 1. Weekly problem sets. Summative 1. 2 hour unseen examination [100% of Module Grade]	Compulsory	6,25 % Honour's Degree
Financial Services Project Part 1	15 Credits Level 6	Formative 1. Written proposal outline 2. Draft group project for feedback Summative 1. 5000 word group project [60% of module grade] 2. Group presentation of project [30% of module grade] 3. 500 word individual reflective report [10% of module grade]	Compulsory	6.25 % Honour's Degree
Financial Services Project Part 2	15 Credits Level 6	Formative 1. Written proposal outline – you must submit an outline of your proposed project. 2. Draft project –a draft of their project for feedback and direction Summative The project (3000 words) can be either of the following: <ul style="list-style-type: none">• A Business Plan, or• A Contemporary Financial services Case Study or Report	Compulsory	12.5 % Honour's Degree

The Financial Analyst	30 Credits Level 6	Formative 1. Weekly exercises Summative 1. 3-hour closed book exam (CFA mock exam) [50% of Module Grade] 2. 2,000-word assignment [50% of Module Grade]	Elective	12.5 % Honour's Degree
International Banking	15 Credits Level 6	Formative 1. Three weekly problem set and two case studies Summative 1. 2 hours unseen examination [100% of Module Grade]	Elective	6.25 % Honour's Degree
International Business	15 Credits Level 6	Formative 1. 2 written tasks Summative 1. 2500 word investigative assignment [100% of Module Grade]	Elective	6.25 % Honour's Degree
Corporate Finance Techniques and Theory	30 Credits Level 6	Formative 1. Weekly exercises Every week the students will be given exercises to complete in class; some of them will involve elementary as well as advanced computations, while others will require essay based answers and explanations. Summative 1. 2,000 word assignment [50% of Module Grade]: For example, evaluation of a company involved in a merger or acquisition 2. 3 hour closed book exam (CISI Diploma mock exam) [50% of Module Grade]:	Elective	12.5 % Honour's Degree
Financial Derivatives	15 Credits Level 6	Formative 1. Weekly problem sets Summative 2. 2 hours unseen examination [100% of Module Grade]	Elective	6.25 % Honour's Degree

Alternative Investments	15 Credits Level 6	Formative 1. Weekly problem sets Summative 1. Individual written assignment [100% of Module Grade]	Elective	6.25 % Honour's Degree
Banking; Personal & Organisational Ethics	15 Credits Level 6	Formative 1. Short Report 2. MCQ's Summative 1. 1 hour MCQ examination [50% of Module Grade] 2. 2500 word coursework [50% of Module Grade]	Compulsory	6.25 % Honour's Degree
Corporate Finance Strategy and Advice	30 Credits Level 6	Formative 1. Weekly exercises Every week the students will be given exercises to complete in class; some of them will involve elementary as well as advanced computations, while others will require essay based answers and explanations. Summative Elements 1. 3000 word assignment [100% of Module Grade]: For example, analysis of complex business issues through the use of financial and non-financial data. Students are expected to exercise professional and ethical judgement and develop conclusions and recommendations.	Elective	12.5 % Honour's Degree

Securities	15 Credits Level 6	<p>Formative Elements</p> <ol style="list-style-type: none">1,500 word assignment <p>For example, the students will be given a case study related to investment products to analyse and assess. They will apply their knowledge and understanding of investments and trading activities to identify the risks and opportunities and to reach a recommendation or draw a conclusion.</p> <p>Summative Elements</p> <ol style="list-style-type: none">2 hour written examination consisting of multiple choice questions, a selection of short essay and calculation questions.	Elective	6.25 % Honour's Degree
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STRATEGY FOR LEARNING, TEACHING & ASSESSMENT

Programme Design rationale

Your programme has been developed to enable and encourage you to become an independent, self-directed learner who can work with your tutors as supporters and facilitators rather than traditional 'teachers'. To achieve this all of your activities are designed to build your confidence and to help you to become more self-reliant over the course of the programme.

It is important from the outset that you understand that we expect you to engage actively and proactively in your own learning. The programme is designed around participation, contribution and the development of independent enquiry.

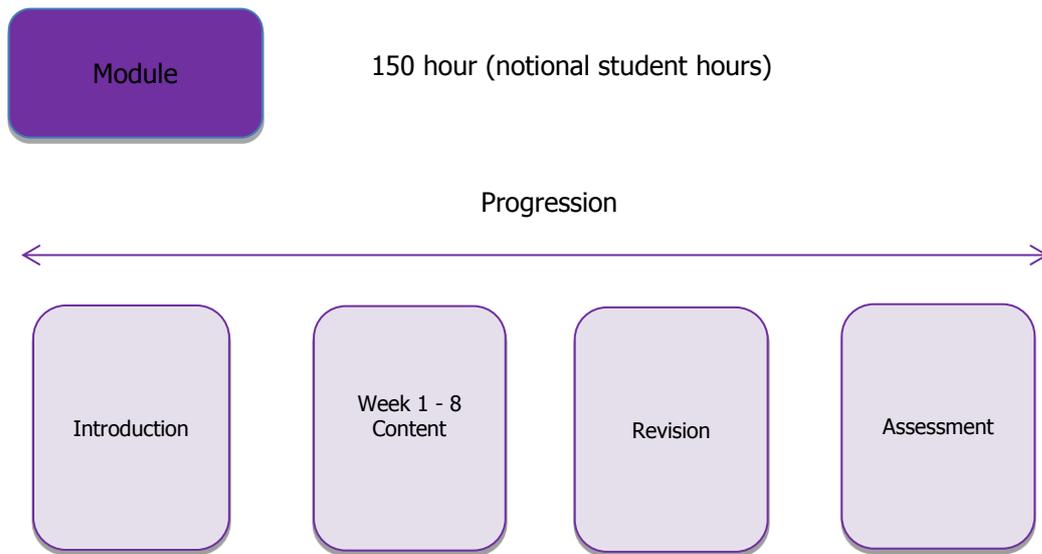
The approach is designed to help you to develop theoretical and practical knowledge as well as key professional and employability skills and attributes such as group work, collaboration, problem-solving and communication skills.

There is a clear progression throughout the programme reflecting the skills you will be expected to develop from your first year (level 4) to your final year (level 6).

The levels are aligned to the QAA Framework for HE qualifications, and you will learn and be assessed at the appropriate level in each module.

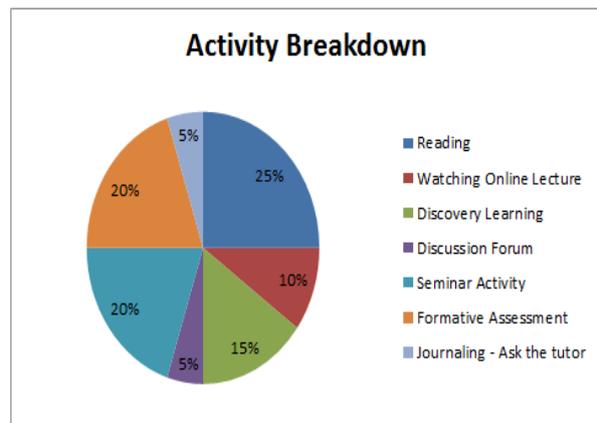
There is a clear logical flow through each module. The module aims flow into the intended learning outcomes, the content and the assessment. The intended learning outcomes describe what you should achieve as a result of studying the module. The assessment will be a demonstration of the results of your learning.

15-Credit Modules Notional Student Hours



Sample Level 4 Curriculum Activities

Activity	Time	%
Reading	2.5	25
Watching Online Lecture	1.0	10
Discovery Learning	1.5	15
Discussion Forum	0.5	5
Seminar Activity	2.0	20
Formative Assessment	2.0	20
Journaling - Ask the tutor	0.5	5
	10.0	100



Instructional Design Path



Sample Learning activities at each level for each topic

	Level 4	Level 5	Level 6
	Tell Me Show Me	Tell Me Let Me Try Show Me (feedback)	Let Me Try
Reading	25%	30%	35%
Reading skills support	Learn 'how to read'	Begin critical reading	Read in an academic context
Post reading activity	Podcast – synopsis of the reading MCQs to confirm understanding	Contextualising and building on reading – application activity -presentation on key areas -create questions based on the reading and share with other students	Evaluation of reading – peer review - further research - sharing with other in a discussion forum
Online lecture	Delivery of key concepts, examples Study skills: note taking, weight important of key points	Flip the classroom - reading -activity - online debrief	Key speakers Industry experts Delivered by a student
Discovery Learning (research)	Fact finding - library resources (study skills support)	Directed research articles and publications - develop synthesis skills	Independent research -Peer review journals -Social book marking
Discussion Forum / Webinar	Discussion forum - reply to structured questions - weekly review and feedback in the seminar	Discussion forum - post your own questions to the cohort - comment on other students Forum conversations form a reflective piece of coursework	Student lead webinar - live discussion - sharing ideas - collaboration
Seminar Activities	Group discussion Collaboration Facilitated discussion (build confidence)	Practice activity Simulation Problem solving Roll play	Individual Presentations Case study Student lead

		Group work extending over topics Group Presentations Reflection Receive feedback	discussion Give feedback
Formative Assessment	In class MCQs (mobile phone clickers) Polls Report building over topics Clear sign posting (what to do next) Additional explanations (podcast) Recap previous topic	Group project (wk by wk feedback) Essays / Reports Mock assessments Question days	Question Days Supervision and feedback
Journaling (reflection)	Discussion forum – Ask The Tutor (reflect on the ILOs and ask the tutor for further clarification)	Consolidation podcast Reflective Journal Blog Plan your own study	Discussion forum (share reflections)

Strategy for Learning and Teaching

Modules

The Programme is composed of modules, and these modules are linked to different levels of the National Framework for Higher Education Qualifications set by the Quality Assurance Agency for Higher Education. This document provides a module outline for every module undertaken during the Programme. To identify which modules are taken in each year please see the Diagram of Outcomes Leading to Award.

Each module contains educational aims, learning outcomes, modes of assessment and an indicative scheme of work.

Educational Aims

These aims set out what the tutors on the module are seeking to achieve. These aims are designed to enable you to meet the intended learning outcomes. The educational aims determine the approach to teaching and will help you understand what is driving the choice of learning activity and teaching method. You will be given opportunities during the module to evaluate how well the Programme and module teams are doing in achieving these aims.

Learning Outcomes

Whereas the educational aim is what the **tutor** is trying to achieve in order to support your learning, the learning outcome expresses what **you** should be able to achieve by the end of your study. A

learning outcome is a statement of what you are expected to know, understand or be able to do at the end of the module, section or entire programme.

As mentioned above the educational aims are designed to help you achieve your learning outcomes. Each learning activity, whether readings, lectures, forums or other such practice are designed with a specific educational aim and learning outcome in mind. By knowing and understanding the intended learning outcomes of the module you will understand the purpose of the activities you are asked to undertake by your tutor.

It is the intended learning outcomes that will be formally assessed. It is these outcomes that you have to demonstrate you can meet in order to progress through your qualification and to achieve an award.

Learning outcomes are written in accordance with BPP University College guidance and are designed to meet four key domains:

- Knowledge and understanding – what do you know about an idea, theory or concept
- Cognitive – how well can you use and apply your knowledge
- Professional skills – how well you can use your knowledge and skills in a professional context
- Transferable skills – what general inter-personal and employability skills you can demonstrate

Your learning outcomes therefore reflect both academic as well as professional and employability skills. Some modules may have more emphasis on knowledge outcomes, particularly in the first year. As you progress through your studies you will notice an increasing emphasis on the cognitive skills.

Modes of Assessment

There are two specific modes of assessment in each module: Formative and Summative assessment.

Formative assessment:

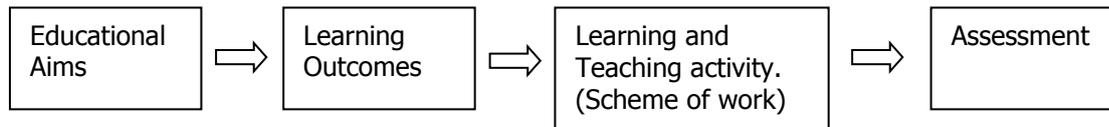
Formative assessments are designed to provide you with feedback on your performance and give guidance on how it can be improved without counting toward the overall result on a module or programme of study. Formative assessment opportunities will be provided during the modules and may take place in or out of face to face contact time.

Summative assessment:

Summative assessments contribute to your learning, provide a measure of achievement in relation to the intended learning outcomes of a programme or module of study and count towards the overall result on a module and programme. You need to complete an assessment for every module you undertake on the programme.

Scheme of work

The scheme of work shows you a breakdown of what you will be doing and covering in each topic in each module. The Scheme of work is only an indication of the types of activities and content that will be covered. It indicates the type of teaching method and learning activity that will be undertaken in order to help you develop the skills to meet the learning outcomes. You need to refer directly to the live module on the VLE to get the most up to date information on what activities and content will be covered each week.

Summary of key module components:

Specific Learning and Teaching Strategy

The learning and teaching strategy of the undergraduate degree programme will address the paradigm shift within Higher Education away from content-based towards skills-based methodologies where practically possible. It is designed around the concept of progression and the hierarchy of skills development from knowledge acquisition through to analysis and evaluation.

Each topic within the modules has been designed to be delivered in a manner most appropriate to achieving the educational aims and the learning outcomes. The precise delivery method and detailed process used will depend on the appropriateness of the method to the learning outcomes and on student numbers and demand.

Overall the learning and teaching strategies aim to encourage the skills and culture of independent learning and actively discourage learner dependence. To achieve this development of student based activity will build your confidence and assist in your development with diminishing levels of supervision over their period of study.

A range of subject specific learning strategies will be deployed to achieve this with the main approaches to teaching and learning on the programme being summarised as:

- An emphasis on the role of learners in acquiring knowledge and understanding
- The need to move from content towards skills-based methodologies specifically the skills of self managed learning
- A recognition of the role of progression (evidence) through subject integration

A feature of the learning and teaching strategy of the programme will be the use of 'real world' activities to provide a student-centred approach which will engage students in problem solving activities in a business context.

Online Lectures

The online lectures will change in style and format as you progress through the different levels of study. The lectures are designed to introduce and discuss the main concepts and principles for each topic in each module. You need to ensure that you have watched these lectures prior to attending the seminars. The online lectures and the required reading are designed to meet the learning outcomes that are based on knowledge and understanding.

Seminar activities

Seminar activities are designed to build upon the knowledge, concepts and principles identified in the online lecture and the required pre-reading. They are designed around meeting the learning outcomes in the cognitive, professional and transferable domains. As a consequence the activities will be varied throughout each module.

They provide the opportunity for interactive discussion and debate and give you the opportunity to put into practice application of the concepts. It is therefore important that you ensure all pre-seminar work is undertaken. Students who do not complete the pre-seminar work generally find themselves unable to participate or contribute to the activities. The old adage 'you get out what you put in' is the key principle at play here. The more you are prepared for the seminar the more you will get out of it. Put into context, established learning theory (ref needed) identifies that effective learning takes place through acquiring new knowledge, being able to apply that new knowledge through debate or action and then reflecting on the experience and formulating new knowledge and

understanding. The seminar activities therefore give you the opportunity to experience the knowledge in practice to deepen your knowledge and understanding.

Throughout the seminars therefore there is an emphasis upon participation and student interaction. The lecturer is a learning facilitator and, therefore, you will be expected to arrive with questions and/or ideas, to have prepared with prior readings, and to lead parts of the session. It is through this method that ideas can best be examined, defended, justified and reflected upon. Research demonstrates that we learn effectively in social situations through interaction. The combination therefore of independent learning and seminar activities is designed to maximise your learning opportunity.

Online discussion forum/Webinars

An important part of your learning journey is to interpret and make sense of what you have heard, read, discussed and done. This helps you move beyond looking at 'face value' and enables you to delve deeper into the key concepts and ideas. These forums and webinars give you the opportunity to enter into discussion with each other, ask and answer questions and to reflect and make sense of what has been learnt. Learning theory states that we all learn at our own pace. These activities give you the opportunity outside of the face to face class room to have some time to look back and reflect and make sense of what has been discovered so far. Whilst ultimate deadlines for contribution may be set by your tutor, you have more time to think during these activities than when in the classroom. It is important for the development of your learning skills that you develop the art of reflection and sense making in order to consolidate your learning from your activities. In addition these forums and webinars help you to meet the professional and transferable learning outcomes.

Discovery Learning

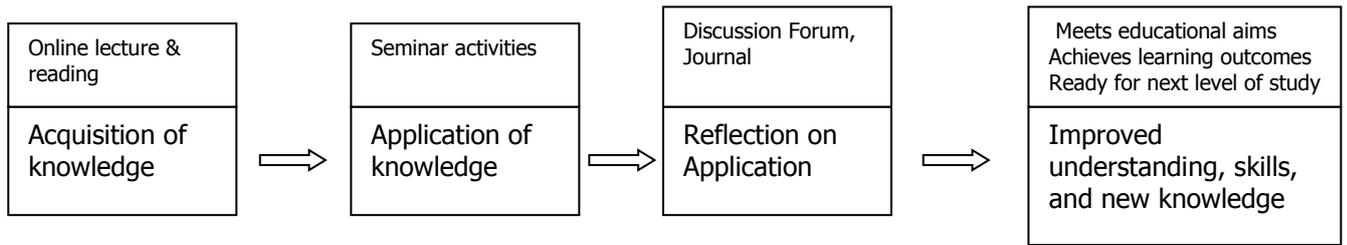
Throughout the programme there is an emphasis on developing your own skills as a learner and you can see this articulated in the design of the programme as 'discovery learning'. Research shows that students who are able to set their own study goals and self direct their learning are subsequently more able to self assess and develop effective study paths for successfully completing their qualifications. The discovery learning activities will help you develop the academic skills required of undergraduates that will enable you to develop the skills of independent knowledge acquisition, enquiry, research and ultimately evidence based argument. These in turn will help you meet intended learning outcomes around knowledge and understanding and cognitive skills.

Journal/Reflection

Reflection on your experiences and learning enables you to identify skills and knowledge gaps, how you might do things differently next time, what went well and what to continue doing and what action you may need to take to enable yourself to successfully meet the learning outcomes.

Research suggests that professionals develop their skills through the art of reflection on and in action. Our focus here is on the ability to reflect on and learn from experiences. Many professional bodies (CIMA, ACCA, CIPD, and CIM) require their membership to complete personal development plans (PDP) that demonstrate their continuous professional development.

The reflective journals are therefore designed to both help you develop the skills of self reflection which enables you to take responsibility for your own learning but also to develop the skill of reflection on learning which meets both Professional and Transferable learning outcomes.



The role of the personal tutor

There has been much emphasis throughout on developing your ability to take responsibility for your own learning. It is recognised that this may be new to you and therefore support and guidance is provided in the form of a Personal Tutor. Each student will be allocated a Personal Tutor. The role of a Personal Tutor is to provide the first line of enquiry and offer support to a student concerning any aspect of a student's academic experience. The Personal Tutor's role is to review and encourage a student's academic progress. In particular they will be able to help you develop your own strategies for learning and study.

Strategy for Assessment

The assessment strategy is underpinned by the BPP University College regulatory framework which states that:

Examination and assessment will be used to:

- Provide the basis for decisions on student's learning needs
- Provide feedback to students to help with their learning
- Provide a basis for a decision on students' readiness to progress
- Provide a basis for a decision whether they qualify for an award
- Provide a basis for a decision about the grading of their achievement

The Assessment Strategy for the BSc programmes has also been designed in accordance with the key principles of assessment as set out in the BPP strategy for assessment enhancement.

Thus care has been taken to include formative and summative assessments which:

- Provide opportunities for students to work in groups and be assessed informally in order to develop employability skills such as group and team working and interpersonal skills.
- Provide opportunity for regular constructive and developmental feedback
- Encourage the development of academic skills of wider reading and research
- Build a body of knowledge and understanding which can be levered with relevance, confidence and sound judgement to aid business analysis and decision-making with particular respect to the business environment

- Provide a range of opportunities to undertake more 'practical' assessments relevant to, and requiring interface with, the real world of employment in terms of the nature and context of, the task set
- Focus on business issues appropriate to the current environment
- Include a range of methods to ensure inclusion and fair opportunity across a diverse body of students.

Formative assessment is specifically designed to provide a safe learning experience and an opportunity to receive feedback on your performance. Feedback either formally or informally will be provided throughout the programme to ensure that you can act upon and learn from formative assessments.

Depending on the nature of the assessments there will be a variety of peer, self and tutor assessed work. You can also seek support from your Personal Tutors to help you understand feedback and produce a plan for improvement.

Formative assessment may take various forms such as:

- Multiple choice questions
- Short answer questions
- Discussion activities
- Interactive quizzes and tasks
- Practice exam questions
- Group Presentations

The programme adopts a criterion-referenced approach to assessing achievement against the learning outcomes. Criterion-referenced assessment is where your performance is assessed against some fixed, set, or 'objective' standard which is not affected by the number of people who reach it. You will notice each level of study has a specific set of criteria. Each summative assessment will have a marking scheme based on the set criteria and this will be made available to you during the module.

Strategy for Progression and Development

You will normally be expected to complete and pass formative assessments at the end of each term in order to progress into the next term, and you must complete all assessments in order to be able to progress from stage to stage. For example, you should complete all of your year 1 (level 4) modules in order to be able to move into year 2 (level 5). In order to help and support you, your personal tutor and the undergraduate team will monitor your progression, and where necessary meet with you to discuss any concerns you or they may have.

MODULE OUTLINES

Introduction

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

MODULES

COMMERCIAL AWARENESS

General Information

School		Business School
Level		4
Credit Value		15 Credits
Contact Hours		30
Programme		BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance BSc (Hons) Banking and Finance
Module Leader		Catherine Dale
Related Modules	Pre-requisites	None
	Co-requisites	Understanding Financial Statements
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

The modules in term 1 are designed to give you an insight into the world of business and help you to think about developing your commercial awareness throughout your degree ready for the workplace.

Commercial awareness can be summed up as an interest in business and an understanding of the wider environment which an organisation operates: its environment, competitors and customers.

Understanding business and being able to apply that understanding to customers' needs is a key employability skill. Confederation of British Industry (CBI) research in 2011 highlighted that 44% of employers are unsatisfied with the commercial awareness of applicants. Many graduates are technically competent, but lack the basic skills and knowledge to add immediate value to their employer.

This module will address the gap in commercial awareness highlighted by the CBI. It will introduce you to common business language and terminology, business structures and functions and to common tools used in analysing the business environment. The learning you undertake in this module will provide the underpinning knowledge for the rest of your studies and act as a springboard from which to build and develop your own commercial awareness.

Educational Aims

This module aims to:

Introduce you to the common language and terminology of the business environment, to enable you understand and confidently take part in business communication, discussion and conversation	
Develop your understanding of the business environment and common business structures, to enable you to analyse and understand key issues affecting different types of organisations in a global business environment	
Provide you with the knowledge to describe different business functions and their importance within a business and also understand the different roles of people within an organisation, including functional and management roles	
Enable you to understand and discuss important contemporary business issues, such as ethics, corporate social responsibility, customer satisfaction and globalisation	

Learning Outcomes

On successfully completing this module, you will be able to:

1. Utilise and correctly understand common business terminology and language
2. Discuss the importance of different business structures and operating models
3. Describe the operational aspects and management roles within a business, using appropriate terminology, concepts and frameworks
4. Evaluate the importance of issues such as CSR, ethical considerations, globalisation and customer value to business success

The table shows where the module learning outcomes above achieve the stage one learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	✓
Cognitive (thinking) skills		✓	✓	✓

Professional skills and attitudes	✓		✓	✓
Transferable skills	✓		✓	

Mode of Assessment

This module is assessed through the completion of a piece of coursework.

A 1,500 word written piece, based on a given case study, answering specific set tasks. The case study will be shared with the module Understanding Financial Statements, to allow students to undertake a wide ranging analysis of both operational and financial aspects of an organisation.

In addition to the summative element, the module contains the following formative element:

Formative Element

You will have the opportunity to apply and test your learning during the week five seminar. The formative assessment will take the form of individual activities, undertaken in class, of a similar nature to those tasks you may be asked to complete in the summative assessment. The second half of the seminar will involve peer and tutor feedback and sharing of answers as a group.

Please Note: This element does not count towards your final module grade.

Summative Element

Please Note: You must achieve a pass (40%) in the following element to pass the module.

- Coursework, based on a given case study

The assessments are marked according to the Level 4 Marking Criteria contained in your programme handbook.

For the classification of your degree (First, Upper Second etc) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative ReadingCore text:

Bovee, C. & Thill, J. (2013) *Business in Action*, 6th Ed. Harlow, Pearson

Suggested reading (books):

Ebert, R. & Griffin, R. (2015) *Business Essentials*, Global Edition, 10th Ed. Harlow, Pearson

Kotler, P. & Armstrong, G. (2014) *Principles of Marketing*, Global Edition, 15th Ed. Harlow, Pearson

Mullins, L. (2013) *Management and Organisational Behaviour*, Harlow, Pearson

Stoakes, C (2014) *Commercial Awareness 2014/15*, London: Chris Stoakes Ltd

Suggested journal articles:

Kumar, N & Singh, J.P. (2013) Global Financial Crisis: Corporate Governance Failures and Lessons, *Journal of Finance, Accounting and Management [online]*, Vol. 4 (1), pg. 21-34 [accessed through Business Source Complete, 25.03.15]

Macho-Stadler, I & Xue, L (2007) Winners and Losers from the Gradual Formation of Trading Blocs, *Economica [online]*, Vol. 74, pg. 664-681 [accessed through Business Source Complete, 25.03.15]

Price, B (2011) Being a Customer Service Leader, *American Salesman [online]*, Vol. 56 (3), pg. 21-24 [accessed through Business Source Complete, 25.03.15]

Useful websites:

Association of Chartered Certified Accountants	www.accaglobal.com
Chartered Institute of Management Accountants	www.cimaglobal.com
Chartered Institute of Marketing	www.cim.co.uk
Chartered Institute of Personnel & Development	www.cipd.co.uk
Chartered Institute of Securities and Investments	www.cisi.org
Chartered Management Institute	www.managers.org.uk
Institute of Chartered Accountants in England and Wales	www.icaew.com

Useful twitter feeds

www.twitter.com/bisgovuk
www.twitter.com/HarvardBiz
www.twitter.com/FT
www.twitter.com/TheEconomist
www.twitter.com/BizEthicsMag
www.twitter.com/MarketingUK

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Commercial Awareness**Syllabus:**

- Developing a business mindset
- Exploring careers in business
- Business structures, frameworks and ownership
- The global business environment
- Business ethics and CSR
- The role of management
- The importance of marketing
- Communicating with customers

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Introduction</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	<p><u>Key Reading:</u> Headstart introduction section of the VLE</p> <p><u>Preparation activity:</u> Watch the recorded introduction from the module leader</p>
Week 1	<p><u>Session 1</u></p> <p><u>Developing a business mindset</u></p> <p>In this topic we will consider what commercial awareness is, why it is important and how you can develop it. We will consider the purpose of business and the importance of understanding customer needs.</p>	<p><u>Reading:</u> Chapter 1, page 2 – 12, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u> What is commercial awareness?; how to develop it; why do businesses exist and what is their purpose; the importance of the customer</p> <p><u>Seminar:</u> Group Activity: Dragon’s Den type activity to resolve a commercial issue. This will address issues such as, but not limited to: finance, hr, marketing, economics Students will gain an understanding of the issues that business’s need to consider when trying to provide a product or service and to make money</p>

		<p><u>Independent Study:</u></p> <p>Research and identify the characteristics of at least two successful business leaders or entrepreneurs and how they have used Commercial Awareness to their advantage.</p>
Week 2	<p><u>Session 2</u></p> <p><u>Exploring careers in business</u></p> <p>This week we will consider the key functional areas within a business and consider the main roles required in these areas. We will consider this in the context of your own career and how developing commercial awareness can contribute to achieving your career ambitions.</p>	<p><u>Reading:</u> Chapter 1, page 12 – 24, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u></p> <p>The key functional areas within business; what role these functions play; career areas within business management; professional skills and requirements; professional bodies; what commercial awareness employers expect</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Group Activity: Students use professional body (CMI, CIM, CIPD, CIMA, ACCA) skills frameworks to identify and explore key employability and professional skills in business careers. • Use current job advertisements, descriptions and person specifications to analyse requirements of employers and match their own skills and highlight gaps and weaknesses. • Use business publications such as the Economist and FT to understand, analyse and discuss current business issues <p><u>Independent Study:</u></p> <p>Using a professional body website, highlight the necessary key skills, abilities and attributes required for a career you may be interested in. Highlight areas in which you have strengths and also weaknesses for development.</p>
Week 3	<p><u>Session 3</u></p> <p><u>Business structures, frameworks and ownership</u></p> <p>In this topic, we will learn about the main types of business structures – sole traders, partnerships and companies/corporations. We will consider the benefits and disadvantages of the possible structures and discuss the concept of corporate governance.</p>	<p><u>Reading:</u> Chapter 5, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u></p> <p>The main types of business structure; the advantages and disadvantages of each; corporate governance</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Group activity: using case studies, evaluate the choice of structure for given organisations. Present findings back to the group. • Simulation activity to offer advice to case study businesses on possible business

		<p>structures – should a business remain a sole trader or adopt a different entity type?</p> <ul style="list-style-type: none"> • Discussion about the role of corporate governance in the banking crisis <p><u>Independent Study:</u> Research the role of corporate governance in the professional services sector. How has this changed since the financial crisis?</p>
Week 4	<p><u>Session 4</u></p> <p><u>The global business environment</u> This week, we will consider the increasing importance of global business; the nature of trade across international boundaries; identify major trading blocs; and consider cultural and legal differences in global business.</p>	<p><u>Reading:</u> Chapter 3, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u> The nature and extent of the global business environment; major trading blocs and their purpose; cultural and legal considerations in international trade.</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Group activity: Students will be given details for an international trading bloc. They will have time to research their bloc and then be required to present to the group • Students will apply common environmental analysis tools to the global business environment, using well known global businesses as case studies. Peer-to-peer teaching will be used to support learning in groups. • Discussion about cultural issues in international business – in groups students will identify possible problems of working across different cultures and suggest possible solutions <p><u>Independent Study:</u> Choose a country different to your country of origin and contrast business culture there to that of your own country. What differences are there in how business is conducted? How can international businesses adapt to these differences?</p>
Week 5	<p><u>Formative Assessment</u></p> <p>In this weeks’ seminar, students will undertake a formative assessment. It will test their ability to apply concepts covered in the module to date, in a situation similar to what they will need to do in the summative assessment.</p>	<p><u>Formative assessment</u></p> <p>Students will be provided with a short case study/scenario and a number of questions based around topics covered in the module to date.</p> <p>It is expected that students will be able to apply their learning to answer the questions.</p>

		The first hour of the seminar is for students to complete the tasks. The second hour is for tutor and peer feedback.
Week 6	<p><u>Session 5</u></p> <p><u>Business ethics and Corporate Social Responsibility</u></p> <p>In this topic you will be introduced to the concept of ethical business and CSR. We will consider what 'ethical business' is, why it is important, and discuss the responsibility business have to their customers, employees and the environment.</p>	<p><u>Reading:</u> Chapter 4, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u></p> <p>Defining ethics in a business context and CSR; highlight factors influencing ethical behaviour; outline responsibilities of organisations towards customers, employees and the environment.</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Group activity: Students will be asked to research and identify two organisations, one which is regarded as ethical and one unethical, they should contrast both organisations and present findings back to the group • Students will be asked to defend a given organisation in relation to their approach to CSR – they must present a case as to why the organisation's position is effective and successful • Using a current case study or news story, students will be asked to consider a contemporary CSR/ethical story and discuss the key issues raised <p><u>Independent Study:</u></p> <p>Using an organisation of their choice, students should research their approach to CSR and reputation for ethical business practices. They should evaluate and make recommendations for improvement.</p>
Week 7	<p><u>Session 6</u></p> <p><u>The role of management</u></p> <p>This week we will explore the role of management in business operations. We will consider the primary functions of management and identify important management skills.</p>	<p><u>Reading:</u> Chapter 7, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u></p> <p>Defining management; explaining the importance of management; outlining key management functions and roles; outlining key skills required to be a successful manager.</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Using examples of vision and mission statements, students will be tasked to identify the strategic objectives of organisations. Discussion about the purpose and value of mission and vision statements and examples of good and bad. • Group activity: using the strategic planning process, students will apply the framework to an organisation of their choice, conducting a SWOT analysis and

		<p>competitor analysis. Based on their analysis, they will set two objectives to improve performance and/or address issues. Peer-to-peer teaching will be used within the groups.</p> <ul style="list-style-type: none"> • Discussion about the differences between leadership and management, using well known business leaders as examples. Students will undertake exercise to identify their own leadership style <p><u>Independent Study:</u> Using their own leadership style as a starting point, students should identify their strengths and weaknesses in the context of management, and develop a short PDP to address gaps and plan development</p>
Week 8	<p><u>Session 7</u></p> <p><u>The importance of marketing</u> This topic will form an introduction to basic marketing concepts; customer value, buying behaviour, planning and an exploration of the marketing mix. We will consider why marketing is important and how it adds value to an organisation.</p>	<p><u>Reading:</u> Chapter 13, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u> Defining marketing and the marketing concept; customer value; consumer and business buying behaviour; the marketing planning process; the 4Ps</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Group activity: using a given case study, students will analyse the 4 Ps of a product or service. They will create a poster presentation to describe the marketing mix • Group activity: students are to imagine they are launching their own brand of bottled water. They should develop a marketing mix for the product • Following development of the marketing mix, students should then develop creative proposals for their product, including things like look and feel, branding, logo etc. They should present their proposal to the group. <p><u>Independent Study:</u> Think about some poor service you have received in the past where you have made a complaint. It could be, for example, that something you bought from a shop was faulty or that a meal you had in a restaurant was not what you ordered. Consider:</p> <ol style="list-style-type: none"> a. what was wrong with the service and how it inconvenienced you b. what was the reaction of the company or the individual person concerned when you raised your complaint? c. what was the final result of your complaint and what is your impression of the company or of that person today?

Week 9	<p><u>Session 8</u></p> <p><u>Communicating with customers</u></p> <p>This week, we will look at the importance of effective communication with customers. We will consider the role of advertising, direct communication and customer service and will also explore the opportunities and challenges presented by the growth in social media.</p>	<p><u>Reading:</u> Chapter 16, Bovee, C. & Thill, J. (2013) Business in Action, 6th Ed. Harlow, Pearson</p> <p><u>Online Recorded Lecture:</u></p> <p>Advertising as a communication medium; direct marketing communications and personal selling; customer service and communication; social media as a communication and service tool.</p> <p><u>Seminar:</u></p> <ul style="list-style-type: none"> • Activity on approaches to good customer service, using examples from YouTube, students will identify and evaluate good and bad approaches to customer service. • Group activity: using their own experience and examples from the Internet, students to identify examples of poor communications in advertising. Using ASA guidelines, discussion around ethical and legal regulation of communication • Using social media sites, students to discuss and evaluate the use of social media as a business communication tool. How do businesses use it to communicate with and service customers? What are the advantages and disadvantages to doing so? <p><u>Independent Study:</u></p> <p>Consolidate learning from the module and continue to work on summative assessment</p>
Week 10	<p><u>Coursework preparation</u></p> <p>In this session, we will bring together the various concepts and principles developed over the course. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of all key syllabus areas. • Plan time appropriately in order to meet the submission deadline. • Breakdown the requirements of the tasks with reference to the mark allocation. • Communicate the key issues clearly and concisely. • Develop a line of reasoning and draw a conclusion. 	<p><u>Workshop:</u></p> <p>Coursework development workshop. Discussion with students on the research they have completed, the completion of the assignment and the next steps.</p>

UNDERSTANDING FINANCIAL STATEMENTS

General Information

School		Business School
Level		Level 4
Credit Value		15 Credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance
Module Leader		Catherine Dale
Related Modules	Pre-requisites	None
	Co-requisites	Commercial Awareness
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

The modules in term 1 are designed to give you an insight into the world of business and help you to think about developing your commercial awareness throughout your degree ready for the workplace. Commercial awareness is an understanding of business. In this module you will learn about company reporting. One of the key aspects of company reporting is to provide financial information to a wide range of users. This module will help you to understand financial information with confidence. You will no longer be phased by reading articles on company results.

Tetra Pak release financial results for 2014

Tetra Pak has released its financial results for 2014. The company achieved net sales of €10.9 billion, up 1.7 per cent from 2013.

“Against the backdrop of a tough year, with slower packaging material growth than originally expected, we saw clear evidence that our business strategy is working.” said Tetra Pak President and CEO Dennis Jönsson.

Source: <http://www.newfoodmagazine.com/16691/news/industry-news/tetra-pak-release-financial-results-for-2014/>

Educational Aims

This module aims to:

Develop your understanding of the financial statements	
Explore the regulatory framework which underpins financial statements	
Explore techniques to interpret financial statements	

Learning Outcomes

After completing this module, you will be able to:

1. Describe the features of the financial statements
2. Demonstrate how primary financial statements link together
3. Describe how the regulatory framework supports producing financial statements
4. Use ratio analysis and other numerical financial techniques to interpret the financial statements

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	✓
Cognitive (thinking) skills	✓	✓	✓	✓
Professional skills and attitudes				✓
Transferable skills		✓		

Mode of Assessment

Summative Element

This module is assessed through the completion of a coursework assignment.

A coursework assignment based on a pre-seen case study. Students will be required to create a report (100% of module grade). The report should be 1500 words.

The report will consist of a review of the performance of an organisation including the interpretation and explanation of the financial statements.

In addition to the summative element, the module contains the following formative element:

Formative Elements

Open-book class assessment – assessment is split into two parts:

- Part one: is a series of short form questions designed to test your knowledge to date.
- Part two: is a longer question which seeks to take a series of accounting balances to construct an income statement and statement of financial position.

Please Note: This element does not count towards your final module grade.

The assessments are marked according to the Level 4 Marking Criteria contained in your programme handbook.

For the classification of your degree the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

O'Hare J (2012) *Analysing Financial Statements for Non-Specialists* (1st ed) Routledge, Taylor & Francis

Additional Resources

Holmes G, Sugden A, Gee P (2008) *Interpreting Company Reports and Accounts* (10th ed) Prentice Hall FT

ACCA (nd) *Interpreting and understanding accounts: An ACCA case study*. Found at <http://businesscasestudies.co.uk/acca/interpreting-and-understanding-accounts/introduction.html#axzz3WoNtUTSq>

SEC (nd) *Beginners' Guide to Financial Statements*. <http://www.sec.gov/investor/pubs/begfinstmtguide.htm>

Memar, A (2012) *The Beginner's Introduction to Finance*. <http://www.qbreview.org/the-beginners-introduction-to-finance-2/>

Useful websites

Bloomberg
FT
Harvard Business Review
Reuters
The Economist
Wall Street Journal
Wharton

Professional accounting bodies:

ICAEW – www.icaew.com
ACCA – www.accaglobal.com
CIMA – www.cimaglobal.com

Regulators:

IFRS – www.ifrs.org
FASB – www.fasb.org
ARP – www.frc.org.uk/asb/
FRC – www.frc.org.uk
SEC – www.sec.gov
IOSCO – www.iosco.org

Company annual reports - www.annualreports.com

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Understanding Financial Statements

Syllabus:

- Financial Statements
- Interpretation of financial statements
- Regulatory framework

Topic	Content	Learning and Teaching Strategy
<p style="text-align: center;">INDUCTION (PRE-COURSE or HEAD START)</p>	<p><u>Module Overview</u></p> <p>This section introduces you to the module, gives you guidance on key dates for the semester and a pre-course preparation exercise which will allow you to make an early start on the module.</p>	<p><u>Online Recording:</u> Introduction and overview. Delivered by the Module Leader</p> <p><u>Independent Study:</u> Compare selected companies and note similarities and differences and consider how it links with the module outline.</p> <p>Select an annual report for a more detailed review and consider what areas of the business it reports on, what it tells you about the business and generally what is happening with the finances (consider revenue, profits and cash)</p>
<p style="text-align: center;">Session 1</p>	<p><u>Financial reporting (Income Statements)</u></p> <p>In this topic we will explore one of the key primary financial statement called the income statement.</p> <p>At the end of this session you will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose, structure and format of the income statement • Define the individual accounts and their contents • Explain the term revenue recognition • Define the accruals concept • Explain how inventory is recorded in the financial statements 	<p><u>Reading:</u> O'Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis Read relevant chapters</p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Income statements <p><u>Independent Study:</u> Review a selected company report and review their income statement</p> <ul style="list-style-type: none"> • Ascertain what is familiar and unfamiliar to you • Consider what it tells you about the company (additional questions are provided to assist with this overall question) <p><u>Seminar Activity 1:</u> Group exercise</p> <p>Task: Consider a list of descriptions and decide which is the correct income/expense area in the SOFP to allocate them to.</p> <p><u>Seminar Activity 2:</u> Group discussion based on preparation activities</p> <p>Task: Further consideration of what the income statement tells us about a selected company. This will include group discussion of the findings from preparation activities and feeding back to the class.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p>

		<p>For the company you selected at induction, consider what the income statement is telling you about that company.</p> <p><u>Online Live/Recorded Webinar:</u></p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
<p>Session 2</p>	<p><u>Financial reporting (Statement of Financial Position - Assets)</u></p> <p>In this topic we will begin to explore another key primary financial statement called the Statement of Financial Position (SFP), in this case the Asset sections.</p> <p>At the end of this session you will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose, structure and format of the SFP • Define assets • Distinguish between tangible and intangible assets • Explain depreciation • Define trade and other receivables • Describe the adjustment required for impaired receivables (also called bad or doubtful debts) 	<p><u>Reading:</u></p> <p>O'Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis</p> <p>Read relevant chapters</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • SFP assets <p><u>Independent Study:</u></p> <p>Review a selected company report and review their SFP assets</p> <ul style="list-style-type: none"> • Ascertain what is familiar and unfamiliar to you • Consider what it tells you about the company (additional questions are provided to assist with this overall question) <p><u>Seminar Activity 1:</u></p> <p>Group exercise</p> <p>Task:</p> <p>Consider a list of descriptions and decide which is the correct asset area in the SFP to allocate them to.</p> <p><u>Seminar Activity 2:</u></p> <p>Group discussion based on preparation activities</p> <p>Task:</p> <p>Further consideration of what the asset sections of the SFP tells us about a selected company. This will include group discussion of the findings from preparation activities and feeding back to the class.</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p>

		<p>For the company you selected at induction, consider what the asset section of the SOFP is telling you about that company.</p> <p><u>Online Live/Recorded Webinar:</u></p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
<p style="text-align: center;">Session 3</p>	<p><u>Financial reporting (SOFP – Liabilities and Equity)</u></p> <p>In this topic we will begin to explore another key primary financial statement called the Statement of Financial Position (SOFP), in this case the Asset sections.</p> <p>At the end of this session you will be able to:</p> <ul style="list-style-type: none"> • Define liabilities • Distinguish between non-current and current liabilities, providing examples • Describe a provision and give examples • Define equity • Distinguish between share capital and share premium • Explain how a share issue is recorded • Explain the term retained earnings and how dividends are recorded 	<p><u>Reading:</u></p> <p>O’Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis</p> <p>Read relevant chapters</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • SOFP Liabilities • SOFP Equity <p><u>Independent Study:</u></p> <p>Review a selected company report and review their SOFP liabilities and Equity sections.</p> <ul style="list-style-type: none"> • Ascertain what is familiar and unfamiliar to you • Consider what it tells you about the company (additional questions are provided to assist with this overall question) <p><u>Seminar Activity 1:</u></p> <p>Group exercise</p> <p>Task:</p> <p>Consider a list of descriptions and decide which is the correct liability or equity area in the SOFP to allocate them to.</p> <p><u>Seminar Activity 2:</u></p> <p>Group discussion and problem solving activity</p> <p>Task:</p> <p>Could several scenarios and consider whether it describes a provision of a more general liability (such as a payable)</p> <p><u>Seminar Activity 3:</u></p> <p>Group discussion based on preparation activities</p>

		<p>Task:</p> <p>Further consideration of what the liability and equity sections of the SOFP tells us about a selected company. This will include group discussion of the findings from preparation activities and feeding back to the class.</p> <p>Reflection:</p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p>For the company you selected at induction, consider what the liability and equity sections of the SOFP is telling you about that company.</p> <p>Online Live/Recorded Webinar:</p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
<p>Session 4</p>	<p>Financial Reporting (Regulatory Framework)</p> <p>In this topic we will begin to explore the frameworks which underpin the financial reporting we have covered in sessions 1 to 3.</p> <p>At the end of this session you will be able to:</p> <ul style="list-style-type: none"> • Explain the regulatory framework • Demonstrate how the framework is applied to financial reporting. • Explain why there is a need for a conceptual framework 	<p>Reading:</p> <p>Holmes G, Sugden A, Gee P (2008) Interpreting Company Reports and Accounts (10th ed) Prentice Hall FT</p> <p>Read relevant chapters</p> <p>Online Recorded Lecture:</p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Regulatory Framework • Conceptual Framework (including its content) <p>Independent Study:</p> <p>Complete an activity which is designed to start building an understanding of the accounting concepts at the core of the regulatory framework.</p> <p>Seminar Activity 1:</p> <p>Group exercise and problem solving activity</p> <p>Task:</p> <p>An exercise where you will review a series of transactions and build your understanding of how the accounting equation works in financial reporting.</p>

		<p><u>Seminar Activity 2:</u> Group exercise and problem solving activity</p> <p>Task: Building on the preparation exercise the scenario is extended to continue building core of the regulatory framework.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p><u>Independent Study:</u> Complete an additional activity which is designed to consolidate your understanding of the accounting concepts at the core of the regulatory framework.</p> <p><u>Online Live/Recorded Webinar:</u> This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
Session 5	<p><u>Formative Assessment</u> In this session you will have an opportunity to review progress and test your knowledge gained from sessions one to four.</p>	<p><u>Independent Study:</u> Make sure you have gone through and undertaken all the various activities in the previous week's sessions.</p> <p><u>Formative Assessment</u> Open-book class assessment – assessment is split into two parts:</p> <ul style="list-style-type: none"> • Part one: is a series of short form questions designed to test your knowledge to date. • Part two: is a longer question which seeks to take a series of accounting balances to construct an income statement and statement of financial position. <p>Please Note: This element does not count towards your final module grade.</p>
Session 6	<u>Cash flow Statement</u>	<u>Reading:</u>

	<p>In this topic we will examine the final key primary financial statement called the cash flow statement. At the end of this session you will be able to:</p> <ul style="list-style-type: none"> • Distinguish between cash flows from operating, investing and financing activities • Explain the difference between profit and cash • Explain why cash flow is important 	<p>O'Hare J (2012) <i>Analysing Financial Statements for Non-Specialists</i> (1st ed) Routledge, Taylor & Francis Read relevant chapters</p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Cash flow statement <p><u>Independent Study:</u> Complete an activity which begins to consider activity how the Income Statement on its own may not give the 'whole picture' as the company may not be able to turn profits into cash quickly enough.</p> <p><u>Seminar Activity 1:</u> Group exercise and problem solving activity Task: Could a list of descriptions and decide which are of the cash flow statement to allocate them to and what impact they would have on cash flow.</p> <p><u>Seminar Activity 2:</u> Group exercise and problem solving activity Task: Building on the preparation exercise you will further consider how the Income Statement on its own may not give the 'whole picture' as the company may not be able to turn profits into cash quickly enough.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p><u>Independent Study:</u> Complete an additional activity which is designed to consolidate your understanding of how a company can have increasing profits but decreasing cash.</p> <p><u>Online Live/Recorded Webinar:</u> This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
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		<p>Summative Assessment:</p> <p>You will be in a position to attempt the question around interpreting cash flow statements within the pre-seen case study.</p>
<p>Session 7</p>	<p><u>Interpretation Of Financial Statements (Part one)</u></p> <p>In this topic we will use ratio analysis and other basic numerical tools to interpret the financial statements. At the end of these two sessions you will be able to:</p> <ul style="list-style-type: none"> • Use trend analysis to interpret financial information • Calculate and explain profitability ratios • Calculate and explain liquidity and efficiency ratios • Calculate and explain gearing ratios 	<p><u>Reading:</u></p> <p>O’Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis</p> <p>Read relevant chapters</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Interpreting financial information • Profitability ratios <p><u>Independent Study:</u></p> <p>Complete an activity which allows you to use trend and profitability ratio analysis on financial information to begin to understand what is happening in the company.</p> <p><u>Seminar Activity 1:</u></p> <p>Group discussion</p> <p>Task:</p> <p>You will undertake interpretation in a non-financial context, from which the tutor will show you how the skills demonstrated can be used in financial scenarios.</p> <p><u>Seminar Activity 2:</u></p> <p>Group exercise and Problem solving activity</p> <p>Task:</p> <p>You will be given a scenario containing financial and other information for a company. This will be used to build an understanding of what has happened to the company’s profitability over a period of time.</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p><u>Independent Study:</u></p> <p>Building on the preparation activity above you will complete your interpretation of the company’s financial information to consolidate your understanding of what has happened to the company’s profitability over a period of time.</p> <p><u>Online Live/Recorded Webinar:</u></p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities

		<ul style="list-style-type: none"> • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p> <p><u>Summative Assessment:</u></p> <p>You will be in a position to attempt the question around interpreting the income statement within the pre-seen case study.</p>
<p style="text-align: center;">Session 8</p>	<p><u>Interpretation Of Financial Statements (Part two)</u></p> <p>In this topic we will use ratio analysis and other basic numerical tools to interpret the financial statements. At the end of these two sessions you will be able to:</p> <ul style="list-style-type: none"> • Use trend analysis to interpret financial information • Calculate and explain profitability ratios • Calculate and explain liquidity and efficiency ratios • Calculate and explain gearing ratios 	<p><u>Reading:</u></p> <p>O'Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis</p> <p>Read relevant chapters</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Liquidity and Efficiency ratios (including the Operating Cash Cycle) • Gearing ratios <p><u>Independent Study:</u></p> <p>Complete an activity which allows you to use trend and liquidity/solvency ratio analysis on financial information to begin to understand what is happening in the company.</p> <p><u>Seminar Activity 1:</u></p> <p>Group exercise</p> <p>Task:</p> <p>You will undertake an exercise to build your understanding of the operating cash cycle and how it links to working capital.</p> <p><u>Seminar Activity 2:</u></p> <p>Group exercise and Problem solving activity</p> <p>Task:</p> <p>Building on the last session's scenario You will use the same scenario containing financial and other information for a company. This will be used to build an understanding of what has happened to the company's liquidity and solvency over a period of time.</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p><u>Independent Study:</u></p>

		<p>Building on the preparation activity above you will complete your interpretation of the company's financial information to consolidate your understanding of what has happened to the company's liquidity and solvency over a period of time.</p> <p><u>Online Live/Recorded Webinar:</u></p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p> <p><u>Summative Assessment:</u></p> <p>You will be in a position to attempt the question around interpreting the Statement of Financial Position within the pre-seen case study.</p>
<p>Session 9</p>	<p><u>Financial Reporting (Company annual reports and supplementary information)</u></p> <p>In this topic we will explore the company annual report and information which supports the primary financial statements.</p> <p>At the end of this session you will be able to:</p> <p>In relation to annual reports</p> <ul style="list-style-type: none"> • Explain the importance and contents of a company annual report • Identify the users of a company annual report <p>In relation to supplementary information</p> <ul style="list-style-type: none"> • Demonstrate how the three primary financial statements link to each other • Explain the purpose of supplementary information 	<p><u>Reading:</u></p> <p>O'Hare J (2012) Analysing Financial Statements for Non-Specialists (1st ed) Routledge, Taylor & Francis</p> <p>Read relevant chapters</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none"> • Company annual report • Supplementary information <p><u>Independent Study:</u></p> <p>Review a selected company report and review their supplementary information</p> <ul style="list-style-type: none"> • Ascertain what is familiar and unfamiliar to you • Consider what it tells you about the company (additional questions are provided to assist with this overall question) <p><u>Seminar Activity 1:</u></p> <p>Group discussion</p> <p><u>Task:</u></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> • Identify the users of a company annual report • What information is important to users and why <p><u>Seminar Activity 2:</u></p>

		<p>Group discussion based on preparation activities</p> <p>Task:</p> <p>Further consideration of what the supplementary information tells us about a selected company. This will include group discussion of the findings from preparation activities and feeding back to the class.</p> <p>Reflection:</p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification and raise them via the webinar session.</p> <p>For the company you selected at induction, consider what the supplementary information is telling you about that company.</p> <p>Online Live/Recorded Webinar:</p> <p>This webinar will be an opportunity to regularly meet with the module leader, though the content will be flexible, it will cover such matters as:</p> <ul style="list-style-type: none"> • Considering learning outcomes not covered in the other session activities • Discuss contemporary matters and take a more in depth look at certain areas of the syllabus • Revisit key topics including a Q&A for any queries • Provide support for the summative assessment <p>A recording of the session will be made available for review.</p>
<p style="text-align: center;">Session 10</p>	<p>Assessment Preparation</p> <p>In this session you will have the opportunity to discuss the general approach to the coursework and discuss your progress to date with your tutor.</p>	<p>Independent Study:</p> <p>You will have commenced your coursework so you can discuss progress with your tutor.</p> <p>Online live/recorded webinar</p> <p>A live webinar hosted by the module leader which will cover the general approach to the coursework (including various hints and tips on how to maximise marks).</p> <p>A recording will be made available for review.</p> <p>Seminar – coursework surgeries</p> <p>Opportunity to discuss general issues and approach; work on your coursework; get specific feedback on progress with your tutor and recap any areas requiring clarification.</p>

PROFESSIONAL PRACTICE & ETHICS

General Information

School		Business School
Level		Level 4
Credit Value		15 Credits
Contact Hours		30 hours
Programme		BSc (Hons) Banking & Finance BSc (Hons) Business Management BSc(Hons) Business Management with Finance BSc (Hons) Accounting & Finance
Module Leader		Dominic Fennell
Related Modules	Pre-requisites	None
	Co-requisites	Academic Skills & Employability 1
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University
External Awarding Body		Chartered Banker Institute

Introduction

The Professional Practice module has been designed to ease your transition into Higher Education. It is a practical module and will give you the skills you need to study for a degree and to engage you in a number of highly practical experiences enabling you to consider and provide solutions to real work problems through the use of the BPP Career Ready skills and attributes. It will also provide you with the digital literacy skills which are essential in professional situations. This will ensure that your current and future employability is constantly at the heart of your degree.

The module is assessed by a portfolio and a group presentation. The portfolio will enable you to provide evidence of your achievements, competencies and understanding of ethics - 'measurable characteristics of a person related to success at work'. These include behavioural skills, technical skills, attributes (such as intelligence), or attitudes (such as taking a proactive approach).

The combination of ability to demonstrate skills, competencies and appropriate academic knowledge and critical thinking skills will make you a graduate who can demonstrate a range of outcomes recognisable by potential employers as desirable and rare. As well as being knowledgeable you will be an 'experienced student' which is exactly what employers want.

Educational Aims

This module aims to:

Equip you with the skills needed to become an effective independent learner	
Enable you to be more aware of international business practices	
Enable you to use sound judgement in a range of decision-making contexts	
Enable you to use key IT packages to complete a range of functions in business	

Learning Outcomes

At the end of this module you will be able to:

- 1 Draft key documents needed for your professional development
- 2 Discuss ethical factors in business decision-making
- 3 Explain the norms and accepted behavior of international business practices
- 4 Demonstrate essential skills in key software packages in use in business contexts

The table shows where the module learning outcomes above achieve the stage one learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	✓
Cognitive (thinking) skills	✓	✓		
Professional skills and attitudes	✓	✓	✓	✓
Transferable skills	✓	✓	✓	✓

Mode of Assessment

This module is assessed through the completion of two tasks (see below). In addition to the summative elements, the module contains two formative assessments to assist you in evaluating your progress in the module.

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Professional Writing

You will have the opportunity to produce a short piece of writing which you will be able to submit to your tutor for feedback

2. Presentation

You will have the opportunity to present both individually and as part of a group. You will receive feedback both from tutors and your peers which will help you to prepare for the summative assessments.

Summative Elements

Group Presentation [25% of Module Grade]:

In Week 8 of your programme you will deliver a presentation as part of a team to a panel which may consist of both BPP and external staff. In order to achieve this you will be put into a group by your tutor in week 5 and given a topic and presentation guidelines. The presentation will be 10 minutes long with 5 minutes for questions and answers, and you will receive an individual mark.

For example, you may be asked to undertake a 'dragons den' task in which you pitch a new product to a range of investors.

Professional Portfolio [75% of Module Grade]:

You will produce a portfolio which will contain evidence of your professional development and achievements to date. The portfolio will consist of:

- A professional CV
- A letter of application in response to a job advertisement which will be provided by your module leader
- A personal development plan
- An ethics discussion

The graded elements are awarded a percentage grading according to the Level 4 Marking Criteria contained in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be used throughout the module.

Seminal Text

Cottrell, S (2010) *The Personal Development Planning Handbook*, (2nd edn.) Palgrave Study Skills, Skills for Success, London, Palgrave MacMillan

Books

Arnold, D., Beauchamp, T., Bowie, N. (2012) *Ethical Theory and Business* (9th edn) Pearson

Armstrong, M. (2008) *How to be an Even Better Manager* (7th edn.) London: Kogan Page. eBook

Cottrell, S (2008) *The Study Skills Handbook*, Palgrave Study Skills, Skills for Success, London, Palgrave MacMillan

Fisher, C., Lovell, A. (2009) *Business Ethics and Values: Individual, Corporate and International Perspectives* (3rd edn) London, Prentice Hall Financial Times

Goldsmith, M. (2008) *What Got You Here Won't Get You There*, London (coaching and career development)

Useful websites

www.managers.org.uk (Chartered Management Institute's website)

www.managementhelp.org

www.thinkingmanagers.com

www.valuebasedmanagement.net/

www.intute.ac.uk/socialsciences/

www.cipd.co.uk

www.leadership-expert.co.uk/

www.iod.co.uk

www.kotterinternational.com

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Professional Practice and Ethics**Syllabus:**

- ✓ Understanding skills for business
- ✓ Working as part of a team
- ✓ Digital skills for business
- ✓ Academic and professional writing
- ✓ Professional communication and presentation skills
- ✓ Cultural awareness and internationalisation
- ✓ Professional Ethics
- ✓ Professional development planning

Topic	Content	Learning and Teaching Strategy
INDUCTION WEEK	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	<p><u>Preparation Session: 60 minutes</u></p> <p>Online Recording: Delivered by the Module Leader</p> <p>Podcast: Assessment News</p> <p>Begin preparation work for session 1</p>
Week 1	<p><u>Topic Title: Understanding skills for business</u></p> <p>In this topic we will develop an understanding of the skills needed to be successful in business, and an awareness of the skills you need to develop in order to achieve your career potential. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Articulate the key skills relevant to professional life • Appreciate your own skills gap • Understand how to plan for your skills development 	<p><u>Reading:</u> <i>Professional and journal articles on employability and expectations in the workplace</i></p> <p>Podcast Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u> <i>Talking heads – business leaders introduce the employability skills they want to see in graduates</i></p> <p><u>Independent Study:</u> <i>Research a job or an organisation you would like to work for and prepare notes to discuss in class</i></p> <p><u>Discussion Forum:</u></p>

		<p>Based on your research, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Group work to share thoughts on employability skills needed by business professionals</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Individual completion of a skills assessment (on line)</p> <p><u>Reflection:</u> Write up notes on your current skills in preparation for producing a CV. Your CV will be developed in week 3 and will be needed for Week 7 of the module.</p>
<p style="text-align: center;">Week 2</p>	<p><u>Topic Title: Working as part of a team</u></p> <p>In this topic we will experience working as part of an effective team and explore the attributes of an effective team. At the end of it you will be able to:</p> <ul style="list-style-type: none"> ● Describe the features of an effective team ● Demonstrate an understanding of team roles and how to interact to get the results you want 	<p><u>Reading:</u> Theories on effective teams and basic leadership: e.g. Belbin, Tuckman</p> <p><u>Podcast:</u> Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring key features or teamwork and team structures</p> <p><u>Independent Study:</u> On line research activity – <i>how do teams function remotely? What are the benefits and risks?</i> Complete an on line questionnaire to identify your natural team skills</p> <p><u>Discussion Forum:</u> Based on your research, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Seminar Activity 1:</u> Group discussion based on the discussion forum posts. Task: Facilitated discussion on the attributes of highly effective teams using case studies</p> <p><u>Seminar Activity 2:</u> Team Role Play</p>

		<p>Task: <i>team meetings with observation and feedback</i></p> <p>Reflection: <i>Reflect on your performance in your role play. Did you achieve what you wanted to? What did you learn from the experience?</i></p>
<p>Week 3</p>	<p><u>Topic Title: Digital Skills for Business</u></p> <p>In this topic we will cover the fundamental digital skills needed by all employees in the modern world, in order to draw up professional-looking reports, documents and presentation slides. This will also be an opportunity for learners with more advanced IT skills to share their expertise with others in the session</p> <p>At the end you will be able to:</p> <ul style="list-style-type: none"> ● Manage Word documents, adding images, formatting text, adding cover/contents pages, managing macros, using review tools ● Manage slideshows in Powerpoint and Prezi, adding multimedia, applying consistent designs, animating elements 	<p><u>Reading:</u> <i>Basics of Microsoft Office (Word, Powerpoint)</i> <i>Basics of Prezi</i></p> <p><u>Seminar Activity 1:</u> Overview of Word/Excel skills (selection of beginner/intermediate functions) to be covered + practice activities based on example scenarios</p> <ul style="list-style-type: none"> ● Task: <i>students set up coursework document with sample section/subsections; add contents page</i> ● <i>Make amendments to subsections and update contents accordingly</i> ● <i>Peer teaching by more skilled students</i> <p><u>Seminar Activity 2:</u> Overview of Powerpoint/Prezi skills needed (beginner/intermediate) + practice activities for each</p> <ul style="list-style-type: none"> ● Task: <i>students divide into 2 groups, 1 using Powerpoint, 1 using Prezi to start making a presentation containing title/overview/main body/references slides</i> <ul style="list-style-type: none"> ● <i>Compare presentations and discuss which package has more user friendly functionality</i>
<p>Week 4</p>	<p><u>Topic Title: Academic and Professional Writing Skills</u></p> <p>In this topic we will explore different methods of workplace communication, assessing the suitability and effectiveness in different contexts. At the end of it you will be able to:</p> <ul style="list-style-type: none"> ● Describe the role of communication in business 	<p><u>Reading:</u> <i>Guided reading on communication theory</i></p> <p>Podcast : Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u></p>

	<ul style="list-style-type: none"> • Understand the techniques needed to present and reference a business report and other professional documents • Develop a professional CV • Set up a profile on LinkedIn 	<p>Lecture presentation exploring different types of business communication and useful guiding principles</p> <p><u>Online Recorded Lecture:</u> <i>Talking heads – What do employers want from a CV?</i></p> <p><u>Independent Study:</u> <i>On line research activity – source examples of business reports and identify useful features</i></p> <p><u>Discussion Forum:</u> <i>Facilitated discussion on a range of communication issues in business, for example, level of formality needed, suitability of tools in different contexts</i> <i>Post your thoughts on how to present an excellent CV.</i></p> <p><u>Seminar Activity 1:</u> Reports and Other documents Task: <i>students lead discussion on purpose and usefulness of key elements of business reports</i></p> <p><u>Seminar Activity 2:</u> Group discussion based on the discussion forum posts. Task: <i>Share thoughts and ideas on key attributes of an excellent CV. This session will be facilitated by a member of the careers service</i></p> <p><u>Reflection:</u> <i>Complete your CV and submit to your tutor for feedback</i></p>
<p>Week 5</p>	<p><u>Topic Title: Professional Communication and Presentation Skills</u></p> <p>In this topic we will build effective presentation skills. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Explain the features of an effective presentation • Discover the skills of presenting to a professional audience • Prepare appropriate presentation resources 	<p><u>Reading:</u> <i>The art of presenting, meeting the needs of different audiences, understanding how to reach an audience</i></p> <p><u>Podcast:</u> Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u> <i>A selection of presentations segments which are to be reviewed and evaluated</i></p> <p><u>Independent Study:</u></p>

	<p>At the end of this session, the brief for the summative assessment (presentation element) will be made available and your tutor will organise the groups for the presentations which will take place in week 10.</p>	<p><i>Effective presentation resources – what is effective for different audiences?</i></p> <p>Discussion Forum: Based on the on line recorded lecture, post your thoughts to the discussion forum, on which presentations worked and which did not. What did you learn?</p> <p>Seminar Activity 1: Effective presentations Task: <i>pair work. You will be provided with a presentation brief and a standard presentation pack. Your role is to prepare for the presentation by working on the resources and developing what you will say</i></p> <p>Seminar Activity 2: Effective Presentations Task: <i>presentations with peer review and feedback</i></p> <p>Reflection: <i>Reflect on the experience of presenting and what you have learned. Network with your team to start preparing for the summative presentation.</i></p>
<p>Week 6</p>	<p><u>Team presentations (Formative Assessment)</u> In this session, you will be required to do your formal group presentations to your module tutor. You will need to attend as a group at the given timeslot and provide all appropriate resources to support your presentation.</p>	<p><i>Each group will be given a 20 minute timeslot in which to present and take questions. All team members must participate in the presentation in order to be able to complete the assessment and receive feedback to consider for the summative assessment.</i></p>
<p>Week 7</p>	<p><u>Topic Title: Cultural Awareness and Internationalisation</u> In this topic we will focus on the skills, knowledge and attitudes you need to survive in a global community. We will discuss the importance of being culturally aware in a business setting, examining what culture is and the implications for conducting business across borders. At the end of the session you will be able to:</p> <ul style="list-style-type: none"> ● Explain the meaning of culture ● Compare common business practices in different countries ● Debate the importance of etiquette in business decision-making 	<p><u>Reading:</u> <i>Definition of culture and its applications in business settings</i> <i>Example scenarios in commercial settings with questions to be covered in class</i></p> <p><u>Seminar Activity 1:</u> Students consider different definitions of culture and discuss their impact on common business situations</p> <p><u>Seminar Activity 2:</u> International business strategy Task: <i>students read a brief describing a deal which an organisation seeks to complete with another company outside their country. Students work in groups to draw up a document to outline their</i></p>

	<ul style="list-style-type: none"> • Draft a strategy to conclude a cross-border business deal 	<p><i>approach to the situation taking key features of the destination culture into consideration in order to maximise chances of success</i></p>
<p>Week 8</p>	<p><u>Topic Title: Professional Ethics</u></p> <p>In this topic we will explore the relevance of ethics in business, and appreciate the different ethical approaches individuals can take when making decisions. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Describe key ethical theories/models • Discuss the relevance and implications of maintaining an ethical stance in the workplace • Distinguish the regulatory frameworks which influence ethical decision making 	<p><u>Reading:</u></p> <p><i>Key ethical approaches to decision making – rational, normative, instrumental,</i></p> <p><u>Podcast:</u></p> <p>Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u></p> <p>The role of ethics in business, and key influencing factors</p> <p><u>Independent Study:</u></p> <p><i>Explore examples of differing ethical decisions in a business context – consider your responses in the light of the theory presented</i></p> <p><u>Discussion Forum:</u></p> <p>Based on your research, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Seminar Activity 1:</u></p> <p>Group discussion based on the discussion forum posts.</p> <p><u>Task:</u> <i>Feedback on the ethical decisions. Discuss with your peers different viewpoints and value systems which influence decisions.</i></p> <p><u>Seminar Activity 2:</u></p> <p>The Cost of Ethics</p> <p><u>Task:</u> <i>pairwork – research and make notes on the real cost of ethics in business. Build an argument for engaging in ethical activities</i></p> <p><u>Reflection:</u></p> <p><i>Do you know your views on ethics in business? Can you see how other viewpoints may be acceptable? Reflect on the dilemmas faced both at a corporate and individual level when making decisions.</i></p>
<p>Week 9</p>	<p><u>Topic Title: Professional Development Planning</u></p> <p>In this topic we will adopt frameworks for your own personal development planning. At the end of it you will be able to:</p>	<p><u>Reading:</u></p> <p><i>Guided reading on professional skills (press, journal articles)</i></p> <p><u>Podcast:</u></p>

	<ul style="list-style-type: none"> Record your own professional skills in a clear and concise manner Explain your key skills backed up with appropriate evidence Produce a professional CV 	<p>Introducing the reading materials for this topic.</p> <p>Online Recorded Lecture: <i>Introduction to skills for professional careers (e.g. Accounting, HR, Marketing, Finance)</i></p> <p>Independent Study: <i>Interview a professional in a career you are interested in and clarify the key skills they deem necessary and important. Revisit your skills assessment from week 1 and identify any changes or developments</i></p> <p>Discussion Forum: <i>Based on your research, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</i></p> <p>Seminar Activity 1: Individual presentation Task: Individual feedback on research and class discussion</p> <p>Seminar Activity 2: CV Surgery Task: Peer review of CVs. A member of the careers service will lead the session.</p> <p>Reflection: <i>Reflect on the experience. How did you feel during the debate? Were you able to get your points across effectively? What would you do differently next time?</i></p>
<p>Week 10</p>	<p><u>Team presentations (Summative Assessment)</u> In this session, you will be required to do your formal group presentations to a panel consisting of both BPP faculty and external business professionals. You will need to attend as a group at the given timeslot and provide all appropriate resources to support your presentation.</p>	<p><i>Each group will be given a 20 minute timeslot in which to present and take questions. Each presentation will be assessed according to level 4 criteria. All team members must participate in the presentation in order to be able to complete the assessment.</i></p>
<p>Coursework Preparation</p>	<p><u>Portfolio preparation</u> In this session, we will bring together the various concepts and principles developed over the course. At the end of it you will be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of all key syllabus areas. Plan time appropriately in order to meet the submission deadline. 	<p><u>Workshop:</u> Coursework development workshop. Discussion with students on the research they have completed, the completion of the assignment and the next steps.</p> <p><u>Webinar:</u> Coursework Skills Research Techniques</p>

	<ul style="list-style-type: none">• Develop a line of reasoning and make effective decisions	Report Writing Portfolio Presentation
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BUSINESS MATHEMATICS

General Information

School		Business School
Level		4
Credit Value		15 Credits
Contact Hours		30
Programme		BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance BSc (Hons) Banking and Finance
Module Leader		Nadia Hassan
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

In any department of an organisation, mathematical skills are needed. Not only in the financial sector, but also in marketing or sales, quantitative and analytical tools are used to support decision making process. By understanding the mathematical principles, mastering the fundamental tools and techniques, and exploring relationships between variables, you will be able to make business decision with confidence. Because spreadsheet software is so powerful and commonly used, we will have an overview of data analysing and presenting with Excel.

In the module, students will develop strong mathematical skills which will be the foundation upon which more specific fields as finance or accounting will be built.

Educational Aims

This module aims to provide analytical skills to:

Be able to filter and decode information before translating a business world situation into a mathematical model	 
Know which model to used dependant on the situation	 

Create a model using mathematical tools and software, to be able to explain it to your peers and argue its validity	 
Become familiar with complex models and understand how they are built	 
Keep a critical eye on model or software outcomes from your work or the work of your peers.	 

Learning Outcomes

On successfully completing this module, you will be able to...

1. Apply mathematical tools and techniques to analyse and interpret data
2. Apply mathematical skills and statistics to make business decisions
3. Analyse business, economic and financial data sets using quantitative techniques to support business decisions
4. Demonstrate your computer literacy in the analysis and the presentation of information to users

The table shows where the module learning outcomes above achieve the stage one learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	
Cognitive (thinking) skills	✓	✓	✓	
Professional skills and attitudes			✓	✓
Transferable skills		✓		✓

Mode of Assessment

This module is assessed through the completion of a piece of coursework (30% of the module grade) and examination (70% of the module grade).

The coursework will consist of an excel spreadsheet exercise applied to a business scenario.

The exam is as follows:

- 1.5 hour unseen examination
- 30 compulsory questions

A variety of objective test question styles and types will be used within the assessment. Examples include multiple choice questions, true or false questions, supply a numeric response or identify an item or object.

The coursework and examination will be assessed using level 4 criteria.

In addition to the summative element, the module contains the following formative elements:

Formative Elements

Please note: These elements do not count towards your final module grade:

Formative Element 1:

Undertake a partial mock assessment consisting of objective test questions based on weeks 1 to 4 which will be available on the VLE with an online recorded debrief in week 5.

Formative Element 2:

A final mock exam of objective test questions will be available on the VLE with an online recorded debrief made available in revision week.

The assessments are marked according to the Level 4 Marking Criteria contained in your programme handbook.

Summative Element

Please Note: You must achieve a pass in the following element(s) to pass the module.

The assessments are marked according to the level 4 Marking Criteria contained in your programme handbook.

For the classification of your degree (First, Upper Second etc) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books,

academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Core Text

Buglear, J. (2011) Quantitative Methods for Business and Management, 1st Edition, Pearson.

Additional Texts

Johnson, S. (2013) Brilliant Excel 2013, 1st Edition, Pearson.

Lind, D., Marchal, W., Wathen, S. (2009) Statistical Techniques in Business and Economics, 14th Edition, McGraw-Hill/Irwin.

Huff, D. (1993) How to Lie with Statistics, revised edition, New York, W. W. Norton & Co.

C.Wheelan (2014) Naked Statistics 1st Edition, Norton

G.M. Clarck, D.Cooke, (2011) A Basic Course in Statistics, 5th Edition, Wiley.

Lind, D. A., Marchal A., Wathen, W. G., (2006) Basic Statistics using Excel for Office XP,13th Edition, London: McGraw-Hill/Irwin.

Morris, C. (2008) Quantitative Approaches in Business Studies, 7th Edition, Harlow: Financial Times Press.

Render, B., Stair, R. M. and Hanna, M. E. (2009) Quantitative Analysis for Management: International Version, 10th edition, Upper Saddle River; Pearson Higher Education.

Swift, L. (2010) Quantitative Methods for Business, Management and Finance, 3rd Edition, Basingstoke: Palgrave Macmillan:

Curwin, J. and Slater, R. (2007) Quantitative Methods: A Short Course, London: Thomson Learning.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Journal of Business and Economic Statistics
 Journal of Financial and Quantitative Analysis
 The Journal of Economic History
 International Economic Review
 Journal of Business Research
 Review of Economics and Statistics

Online Resources

www.bloomberg.com (Global financial data)

www.gapminder.org (World facts provider)

Online Services BPP Library:

Datastream – Global financial and companies' data

Mintel – Consumer market reports

OSIRIS – Financial information on publicly listed companies

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Business Mathematics**Syllabus:**

- Basic mathematics
- Summarising and analysing data
- Index Numbers
- Probability
- Correlation and simple regression techniques
- Forecasting
- Financial mathematics
- Spreadsheets

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	<p>Online Recording: Delivered by the Module Leader</p>
Topic 1	<p><u>Basic Mathematics</u></p> <p>This topic will develop the fundamental mathematical skills needed for the remaining topics in the course and future modules within the programme. At the end of it you will be able to:</p>	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars.</p> <p><u>Online Recorded Lecture:</u> Lecture presentation on basic mathematical skills with guided examples.</p>

	<ul style="list-style-type: none"> • Apply the order of operations to rearrange and solve a simple equation • Solve inequalities • Solve simultaneous equations • Translate real word problems into equation or inequalities • Work confidently with percentages and proportions • Calculate percentage of mark-up or margin • Identify the components of a straight line equation • Prepare a graph of linear equations • Use a scientific calculator confidently • Build formula in Excel and use pre-programmed formula 	<p><u>Formative Assessment</u> MCQ's – online test on VLE</p> <p><u>Independent Study:</u> Basic calculator and maths interactive video on the VLE to watch.</p> <p>Problem set 1 – a set of 15 mathematical questions based on the online recorded lecture and reading.</p> <p><u>Discussion Forum:</u> Student Q&A – mathematical problems – is there anything you find challenging?</p> <p><u>Seminar Activity 1:</u> Algebra and Percentages Task: In groups students will confirm with each other their answers to problem set 1 and then in pairs will present to the class their calculation and explain how they arrived at the answer.</p> <p><u>Seminar Activity 2:</u> Calculator and Linear Equations Task: Team quiz to practice calculator functions Students in pairs will be given scenarios and will solve equality and inequality, calculate coordinates, create a straight line graph, using Excel.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 2</p>	<p><u>Summarising and Analysing of Data</u> This topic will develop the skills needed to summarise and analyse data and make it useful for the users of the information. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Describe characteristics of good information 	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars.</p> <p><u>Podcast:</u> Introducing the reading materials for this topic.</p>

	<ul style="list-style-type: none"> • Calculate the mean, median, mode, range and standard deviation for grouped and ungrouped data • Prepare a frequency distribution table • Prepare, using excel, a bar chart, pie chart and histogram • Describe various methods of sampling and explain their benefits and drawbacks. 	<p><u>Online Recorded Lecture:</u> Lecture presentation exploring the techniques used to summarise data by using tables and charts. Also covering how to analyse data using measure of location and dispersion. Examples of the techniques will be demonstrated.</p> <p><u>Formative Assessment</u> MCQ's</p> <p><u>Independent Study:</u> Online excel module on how to create graphs in excel. Problem set 1: 15 questions on measures of location and measures of dispersion.</p> <p><u>Discussion Forum:</u> Glossary – students to enter terms from the topic and other students to define the meaning of these terms.</p> <p><u>Seminar Activity 1:</u> Measures of Location and Dispersion Task: In groups students will confirm with each other their answers to problem set 1 and then in pairs will present to the class their calculation and explain how they arrived at the answer.</p> <p><u>Seminar Activity 2:</u> Frequency Tables & Charts Task: In small groups students will be given an item of information to collect from students in the class e.g. heights, ages. They will then prepare a frequency table and graph on excel.</p> <p><u>Seminar Activity 3</u> Analysing Tables & Charts Task:</p>
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		<p>In small groups students will have to find relevant tables and charts on demography in a city of their choice. They will then present their findings to their peers</p> <p>Reflection:</p> <p>Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 3</p>	<p>Index Numbers</p> <p>This topic will develop understanding of indices and their use in the business world as well as identify how different indices are calculated. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Explain what an index is and how it is used. • Explain the characteristics of the Retail Price Index and the FT Share index • Calculate a simple price index and a chain based index • Calculate a Layspeyres and a Paasche weighted index and describe the differences between them • Deflate or Inflate time related data • Use Excel to calculate a Layspeyres and Paasche weighted index 	<p>Reading: Students will be directed to complete the set reading prior to attending the seminars</p> <p>Podcast:</p> <p>Introducing the reading materials for this topic.</p> <p>Online Recorded Lecture:</p> <p>Lecture presentation exploring the topic of index numbers and how they are calculated providing students with worked examples.</p> <p>Formative Assessment:</p> <p>MCQ's – online test</p> <p>Independent Study:</p> <p>Research the current Retail price index figures and what has changed the most within the basket of goods.</p> <p>Calculate your own personal inflation rate using the BBC personal inflation rate calculator</p> <p>Discussion Forum:</p> <p>Glossary – update the glossary for any new terms from this topic.</p> <p>Seminar Activity 1:</p> <p>RPI and Personal Inflation rate</p> <p>Task:</p> <p>In groups prepare a presentation to define the term index and explain the Retail Price Index. Also summarise the findings from the</p>

		<p>independent study and explain the meaning of your results.</p> <p><u>Seminar Activity 2:</u></p> <p>Calculation of indices and inflating/deflating Task:</p> <p>In pairs students will work on a set of questions based on calculation simple, chain, laspeyres and paasche indices as well as deflating and inflating data using Excel.</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 4</p>	<p><u>Probability</u></p> <p>This topic will demonstrate basic probability rules and the use of probability in decision making. The topic will also develop understanding of the normal distribution and how it is used to calculate probabilities. At the end of the topic you will be able to:</p> <ul style="list-style-type: none"> • Calculate simple probabilities • Use probability rules to calculate the probability of an outcome occurring. • Calculate conditional probabilities • Prepare a payoff table and calculate expected value in order to make a decision • Explain the limitations of expected values 	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars</p> <p><u>Podcast:</u></p> <p>Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring the basic rules of probability and using the normal distribution to calculate probability. It will also explore the topic of using probability in decision making. There will be demonstrations of the techniques throughout the lecture.</p> <p><u>Independent Study:</u></p> <p>Problem set 1 – 15 scenario based questions on the basic rules of probability and its use in decision making.</p> <p><u>Discussion Forum:</u></p>

	<ul style="list-style-type: none"> • Use the normal distribution to calculate probability of an outcome occurring. • Use the normal distribution tables to calculate a probability or to find a threshold given a probability. • Use confidence interval for decision making • Explain the difference between risk and uncertainty 	<p>How is probability used in the business world? Research practical applications. Also update the glossary for new terminology in the topic.</p> <p><u>Seminar Activity 1:</u> Basic Probability and Expected Value Task: In groups students will confirm answers to problem set 1 and discuss the real life application of probability. Each group will present one of their calculations and explain 1 real life application of probability</p> <p>Normal Distribution and probability <u>Seminar Activity 2:</u> Task: In pairs or small groups students will work on 1 of 5 scenarios. They will be required to draw and label a diagram of the normal distribution and calculate probabilities of 3 to 4 outcomes occurring. They will then present to a different group in the class.</p> <p><u>Seminar Activity 3:</u> Task: In pairs or small groups students will work on situation using confidence intervals for decision making process.</p> <p><u>Formative Assessment:</u> An online mock assessment will be made available at the end of this topic for students to complete during reading week.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
	<p><u>Correlation and Regression Analysis</u> This topic will build on knowledge of the linear equation formula and graphs in topic 1. We will investigate the</p>	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars <u>Podcast:</u></p>

Topic 5	<p>relationship between two sets of variables and how we can use the linear equation to help us forecast data.. At the end of the topic you will be able to:</p> <ul style="list-style-type: none"> • Determine the independent and the dependant variable given a relationship between 2 variables • Define correlation and its characteristics as well as the different types of correlation • Define coefficient of determination • Calculate the correlation coefficient and coefficient of determination for a data set. • Determine the regression equations for two variables • Use the regression equation to forecast the value of a variable when the other is known. • Use Excel to calculate the relevant elements of regression analysis. 	<p>Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u> Lecture presentation explaining correlation and regression analysis with one example worked through for correlation and regression analysis.</p> <p><u>Formative Assessment</u> MCQ's – online test</p> <p><u>Independent Study:</u> Problem set 1 – a set of 15 questions to test understanding of topic.</p> <p><u>Discussion Forum:</u> What are the limitations of regression analysis as a forecasting tool? Update the glossary discussion board for new terminology.</p> <p><u>Seminar Activity 1:</u> Correlation and Regression Analysis Task: In groups students will confirm answers to problem set 1 and then a pair from each group will present and explain one of their calculations to the class.</p> <p><u>Seminar Activity 2:</u> Analysing information using correlation and Regression Analysis Task: Each group will be given a data set and some information about a company. Using excel they will perform calculations using correlation and regression analysis and be required to use them to forecast. They will then present their analysis to a student's acting as a board of directors.</p> <p><u>Reflection:</u></p>
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		<p>Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 6</p>	<p><u>Forecasting</u></p> <p>In this topic we will explore Time Series Analysis which is another technique that businesses use to forecast data. At the end of the topic you will be able to:</p> <ul style="list-style-type: none"> • Define the four components of a time series and give examples. • Use moving averages to determine the trend and seasonal variation • Determine the trend equation using regression analysis • Calculate seasonal variation using the multiplicative and additive models. • Use time series analysis to forecast data at a specific point in time. • Identify the limitations of forecasting models. • Use Excel to graph a time series 	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars</p> <p><u>Podcast:</u></p> <p>Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring the topic of time series analysis drawing on knowledge from topic 1 and topic 5 and using worked examples.</p> <p><u>Formative Assessment</u></p> <p>MCQ's – online test</p> <p><u>Independent Study:</u></p> <p>Problem set 1 – a set of 15 objective test questions.</p> <p><u>Discussion Forum:</u></p> <p>What are the limitations of time series analysis? Is it a better forecasting technique than regression analysis?</p> <p>Update the glossary discussion forum for new terminology from this topic.</p> <p><u>Seminar Activity 1:</u></p> <p>Time series analysis – objective test question</p> <p>Task:</p> <p>In groups students will confirm answers to problem set 1 and then a pair from each group will present and explain one of their calculations to the class. There will then be a class debate to discuss the question from the discussion forum.</p>

		<p><u>Seminar Activity 2:</u></p> <p>Time Series Analysis – moving averages</p> <p>Task:</p> <p>Groups will be given 1 of 2 scenarios where they will work through moving averages, calculating seasonal variation and forecasting. They can use excel to prepare their calculations. They will then explain their calculations and forecasts to the group with the different scenario and vice versa.</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 7</p>	<p><u>Financial Mathematics</u></p> <p>In this topic we will explore how discounting and compounding techniques are used to analyse investment and make a decision. At the end of the topic you will be able to:</p> <ul style="list-style-type: none"> • Work confidently with exponent • Solve equation involving roots and powers • Calculate the Net Present Value (NPV) and Internal Rate of Return (IRR) of an investment and recommend whether the investment should be accepted or not. • Calculate the future value of an investment using compound interest rates. • Calculate the initial investment needed to create a future desired value using discounting techniques. 	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars</p> <p><u>Podcast:</u></p> <p>Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring the topic of financial mathematics using real life examples of investments such as mortgages that students will know of and using worked examples.</p> <p><u>Formative Assessment</u></p> <p>MCQ's – online test</p> <p><u>Independent Study:</u></p> <p>A mortgage is an example of an annuity. Using an online mortgage calculator enter some details and see if you come to the same repayment figure that the calculator does.</p> <p><u>Discussion Forum:</u></p>

	<ul style="list-style-type: none"> • Define annuity and perpetuity and calculate the present value of each. • Calculate an effective rate of interest that is charged in periods of less than a year • Use of Excel to calculate interest rates 	<p>Research examples of interest rates and situations where the interest is paid/received in periods of less than a year. Share with others in the discussion forum. Also update the glossary discussion forum for new terminology.</p> <p><u>Seminar Activity 1:</u> Financial Mathematics – objective test questions Task: Discuss the independent study task with students giving examples of their calculation. In pairs students to work on Problem set 1 – 15 objective test questions on financial mathematics.</p> <p><u>Seminar Activity 2:</u> Financial Mathematics – using excel and other considerations Task: Students will be given a bigger example and asked to use excel to calculate the NPV and IRR of the investment. They should then provide a list of the advantages and disadvantages of NPV and IRR as investment appraisal techniques. They will present their answers to the class.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
<p>Topic 8</p>	<p><u>Spreadsheets</u> Throughout the course you have developed your excel skills and in this final topic the aim is to explore the advantages and disadvantages of spread sheets and bring all of the skills together. At the end of the topic you will be able to:</p>	<p><u>Reading:</u> Students will be directed to complete the set reading prior to attending the seminars</p> <p><u>Podcast:</u> Introducing the reading materials for this topic.</p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring the basic functions of excel and its use in the business</p>

	<ul style="list-style-type: none"> • Explain the components, features and functions of Microsoft Excel • Discuss the advantages and disadvantages of spread sheets and suggest alternative options to spread sheets • Apply the use of excel to the previous topics in the course. 	<p>world. Also highlight the advantages and disadvantages of spread sheets.</p> <p><u>Formative Assessment</u> MCQ's – online test</p> <p><u>Independent Study:</u> Problem set 1 – 15 objective test questions on excel.</p> <p><u>Discussion Forum:</u> Update the glossary discussion forum with new terminology.</p> <p><u>Seminar Activity 1:</u> Spread Sheets – objective test questions. Task: Firstly a class discussion on the answers to problem set 1. Secondly a team quiz on the functions of excel where students will use excel to answer the questions.</p> <p><u>Seminar Activity 2:</u> Spread sheets and consolidation of previous weeks. Task: In groups students will be given a case study with associated data in excel. They can use any of the techniques from previous weeks to analyse the data and produce a presentation on the company to present to the class.</p> <p><u>Formative Assessment:</u> An online mock assessment will be made available on the VLE this week with an online debrief made available in revision week.</p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Complete problem set 2 to confirm achievement of learning outcomes.</p>
Revision	<u>Exam preparation</u>	<u>Mock Question Day:</u>

Exam	<p>In this session, we will bring together the various exam techniques developed over the course. At the end of it you will be able to:</p> <ul style="list-style-type: none">• Demonstrate knowledge of all key syllabus areas.• Manage your time appropriately in the exam.• Breakdown the requirements of a question with reference to the mark allocation.• Combine technical knowledge and commercial awareness with reference to the scenario.• Communicate the key issues clearly and concisely.	<p>Students sit an invigilated mock exam under exam conditions. The tutor debriefs the exam and the student self-marks.</p> <p>At the end of each question, students will identify what they have done well that they want to repeat, and what they haven't done well – that they need to work on.</p>
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ACADEMIC SKILLS AND EMPLOYABILITY 1

General Information

School		Business School
Level		Level 4
Credit Value		Non-credit bearing
Contact Hours		14 hours
Programme		BSc (Hons) Banking & Finance BSc (Hons) Business Management BSc(Hons) Business Management with Finance BSc (Hons) Accounting and Finance
Module Leader		Dominic Fennell
Related Modules	Pre-requisites	None
	Co-requisites	Professional Practice & Ethics
	Post-requisites	ASE 2 & 3
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

This module will give you an introduction to the fundamental skills needed at university in order to take advantage of the digital and human resources available to you; it will also introduce you to some basics of professional communication. These skills will be immediately useful to you not only in completing assignments and preparing for your assessments, but also in communicating with tutors in a professional manner.

The techniques you will learn will ensure that you start your university life in the most beneficial way to your studies and your career beyond your degree course: you will become a more self-directed, independent learner able to solve the most common academic problems without help.

Educational Aims

This module aims to:

Provide the skills needed to use university electronic systems	
Develop your understanding of your module assessments	
Provide an understanding of norms of electronic business communication	
Provide the skills necessary for an effective business presentation	

Learning Outcomes

At the end of this module you will be able to:

1. Explain the requirements of your module assessments
2. Describe norms of email etiquette
3. Contribute to an effective business presentation
4. Demonstrate key skills in essential university electronic systems

The table shows where the module learning outcomes above achieve the stage one learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	✓
Cognitive (thinking) skills		✓		✓
Professional skills and attitudes		✓	✓	✓
Transferable skills	✓	✓	✓	✓

Mode of Assessment

As a non-credit bearing module there is no summative assessment. However, activities in each session are designed to be formative, and students will produce a short portfolio as a record of their personal development. This portfolio will form the basis of a Personal Development Plan (PDP) which you will take forward, work on and build throughout your time at University.

Furthermore, students completing all three modules (ASE 1, 2 and 3) over terms 1, 3 and 5 with 80% attendance will receive a certificate of completion.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be used throughout the module.

Seminal Text

Cottrell, S (2013) *The Study Skills Handbook (Palgrave Study Skills)*, (4th edn.) Palgrave Study Skills, Skills for Success, London, Palgrave MacMillan

Useful websites

<http://www.howtostudy.org/>

<http://www.examtime.com>

<http://www.getrevising.co.uk>

<http://www.mystudylife.com>

<http://www.palgrave.com/studentstudyskills/page/presentation-skills/>

<http://www.palgrave.com/studentstudyskills/>

<http://sixminutes.dlugan.com/>

Topic	Content	Learning and Teaching Strategy
INDUCTION WEEK	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	
Week 1	<p><u>Topic Title: Moodle training</u></p> <p>In this topic we will develop an understanding of how to use the VLE and its main functions. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Describe the main sections of the VLE • Locate weekly topic information, core texts and learning outcomes for any module • Use your BPP email account 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discover the main sections of the VLE</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Perform searches to uncover reading lists, weekly preparation tasks, consolidation activities and more</p>
Week 2	<p><u>Topic Title: Undertaking coursework at undergraduate level</u></p> <p>In this topic we will study the main types of assignment you have to complete this term in your main modules. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Identify the different sections used in various assignment types (board report, business plan etc) • Distinguish between different process words in assignment questions • Outline a plan to organise an assignment 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discover different genres of text students have to produce and their main conventions Examine assignment briefs to discover guidance on writing your assignment</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Draft an outline from an assignment brief</p>
Week 3	<p><u>Topic Title: Harvard referencing</u></p> <p>In this topic we will use the Harvard system of academic referencing. We will discover the different types of plagiarism and how to avoid them. At the end you will be able to:</p> <ul style="list-style-type: none"> • Insert citations and reference lists into written work • Distinguish between quotation and paraphrase 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discover the different types of plagiarism Distinguish between different methods of adding citations to your work</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task:</p>

	<ul style="list-style-type: none"> Clarify the differences between various types of plagiarism 	<p>Discover the conventions of drafting a reference list</p> <p>Produce citations in Harvard style and draft a reference list</p>
Week 5	<p><u>Topic Title: Business communication</u></p> <p>In this topic we will discover the rules of professional electronic communication. We will look at the role of social media in business contexts. At the end you will be able to:</p> <ul style="list-style-type: none"> Demonstrate skill in writing polite and succinct emails Draw on the rules of business etiquettes Use social media in a business context 	<p><u>Seminar Activity 1:</u> Employability and Career Skills</p> <p>Task: Distinguish between well written emails and those which cause confusion or misunderstanding in the reader</p> <p>Consider appropriate and inappropriate social media use</p> <p><u>Seminar Activity 2:</u> Skills Assessment</p> <p>Task: Take good business etiquette into consideration to draft clear emails and use social media in a constructive way</p>
Week 6	<p><u>Topic Title: Using the online library</u></p> <p>In this topic we will discover the essential functions of the online library. We will look at how it can help you use the most appropriate resources for your studying. At the end you will be able to:</p> <ul style="list-style-type: none"> Set up and use cloud storage on Office 365 Draw on various academic databases to help with writing assignments Use advanced search functions to narrow your results 	<p><u>Seminar Activity 1:</u> Employability and Career Skills</p> <p>Task: Discover the important sections of the online library</p> <p><u>Seminar Activity 2:</u> Skills Assessment</p> <p>Task: Create a source list for one of your summative assessments using the online library</p>
Week 7	<p><u>Topic Title: Presentation practice</u></p> <p>In this topic you will discuss the feedback you received for your formative assessment, and have a chance to practice the presentation again. You will receive generic feedback which you can use for your summative presentation. At the end you will be able to:</p> <ul style="list-style-type: none"> Respond to feedback on your presentation Identify areas of your presentation which need improvement 	<p><u>Seminar Activity 1:</u> Employability and Career Skills</p> <p>Task: Review your feedback with your PPE group members</p> <p><u>Seminar Activity 2:</u> Skills Assessment</p> <p>Task: Practise your presentation again, incorporating the feedback from your formative assessment</p>

BUSINESS ECONOMICS

General Information

School		Business School
Level		Level 4
Credit Value		15 Credits
Contact Hours		30 hours
Programme		BSc (Hons) Banking and Finance BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance
Module Leader		Matthew Gibbons
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

Businesses play a key role in our lives. Whatever their size, and whatever the goods or services they provide, they depend on us as consumers to buy their products. But just as businesses rely on us for their income, so equally many of us rely on firms for our income. The wages we earn depend on our employer's success, and that success in turn depends on us as suppliers of labour.

And it is not just as customers and workers that are affected by business. The success of business in general affects the health of the whole economy and thus the lives of us all. So, a delicate balance must be struck between business, consumers and government. This module provides a complete introduction to why economics provides an important framework for business. It will help you understand how markets function and how businesses compete, as well as evaluate how the wider economic environment, both nationally and internationally, impacts on business.

Educational Aims

This module aims to:

<ul style="list-style-type: none"> Explore the main economic problem of scarcity. Due to scarcity individuals, businesses and government need to make choices 	  
<ul style="list-style-type: none"> Explore how markets operate in the world around us. We will consider efficient markets and how markets fail 	  
<p>Explore the importance of market structures in order to understand competition and profitability</p>	  
<ul style="list-style-type: none"> Provide an understanding of micro and macroeconomic issues. Consider the impact upon individuals, businesses and governments 	  
<ul style="list-style-type: none"> Provide an understanding of global economics, such as globalisation and international trade and their effect on business 	  

Learning Outcomes

At the end of this module you'll be able to:

1. Demonstrate your factual and conceptual understanding of microeconomics and the impact this has on individuals and organisations. Show an ability to apply this knowledge.
2. Demonstrate your factual and conceptual understanding of macroeconomics and the impact this has on individuals, organisations and governments. Show an ability to apply this knowledge.
3. Demonstrate your understanding of the global impact of Business Economics on economies and businesses. Show an ability to apply this knowledge.

The table shows where the module learning outcomes above achieve the stage one learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Knowledge and understanding	✓	✓	✓
Cognitive (thinking) skills	✓	✓	✓
Professional skills and attitudes	✓	✓	✓

Transferable skills	✓	✓	✓

Mode of Assessment

This module is assessed through the completion of a piece of Coursework to test your understanding of Business Economics.

Coursework:

1500 word Coursework (100% of the module grade).

In addition to the summative element, the module contains the following formative elements:

Formative Assessments:

Please note: These elements do not count towards your final module grade but will aid you in completing your Coursework:

Formative Element 1: (Week 5)

Undertake a mock assessment consisting of test questions covering the first half of the course.

Formative Element 2: (Week 10)

Undertake a final mock assessment consisting of test questions covering the second half of the course.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Seminal Works

Begg, D. and Ward, D. (2012) *Economics for Business*, 4th edition, London, Mcgraw-Hill Education – Europe

Books and Texts

Worthington, I. and Britton, C. (2009) *The Business Environment*, 6th edition, Harlow: Pearson Education.

Brooks, I. and Weatherston, J. (2006) *The Business Environment*, 8th edition, Harlow: Prentice Hall.

Griffiths, A. and Wall, S. (2004) *Economics for Business and Management*, Harlow, Pearson Education.

Kew, J. and Stredwick, J. (2008) *Business Environment: Managing in a Strategic Context*, London, CIPD.

Morrison, J. (2006) *The International Business Environment: Global and Local Marketplaces in a Changing World*. Palgrave MacMillan.

Needles, D. (2004) *Business In Context: An introduction to business and its environment*. 4th edition. London: Thomson Learning.

Slooman, J. (2007) *Economics and the Business Environment*, Harlow, Pearson Education

Articles

Students will be strongly encouraged to use journal and newspaper articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Economist

The Financial Times

Strategic Change

Strategic Management Journal

Strategic Organisation

Strategy and Leadership

Useful websites

www.ft.com

www.economist.com

www.bankofengland.co.uk

www.thomsonreuters.com

www.statistics.gov.uk

www.ecb.int

www.oecd.org

www.wto.org

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Syllabus:

- Economies and The Economic Problem
- Business and Organisational Aims
- The Laws of Supply and Demand
- Market Structure, Market Failure and Government Intervention
- Macroeconomics and Supply Side Government Policy
- Macroeconomics and Demand Side Government Policy
- The Financial System for individuals, businesses and governments

- Financial Markets and Institutions
- International Trade and Globalisation

Topic	Content	Learning and Teaching Strategy
Week 1	<p><u>Topic Title: Economics and The Economic Problem</u></p> <p>This topics looks at the principle economic problem of scarcity.</p> <p>We will explore the different types of economies around the world.</p> <p>Are planned or market driven economies more desirable?</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar research activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Team based presentation activity</i></p>
Week 2	<p><u>Topic Title: Business and Organisational Aims</u></p> <p>This topic will identify different types of profit maximising and non-profit organisations.</p> <p>The goals of each of the organisations will be analysed and the main stakeholders identified.</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar research activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Team based presentation activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 1</i></p>
Week 3	<p><u>Topic The Laws of Supply and Demand</u></p> <p>This topic looks at the crucial area of how markets work. The impact on the price of a good or service and quantity supplied and demanded, when there is a change in the economy.</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u></p>

	<p>What happens when markets are not free to find their equilibrium price or quantity supplied or demanded?</p>	<p><i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Team based presentation activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 2</i></p>
Week 4	<p><u>Topic Title: Market Structure, Market Failure and Government Intervention</u></p> <p>This topic provides a detailed look at the types of market structure in the economy. What does this mean for the businesses in these different types of market structure? What does it mean for consumers?</p> <p>What type of market structure does society want for a particular industry?</p> <p>How do markets fail? What can the government do to correct this failure.</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Team based presentation activity</i></p> <p><u>Seminar Activity 3:</u> <i>Coursework Introduction</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 3</i></p>
Week 5	<p><u>Topic Title: Macroeconomics and Supply Side Government Policy</u></p> <p>This topic provides a detailed view of the business cycle and how this affects individuals, businesses and governments.</p> <p>What are the governments principle aims?</p> <p>Why do governments look to manage the economy? How can they do this?</p> <p>Supply side policies provide a key area of government intervention into the economy.</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Problem based team activity</i></p> <p><u>Seminar Activity 3:</u> <i>Formative Assessment 1</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 4</i></p>
Week 6	<p><u>Macroeconomics and Demand Side Government Policy</u></p>	<p><u>Reading:</u></p>

	<p>Governments aim to manage the economy through demand side policies.</p> <p>How does fiscal and monetary policy affect the economy?</p>	<p><i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Problem based team activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 5</i></p>
<p>Week 7</p>	<p><u>Topic Title: The Financial System for individuals, businesses and governments</u></p> <p>This topic looks at how individuals, businesses and governments access the financial system. What methods of finance do they have available to them? What limitations do these group have placed upon them.</p> <p>We will explore how an efficient stable financial system is vital to an economy.</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Problem based team activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 6</i></p>
<p>Week 8</p>	<p><u>Topic Title: Financial Markets and Institutions</u></p> <p>This topic looks at the key financial markets. These markets have allowed globalised economies to prosper. We will also look at the dangers of these markets.</p> <p>This topic also looks at how global financial institutions look to promote world growth and stability. Have they been successful?</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Problem based team activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 7</i></p>

<p style="text-align: center;">Week 9</p>	<p><u>Topic Title: International Trade and Globalisation</u></p> <p>This topic looks at the reasons behind the rise of globalisation and multinational corporations. What are the reasons behind the rise in international trade? Is greater international trade always the best route for countries?</p>	<p><u>Reading:</u> <i>Selected reading from the core text and other publications</i></p> <p><u>Online Recorded Lecture:</u> <i>Topic related lecture</i></p> <p><u>Independent Study:</u> <i>Pre-Seminar Research Activity</i></p> <p><u>Seminar Activity 1:</u> <i>Discussion activity based upon the pre-Seminar research activity</i></p> <p><u>Seminar Activity 2:</u> <i>Problem based team activity</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 8</i></p>
<p style="text-align: center;">Week 10</p>	<p><u>Formative Assessment and Coursework Preparation</u></p>	<p><u>Seminar Activity 1:</u> <i>Formative assessment 2</i></p> <p><u>Seminar Activity 2</u> <i>Coursework preparation</i></p> <p><u>Webinar:</u> <i>An interactive webinar looking back at Week 9</i></p>

BUSINESS FINANCE

General Information

School		Business School
Level		Level 4
Credit Value		15 Credits
Contact Hours		30 Hours
Programme		BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	None
	Co-requisites	Business Economics
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

Financial decisions permeate all aspects of the modern corporation, particularly the decision to invest in a new project, such as launching a new product or expanding business operations internationally. As such, professionals of all areas within an organization need to acquire a good understanding of the fundamental tools used in financial decision making.

This module is an introduction to the financial management of a corporation and how financial analysis can be employed to improve business decision making. It also aims to provide a basic understanding of the important sources of financing available in the capital markets as well a basic knowledge of current issues in corporate financial management.

Educational Aims

This module aims to:

Introduce you to the world of finance and highlight the contribution that financial information brings to business decisions



Explore basic tools and techniques used in financial decision-making on which you will be able to draw in different domains of business management	 
Develop a solid theoretical and applied foundation upon which you will build a comprehensive understanding of modern finance in subsequent finance modules	 
Further refine your quantitative and analytical skills through the use of spreadsheet applications in financial problems	

Learning Outcomes

By studying this module you will be able to:

1. Demonstrate understanding of the financial decision-making and principles of finance
2. Solve structured financial problems by computing the present and future values of a cash flow stream and using various financial tools.
3. Apply specific financial techniques in the resolution of straightforward business problems.
4. Systematically perform simple data collection, manipulation and analysis in the application of financial techniques.

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	
Cognitive (thinking) skills	✓	✓	✓	✓
Professional skills and attitudes		✓	✓	✓
Transferable skills		✓	✓	✓

Mode of Assessment

Summative Element

Please Note: You must achieve a pass in the following element to pass the module.

This module is assessed through the completion of a 1 hour 30 minute closed book examination.

This form of assessment allows a wide range of topics to be tested more thoroughly, providing the opportunity to test some topics in more depth thus allowing students to demonstrate their knowledge.

In addition to the summative element, the module contains the following formative elements:

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly Problem Set
Due: Weekly in Seminar
2. One Hour In-Class Multiple Choice Quiz
As a revision of the topics covered within the first half of the term.
Due Date: Week 5, Session 1.
3. Group Presentation
This will be based on a chosen topic that will be announced earlier in the term. For example, a case-study including the calculations of the module, such as NPV and CAPM. Students will use their reading week and the rest of the term to get prepared.
Due Date: Week 9, Session 1.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Brealey, R., Myers, S. and Allen, F. (2013) *Principles of Corporate Finance*, 11th edition, McGraw-Hill/Irwin.

Books and Texts

Bodie, Z. and Kane, A. (2012) *Essentials of Investments*, 9th edition, London: McGraw-Hill Education.

Keown, A., Martin, J., Petty, J., Scott, D. (2014) *Foundations of Finance*, 8th edition, Harlow: Pearson Education Ltd.

Mayo, H. (2012) *Basic Finance*, 10th edition, Mason Oh: Cengage Learning Inc.

Academic and Professional Articles

Mullins, D. W (1982) Does the Capital Asset Pricing Model Work?, *Harvard Business Review*, Jan/Feb, Vol. 60 Issue 1, p105, 10p.

Dempsey, Mike. (2013) The Capital Asset Pricing Model (CAPM): The History of a Failed Revolutionary Idea in Finance?, *Abacus*, Jan2013 Supplement, Vol. 49, p7-23. 17p.

Students will be strongly encouraged to use further journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Online Resources

Interactive FimSims: [http://highered.mcgraw-hill.com/sites/0073286982/student_view0/interactive_finsims.html]

FT Online: [<http://www.ft.com/home/uk>]

The Economist: [<http://www.economist.com/>]

London Stock Exchange: [<http://www.londonstockexchange.com/>]

New York Stock Exchange: [www.nyse.com]

NASDAQ Stock Market: [www.nasdaq.com]

Google Finance: [<http://www.google.co.uk/finance>]

Yahoo! Finance: [<http://uk.finance.yahoo.com/>]

Aswath Damodaran's website: [<http://pages.stern.nyu.edu/~adamodar/>]

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title:**Syllabus:**

- The role of finance
- The role of capital markets
- Basic tools of financial analysis
- The relationship between risk and return
- Fundamentals of portfolio theory
- Basic stock and bond valuation
- Investment appraisal

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to the World of Finance</u></p> <p>This week introduces the world of finance and its relationship to firms, governments and households. You will acquire a basic understanding of the functioning of the capital markets and their main instruments. This will concentrate on:</p> <ul style="list-style-type: none"> • The role of finance: investment analysis and corporate finance • The role of capital markets and how they interact with economic agents • Description of the main instruments in capital markets: stocks and bonds • Introduction to the concept of time value of money, present values and future values 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 1 and 2 of Principles of Corporate Finance, henceforth BMA.</p> <p><i>Task:</i> Work on the “Review Questions” and “Quiz” in Chapter 1 of BMA.</p>
Week 1	<p><u>Time Value of Money, Discounting and Compounding (1)</u></p> <p>This week focuses on the main tools in financial analysis – the notion of time value of money, discounting and compounding – and how it relates to the central concept of “value.”</p> <p>This will concentrate on:</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 3 and Section 4.5 of BMA.</p> <p><i>Task:</i> Review the definition of a cash flow and how it differs from accounting profit. Work on the “Review Questions” in Chapter 2 of BMA and on the “Cash Flow” Interactive FimSim.</p> <p><u>Session 1:</u></p>

	<ul style="list-style-type: none"> • Elaborating on the concept of time value of money, present values and future values • How discount rates are determined • Discounting and compounding of single cash flows in single and multiple period settings • Discounting cash flow streams • The additive property of the present value calculation • Special types of cash flow streams: annuities and perpetuities. • The notion of “value”. • Defining “return”: holding period return and internal rate of return. 	<p><i>Workshop Activity 1:</i> Tutor presentation and examples on the calculation of present/future values of single cash flows.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and illustrations of the additive property of cash flows; calculation of the present/future values of streams of cash flows.</p>
Week 2	<p><u>Time Value of Money, Discounting and Compounding (2)</u></p> <p>This week focuses on the main tools in financial analysis – the notion of time value of money, discounting and compounding – and how it relates to the central concept of “value.”</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Elaborating on the concept of time value of money, present values and future values • How discount rates are determined • Discounting and compounding of single cash flows in single and multiple period settings • Discounting cash flow streams • The additive property of the present value calculation • Special types of cash flow streams: annuities and perpetuities. • The notion of “value”. • Defining “return”: holding period return and internal rate of return. 	<p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on the calculation of present/future values of annuities and perpetuities.</p> <p><i>Workshop Activity 2:</i> Tutor presentation on the application of discounting/compounding techniques: solving retirement-type problems.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Week 3	<p><u>Understanding Risk (1)</u></p> <p>This week looks at another central concept in finance – risk – and how it can be quantified in individual investments and in a portfolio of securities.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Defining and understanding risk. • Decomposing risk: idiosyncratic and systemic risk. • Reducing risk: the effects of diversification. • Calculating portfolio risk and return. 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 8 and Section 9.1 of BMA.</p> <p><i>Task:</i> Review main statistics concepts: mean, variance, standard deviation, covariance and correlation.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Directed discussion on the nature of financial risk.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples of diversification benefits in a</p>

	<ul style="list-style-type: none"> The importance of covariance in a portfolio context. Introduction to the concept of efficient portfolios and the efficient frontier. 	portfolio of equity securities using spreadsheet applications and market data.
Week 4	<p><u>Understanding Risk (2)</u></p> <p>This week looks at another central concept in finance – risk – and how it can be quantified in individual investments and in a portfolio of securities.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> Defining and understanding risk. Decomposing risk: idiosyncratic and systemic risk. Reducing risk: the effects of diversification. Calculating portfolio risk and return. The importance of covariance in a portfolio context. Introduction to the concept of efficient portfolios and the efficient frontier. 	<p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on the calculation of a portfolio's risk and return using spreadsheet applications and market data.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples of efficient portfolios and an illustration of the efficient frontier concept.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Week 5	<p><u>Asset Pricing Models (1)</u></p> <p>This week bridges the gap between quantifying risk and estimating discount rates by presenting the most used asset pricing model – the capital asset pricing model – as well as discussing its practical implementation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> From risk to expected returns: asset pricing models. The capital asset pricing model – CAPM – as its implications to financial theory. Empirical evidence on the CAPM. Brief description of alternative models. Implementing the CAPM. Estimating betas in Excel, using real financial data. <p>Formative Assessment Due: In-class Multiple Choice Quiz</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Sections 9.2-9.4 of BMA.</p> <p><i>Task:</i> Review linear regression concepts and their implementation in spreadsheet applications.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on the application of the CAPM formula.</p> <p><i>Workshop Activity 2:</i> Directed discussion of the empirical evidence on the CAPM.</p>
Week 6	<p><u>Asset Pricing Models (2)</u></p> <p>This week bridges the gap between quantifying risk and estimating discount rates by presenting the most used asset pricing model – the capital asset pricing model – as well as discussing its practical implementation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> From risk to expected returns: asset pricing models. The capital asset pricing model – CAPM – as its implications to financial theory. 	<p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on the estimation of market betas using market data: acquiring and storing financial information in spreadsheet applications.</p> <p><i>Workshop Activity 2:</i> Tutor presentation on the estimation of market betas using market data (cont:) calculating stock returns and estimating beta using linear regression analysis.</p> <p><u>Independent Study:</u></p>

	<ul style="list-style-type: none"> • Empirical evidence on the CAPM. • Brief description of alternative models. • Implementing the CAPM. Estimating betas in Excel, using real financial data. 	<p><i>Task:</i> Weekly problem set.</p>
Week 7	<p><u>Understanding Bond and Equity Markets</u></p> <p>This week builds upon the material of previous weeks and discuss basic valuation aspects of stocks and bonds.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Main characteristics • Bond valuation • Common stock valuation • Risks, spreads and rating agencies 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Sections 4.1-4.4 and Chapter 5 of BMA.</p> <p><i>Task:</i> Answer the “Concept Questions” in Chapters 4 and 5 of BMA and practice the “Bond Valuation” Interactive FinSim.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on bond pricing and yield-to-maturity calculations.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on equity valuation.</p>
Week 8	<p><u>Investment/Project Appraisal (1)</u></p> <p>This week will discuss the investment/project appraisal problem.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Investment decision rules. • Understanding and applying the following rules: net present value rule (NPV), internal rate of return (IRR), payback. • Applying the NPV rule. • Contrasting the decision rules when analysing mutually-exclusive projects. 	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Sections 6.1-6.3 and 7.1-7.2 of BMA.</p> <p><i>Task:</i> Answer the “Concept Questions” in Chapters 6 of BMA.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on the implementation of financial decision rules to individual projects.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on the implementation of financial decision rules to mutually-exclusive projects.</p>
Week 9	<p>Formative Assessment Due: Group Presentation</p> <ul style="list-style-type: none"> • Based on module topics • Testing the understanding of module • Providing detailed feedback • Development of presentation skills 	<p><u>Session 1</u></p> <p>Students present their work.</p> <p><u>Session 2</u></p> <p>Tutor provides feedback and runs group discussions.</p>
Week 10	<p><u>Revision</u></p> <ul style="list-style-type: none"> • Revision of the module topics • Preparation to the exam 	<p><u>Independent Study</u></p> <p>Brealey, R., Myers, S. and Allen, F. (2013) <i>Principles of Corporate Finance</i>, 11th edition, McGraw-Hill/Irwin.</p> <p>Lecture Slides and seminar notes</p> <p><u>Session 1:</u></p> <p>Tutor presentation with examples</p> <p><u>Session 2:</u></p> <p>Group activities with sample questions</p>

Extension & Consolidation	Preparation for examination based on course content in weeks 1-10	<u>Independent Study:</u> <i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.
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THE PROFESSIONAL BANKER

General Information

School		Business School
Level		Level 4
Credit Value		15 Credits
Contact Hours		30 hours
Programme		BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		Chartered Banker Institute

Introduction

Bankers have been providing eye-catching news headlines for the last few years, but were they really responsible for the global recession. Did the behaviour and culture in the western banking system ensure that economies relied too much on credit? The crisis has led to global banking reforms and a requirement to 'professionalise' the system. As an individual wanting a successful career in banking this is the start of your journey.

Educational Aims

This module aims to:

- Introduce the concept of risk in all its formats and teach you about the potential impacts and possible safeguards
- Provide an introduction to the range of regulatory authorities involved in the Banking and Finance industry
- Develop an understanding of the range of customer relationships and understand your responsibilities to your customers as a professional banker
- Discover the range of accounts and services provided within the Banking industry

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to:
K1	Explain the different types of risks within an organisation and those specific to banking
K2	Describe the range of regulators active in banking and explain their purpose
K3	Describe the accounts and services available through a bank

Cognitive Skills

Ref	B. Students should be able to:
C1	Explain the importance and significance of good customer relationships

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Prepare a well written and concise report suitable for a target audience

General Transferable Skills

Ref	D. Students should be able to:
T1	Understand how customer relationships compare to customer expectations and industry best practice within a regulatory framework

Mode of Assessment

This module is assessed through the completion of one summative element worth 100% of your grade.

In addition to the summative element, the module contains the following formative elements:

Formative Elements

A short report

MCQ's and short answer questions to consolidate your knowledge

Please Note: These elements do not count towards your final module grade.

Summative Element

Please Note: You must achieve a pass in the following task to pass the module.

A 1500 word coursework

Example: With reference to your company code of conduct describe the expectations and explain how these relate to building successful customer relationships and the regulatory guidelines within the Banking industry. Provide examples where there may be conflicts of interest and make recommendations on how these should be dealt with.

The assessments are marked according to the Level 4 Marking Criteria contained in your programme handbook.

For the classification of your degree the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

Core Text

Professional Banker Certificate; BPP learning media 2013

Books and Texts

Ghosh A, (2012) Managing Risks in Commercial and Retail Banking; Wiley Finance
Casu B, Girardone C, & Molyneux P (2006) Introduction to Banking; Pearson Education Ltd
Docherty A, Viort F, (2014) Better Banking: understanding and addressing the failures in risk management, governance and regulation; Wiley
Dr Ramamurthy, N (2013) Retail Banking (A guide for Novices)
Choudhry M (2012) The Principles of Banking; Wiley Finance

Journal articles

Chartered Banker: Rebirth of a Big Idea (Special Edition)

Online Resources

www.cpbsb.org
www.charteredbanker.com
www.bankofengland.co.uk
www.bba.org.uk
www.bis.org
www.financial-ombudsman.org.uk

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: The Professional Banker**Syllabus:**

- The business of banking
- Introduction to risk
- The regulatory and legal environment of banking
- Customers and services
- Credit and lending
- Risk management in Banking
- Ethics and professionalism in Banking

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed.</p>	<p><u>Preparation Session</u></p> <p>Online Recording: Introduction by the Module Leader which covers the aims and objectives of the module, assessment news and everything you need to know to start your learning journey.</p> <p>Pre-course Reading: Alan Bollard: Preparation Activity: What do you understand by the word “Banker”? Make notes ready for your first seminar to include;</p> <ol style="list-style-type: none"> 1. your initial description when reading the word banker, 2. the skills needed to be a successful banker, 3. the professional attributes you would expect to see in an individual
Topic 1	<p>Topic: The Business of Banking</p> <p>You will learn about the historical development of the banking history, recognising the importance of global trade facilities.</p> <p>You will be able to differentiate between the different types of banks and understand their importance acting as financial intermediaries.</p> <p>You will also consider the importance of banks in the wider economy and why the profit imperative of a bank may lead to a conflict of interest and the role of regulation</p> <p><i>This session will be further informed by your module business economics and developed in the macroeconomics and the banking system module during year 2</i></p>	<p><u>Reading:</u> <i>Chapter 1 – The Business of Banking and the Economic Environment.</i></p> <p><u>Online Recorded Lecture:</u> A brief history of banking The different ways to classify banks The importance of banks to the economy</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u> <u>Session 1</u> <u>Session 2</u> <u>Reflection/consolidation</u></p>
Topic 2	<p>Topic: Introducing Risk</p> <p>What is risk?</p> <p>You will consider the wider definitions of risk and;</p> <ul style="list-style-type: none"> • consider the possibilities of different types of risk occurring • What risk can be insured against 	<p><u>Reading:</u> The 5 neglects; risk gone amiss A risk management standard</p> <p><u>Online Recorded Lecture:</u> Key concepts of risk, risk v reward, risk avoidance and risk insurance for an individual or an organisation</p> <p><u>Independent Study/preparation tasks:</u></p>

	<ul style="list-style-type: none"> • Is risk always about loss • Organisational risk • Personal risk <p><i>This session will be developed in session 7.</i></p>	<p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection/consolidation</u></p>
<p>Topic 3</p>	<p>Topic: The Regulatory and Legal Environment of Banks</p> <p>This week you will learn about the role and responsibility of the Financial Conduct Authority and the Prudential Regulation Authority the primary banking regulators in the UK.</p> <p>You will also consider the external regulatory influences of the European Union, Basle Directives.</p> <p>There are also legislative requirements that apply to all companies and you will learn about these in a banking context.</p> <p>You will consider what these means in terms of the aims and objectives of a bank.</p> <p><i>This session will be further developed in your commercial and investment banking module during this term.</i></p>	<p><u>Reading:</u></p> <p><i>Chapter 2 – The regulatory and Legal Environment</i></p> <p><i>Review the aims of the FCA;</i> www.fca.org.uk/about</p> <p><i>Read the intentions of the PRA;</i> www.bankofengland.co.uk/pru</p> <p><i>Or article The prudential regulation authority (saved in VLE)</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The important players in Bank regulation in the UK, their roles and responsibilities</p> <p>The legal acts that inform the operation of a Bank</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 4</p>	<p>Topic: Introducing Customers and Services</p> <p>This week you will discover the diverse range of customers you will need to consider within a Bank along with the wide range of products available.</p> <p>You will also start to consider the suitability of products for different customer needs</p> <p><i>This session will develop your understanding from the commercial awareness module</i></p>	<p><u>Reading:</u></p> <p><i>Chapter 3; Serving Customers</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The range of individual, business and corporate customers</p> <p>The range of services provided</p> <p>The suitability of services for customers</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 5</p>	<p>Topic: Customers and Services continued</p> <p>This week you will need to establish how to build great customer relationships, and what to do when things go wrong. This will include</p> <ul style="list-style-type: none"> • Identifying the factors that lead to quality customer service 	<p><u>Reading:</u></p> <p><i>Chapter 3; Serving Customers</i></p> <p><i>The cost of mis-selling PPI</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The importance of customer relations</p> <p>The process of dealing with a complaint</p> <p>The legal requirements in customer dealings</p>

	<ul style="list-style-type: none"> • How to recognise and deal with a complaint • The risk to the bank when customers are not happy <p><i>These sessions will also be developed in the behavioural economics and theory of management modules in year 2.</i></p>	<p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 6</p>	<p>Topic: Understanding the principles of credit and lending</p> <p>This week introduces you to the lending code and the factors that influence the interest rates charged. Using the information provided in a lending application you will be able to explain the principles behind making a professional and ethical lending decisions. You will also learn to differentiate between the different types of security customers offer when requesting a loan.</p> <p><i>This session will be further developed in the credit and lending module in year 2.</i></p>	<p><u>Reading:</u></p> <p><i>Chapter 4; Credit and Lending</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The lending code</p> <p>The principles of lending</p> <p>The use of credit scoring</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 7</p>	<p>Topic: Risk Management in Banking</p> <p>You will now learn about the risks particular to banking, how these risks can be monitored and mitigated, and how the bank can sensibly manage these risks. You will understand the purpose and use of a risk register, and review the regulatory position on monitoring a banks risk</p> <p><i>This session builds on the introduction to risk from session 2 and will be further developed in the credit and lending module in year 2</i></p>	<p><u>Reading:</u></p> <p><i>Chapter 5; Risk management</i></p> <p><u>Online Recorded Lecture:</u></p> <p>Risk management life cycle</p> <p>Reputational risk to Banks</p> <p>Risk registers</p> <p>Regulatory risk monitoring</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 8</p>	<p>Topic: Ethics and Professionalism in Banking</p> <p>You will review the theory behind ethics and professionalism and consider how this relates to the public expectations of a banker. You will learn the detail of the CIBs code of professional conduct and reflect on what that means for you as an individual. You will also review examples of corporate codes of conduct and consider how these relate to the professional expectations</p> <p><i>This session builds on your professional practice and ethics module, relating the theory more clearly to Banking and will be further addressed in Year 3</i></p>	<p><u>Reading:</u></p> <p><i>Chapter 6; Ethics and professionalism in banking</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The CIBs code of conduct</p> <p>Other professional body codes of conduct</p> <p>Corporate codes of conduct</p> <p>Individual attributes</p> <p>Corporate social responsibility</p> <p>Cultural conventions</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p>

		<u>Session 2</u> <u>Reflection and consolidation</u>
Reading week	Review of material to date Formative assignment – Mock for summative assignment	
Session 10	Preparation for assignment submission	
Revision/consolidation	In this session we will review key topics in preparation for the final assessment	

COMMERCIAL AND INVESTMENT BANKING

General Information

School		Business School
Level		Level 4 (Certificate Level)
Credit Value		15 Credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		Darius Tabatabai
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)		None

Introduction

The tools and framework of modern financial theory form the foundation of current practice in the investment community. Understanding of this framework is a pre-requisite for a successful career in banking, whether as a relationship manager, analyst or financial advisor. This module also provides knowledge and skills for other modules undertaken by students in the programme.

From an economic perspective, banks play an essential role in the system of capital flows and financial intermediation. Commercial and investment banks provide funding and liquidity to economic enterprises and to individuals in order to facilitate economic transactions. The fundamental principles and operations of banks must be understood in order to fully appreciate the wider sphere of global financial activities. This includes the qualitative aspects of a bank's profile, as well as the quantitative and numerical analysis of how bank operations are reflected in their financial statements. Sources of income and expense for banks are varied, and balance sheet structures can differ dramatically between commercial and investment banks. The purpose and practice of regulating banks are other complex factors having significant impact on the banking industry, in terms of capital requirements, corporate governance, and avoidance of conflicts of interest. Bank ownership can also take different forms, depending on the bank's purpose, and the quality of supervision and management of banks are key to their success or failure. The primary activities of lending and funding for commercial banks, and of trading, brokerage, underwriting and advisory, mainly for investment banks, must be understood in order to make sense of the wider financial picture, whether on a domestic or an international basis. Since all these activities carry risks, an appreciation of the nature and management of these risks is important in assessing the overall quality of a bank, whether engaged primarily in a commercial or investment banking activity.

Educational Aims

This module aims to have students:

- Explore the role of banks, their development and how they have diversified.
- Understand the meaning and the role of commercial and investment banking.
- Appreciate the banking system both domestically and internationally.
- An introduction to Islamic banking
- Identify the main banking functions.
- Understand how banks operate, and how they are regulated.
- Identify the main sources of risk inherent in the different banking functions, and how they are managed.
- Understand the relevant agency problems affecting the bank/client relationship.
- Identify and examine the main conflicts of interest in the banking system with specific focus on the ethical issues banks face in today's environment.
- Develop critical thinking and awareness as investor and analysts.
- Improve discussion attitude and presentation skills.

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate:
K1	Factual understanding of the role of banks in the real economy.
K2	Understand the purpose and process of commercial and investment banks
K3	Understand the academic and research-based knowledge of banking theory
K4	Awareness of the implications of banking risk and reward and how this impacts on the

Cognitive Skills

Ref	B. Students should be able to:
C1	Identify the different characteristics of banking markets and identify the problems of lending and funding decisions.
C2	Identify the categories of financial assets and liabilities and begin to understand the drivers of profit and loss for a bank.
C3	Analyse banking and practical contexts using established quantitative techniques or data for the purpose of contributing to wider understanding.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Within a banking context, contribute to problem solving activities using practical and mathematical reasoning.
P2	Think in -banking terms and discuss lending and funding decisions using set criteria for different conditions
P4	Evaluate basic arguments of banking market dynamics and investment rationales.
P5	Exercise initiative and personal responsibility in the critical appraisal of a body of banking and research literature.

General Transferable Skills

Ref	D. Students should be able to:
T1	Communicate basic financial information both verbally and in writing, to others
T2	Manage own requirements for continuing professional development in banking functions.
T3	Utilise a full range of appropriate use of learning resources, including specialist databases.

Mode of Assessment

This module is assessed through the completion of one (1) graded independent task (the summative element).

In addition to the summative element, the module contains two (2) tasks to assist you in evaluating your progress in the module (the formative elements).

Formative Elements

Please note that these elements do not count towards your final module grade.

1. Questions to be discussed in class and feedback to be given.

For example, for a particular bank, how are the risk-weighted assets under the Basel II IRB approach determined? What are the capital requirements?

2. An independent coursework consisting of a written paper of 1500 words on an aspect of commercial and investment banking.

Coursework handout: week 3

Coursework due date: end of final revision week.

Summative Elements

Please note that you must achieve a pass in the following element to pass the module.

1. 1500 words assignment [100% of Module Grade]:

The formative and graded elements are awarded a percentage grading according to the Level 4 (Certificate) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Key Reading

Students will be directed to appropriate sections of these texts during the module.

Machiraju, M.R., Modern Commercial Banking (2009), 2nd ed., New Age International.
Liaw, K. Thomas, The Business of Investment Banking: A Comprehensive Overview (2010), 3rd ed., Wiley.

Recommended Reading

This is a short list of further reading; these texts provide background to the concepts and content of the module and further reading will be suggested during the module.

Platz, T. and T. Fitch, Business Banking (2001), Barron's Educational Series.
White, G., A. Sondhi and D. Fried, The Analysis and Use of Financial Statements, 3rd ed., Wiley.
Hull, J., Risk Management & Financial Institutions (2010), Prentice Hall. Ittelson, T., Financial Statements (2009), Career Press.
Ganguin, B. and J. Bilardello (2005), Fundamentals of Corporate Credit Analysis, McGraw- Hill.
Alexander, G., Sharpe, W. and Bailey, J. (2001), Fundamentals of Investments (3rd edition), Prentice Hall.
Partnoy, F. (2002), F.I.A.S.C.O.: Guns, Booze, and bloodlust: The truth about high finance

Journal Articles

Eberlein, E. et al, -On Pricing Risky Loans & CDOs, *The Journal of Credit Risk* Fall 2009

Zhou, G. and Y. Zhu, -Is the Recent Financial Crisis Really a Once in a Lifetime Event?
Financial Analysts Journal Jan/Feb 2010

Web Resources

www.bankofengland.co.uk www.imf.org

www.oecd.org

www.federalreserve.org www.ft.com

www.knowledge@wharton.com

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Commercial and Investment Banking**Syllabus**

Principles of Banking, including:

- Origins and historical development of banks
- The growth of Islamic banks
- Main concepts of banking, what characterizes banks compared to other institutions, main activities of banks
- Commercial banking and agency problems
- Bank balance sheet and ratios
- Investment banking and conflict of interest
- Brokerage and trading
- Bank regulation and risk management

Topic	Content	Learning and Teaching Strategy
INDUCTION	Awareness of banks and their different roles in the global economy. How banks are managed.	<u>Independent Study</u> <i>Task:</i> Visit websites of FT and others on types of banks and their development
Topic 1	<u>Overview of banking systems in financial markets & link with macroeconomic performance</u> Basic concepts applying to commercial (lending, funding) and investment (trading, underwriting) banks. Evolution of commercial and investment banking. Banking systems and the role of banks in financial markets and institutions. Arguments for benefits and conflicts that banks present in financial markets and their consequences for real activity.	<u>Independent Study</u> <i>Key Reading:</i> Machiraju, <u>Commercial Banking</u> , chapters 1-4. Liaw, <u>Investment Banking</u> , chapters 1-2. <u>Session</u> General and systematic introduction to role of banks and financial institutions and their general evolution. Different views of banking benefits for economic activity and society as well as conflicts of interest. General discussion of sources of profit and loss for banks is briefly introduced. <i>Workshop Activity 1:</i> Case study on workings of a commercial and an investment bank. Through the discussion, students will identify the functions of banks, thus to understand the importance, challenges and complications of banking systems. <u>Independent Study:</u> <i>Key Reading:</i> Zhou & Zhu article
Topic 2	<u>Regulatory framework & Issues</u> Role of national regulators and central banks (eg, SEC, FSA). International Agreements: Basle 2 and its critique (Basle 3), potential impact of credit crunch on regulatory framework. Changes in regulation after Financial Crisis 2008 and their potential impact on bank/financial sector activity. Correlation with macroeconomic performance. Bailouts and -too big to fail. Bank capital requirements.	<u>Independent study</u> <i>Key Reading:</i> Machiraju, <u>Commercial Banking</u> , chapters 6-7. Liaw, <u>Investment Banking</u> , chapter 16. <u>Session</u> Presentation of national regulators, central banks and tools used to influence markets. Existing international Basle accords and proposals for replacement are explored. The Basle accord specifies rules to avoid imprudent behaviour of banks and reduce chances of financial crises. Impact of bank ownership and management on operations and performance
Topic 3	<u>Bank ownership and management</u> Different forms, structures and purposes of bank ownership. Strategies pursued by bank management. Organizational structures in banks. Agency problems.	<u>Session</u> <i>Workshop Activity 1:</i> Group discussion on existing Basel accord, selected accounting principles (–mark-to-market) and proposals for change; discussion of differences between US and UK reaction to Financial Sector Crisis 2008-2009. Case studies of different ownership and management strategies. <u>Independent Study</u> <i>Key Reading:</i> Partnoy, <u>F.I.A.S.C.O.</u>

Topic 4	<p><u>Commercial Banks</u> Commercial bank financial statements. Lending activities. Funding activities.</p>	<p><u>Independent Study</u> <i>Key Reading:</i> Machiraju, <u>Commercial Banking</u>, chapters 5, 13-14, 16.</p> <p><u>Session</u> Explanations of primary commercial banking activities, focusing on sources of income and expense and underlying dynamics. Segmentation of activities is examined, including trading operations and asset management. The importance of international banking is explored, as playing a key role in global capital flows and economic development, with an eye on foreign currency exposures.</p>
Topic 5	<p><u>Commercial Banks</u> Wholesale vs. retail banking. Trading activities. International banking. Asset management. Capital and resource allocation. The growth of Islamic Banks</p>	<p><u>Session</u> <i>Workshop activity 1:</i> Tutorial exercise on an example of bank performance through cycles, and results of different strategies pursued by banks. The allocation of capital is analyzed, and the decisions related to this, in light of risk-adjusted returns. Trading activities are highlighted as a peripheral bank activity.</p> <p><u>Independent Study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u>, chapters 1-4.</p>
Topic 6	<p><u>Investment Banks</u> Debt and equity underwriting. Trading and brokerage. Strategic advisory (M&A).</p>	<p><u>Independent Study</u> <i>Key Reading:</i> Liaw, <u>Investment Banking</u>, chapters 5-9, 11.</p> <p><u>Session</u> Explanations of primary investment banking activities, focusing on sources of income and expenses, and underlying dynamics, including compensation structures. Flow business and origination/distribution models examined.</p>
Topic 7	<p><u>Investment Banks</u> Funding of capital. Research and asset management. Conflicts of interest.</p>	<p><u>Session</u> <i>Workshop activity 1:</i> Tutorial exercise on an example of investment bank performance through cycles, and results of different strategies pursued by banks. Funding and assets are analyzed and competitive strategies. Trading activities are examined as a core investment banking activity, along with trends and challenges facing the industry.</p> <p><u>Independent Study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u>, chapter 5.</p>

Topic 8	<p><u>Risk measurement and management in banks</u></p> <ul style="list-style-type: none"> • Ethical behaviour and professional conduct. • Credit risk and analysis. • Liquidity risks. Operational risks 	<p><u>Independent Study</u> <i>Key Reading:</i> Machiraju, <u>Commercial Banking</u>, chapters 8-12, 15</p> <p><u>Session</u> Introduce concepts of risk measurement and management in both commercial and investment banks, relating to credit exposures, trading positions, funding, liquidity, operational and other risks. Reputational and legal risks are also considered.</p> <p><i>Workshop Activity:</i> Tutorial exercise on the identification of risk sources, how they are measured and managed. An example bank is considered, covering various types of risk and how they are handled.</p> <p><u>Independent Study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u>, chapters 12-13.</p>
Extension & Consolidation	<p>Preparation for examination based on course content in weeks 1-5</p>	<p><u>Independent study:</u> <i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 5.</p>

INVESTMENT MANAGEMENT (Securities)

General Information

School		Business School
Level		Level 5 (Diploma Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Ioannis Mantzaris
Related Modules	Pre-requisites	Business Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)		None

Introduction

An exciting possibility to study for one of the most important financial analysis and investment management qualifications in the UK while working towards your BSc Banking and Finance. The Investment Management Certificate is currently held by 25,000 investment professionals and is highly regarded by employers for it demonstrates commitment and high standards of preparation.

The module covers all the material needed for the IMC exam and will be delivered mainly by BPP Professional Education, which has a well established reputation as a top training institution. These classes open not only to BPP students but also to other students and professionals, widen the range of the available learning interactions and opportunities. The remaining classes will be offered specifically to BPP students in order to further their preparation, improve their problem solving skills and address specific aspects of the course.

The students will have access to extensive learning material, which will offer unparalleled preparation not only for the IMC exam, but also for the rest of the BSc in general. Moreover, the IMC provides an ideal foundation for those planning to take CFA exam.

Educational Aims

This module aims to:

- Provide students with a training in the skills necessary for financial and investment analysis
- Develop students' understandings of comprehensive knowledge in finance, especially in areas such as financial markets, ethics, economics, portfolio management, derivatives, fixed income and analysis of financial statements
- Help students build a working knowledge of the main principles across core areas of the investment industry, from statistical analysis and economics to investment management techniques and professional standards

- Equip students to pursue a career in finance and get the industry's benchmark entry-level qualification

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Introductory knowledge of qualitative and quantitative techniques essential to financial analysis
K2	Understanding of the information revealed by financial statements
K3	Debate ethical issues in relation to the investment management activity
K4	Critical understanding of the economic environment and policies on the individual industries

Cognitive Skills

Ref	B. Students should be able to:
C1	Have an introductory understanding of economic and financial factors which can be applied to analyze various companies
C2	Undertake a critical analysis of the available information about an industry/company by selecting the relevant data
C3	Critically evaluate and select appropriate valuation models to provide accurate investment analyses
C4	Evaluate the links between the macroeconomic environment, the growth prospects of a company and its financial situation

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Apply relevant statistical tools to economics and financial problems
P2	Apply and deploy various tools and techniques to perform financial analysis
P3	Show an awareness of the range of alternative approaches in accounting and financial analysis
P4	Conduct financial projects independently with demonstrated skills in financial analysis

General Transferable Skills

Ref	D. Students should be able to:
T1	Critically analyze problems by combining accounting, financial and economics skills
T2	Make appropriate use of the available learning resources, including journal articles
T3	Interpret financial and managerial problems in the light of established techniques
T4	Effectively present and discuss the results of your analyses in both academic and practical

Mode of Assessment

This module is assessed through the completion of two (2) independent tasks [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly exercises

Every week the students will be given exercises to complete in class; some of them will involve computations, others multiple choice questions similar to the actual IMC paper

Summative Elements

Please Note: You must achieve a pass in both the following elements to pass the module.

1. 2 hour closed book exam (IMC mock exam) [100% of Module Grade]:

For example, testing your knowledge of the key areas of investment management

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

The formative and graded elements are awarded a percentage grading according to the Level 4 (Certificate) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Key Reading

To develop your skills in finding, accessing and analyzing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

The Official training Manual (OTM), 8th edition, published by CFA UK

- Volume 1: Investment Environment
- Volume 2: Investment Practice

Background Reading

Listed below are texts which provide background to the concepts and content of the module and which may be used for reference either during the course or in your subsequent professional roles.

Books

R. A. Defusco, D. W. Mcleavey, J. E. Pinto & D. E. Runkle (2001), Quantitative Methods for Investment Analysis, AIMR Publications.

G. I. White, A. C. Sondhi & D. Fried (2002), The Analysis and Use of Financial Statements, 3rd Edition, Wiley.

T. R. Robinson, J. H. van Greuning, R. E. Henry & M. A. Broihahn (2008), International Financial Statement Analysis, Workbook Edition, Wiley.

F. K. Reilley & K. C. Brown (2002), Investment Analysis and Portfolio Management, 7th Edition, South-western College Pub.

M. Parkin (1994), Economics, 2nd Edition, Addison Wesley Longman

J. C. van Horne & J. M. Wachowicz (2005), Fundamentals of Financial Management, Financial Times Press.

Journal Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Journal of Finance The CPA Journal Commercial Lending Review

The International Journal of Accounting

Corporate Finance Journal

Journal of Applied Corporate Finance

Web Resources

Recommended throughout the module

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Investment Management Certificate (IMC) Course**Syllabus**

Coverage of the IMC syllabus material - For example:

- Financial regulation
- Ethics and professional standards
- Financial markets
- Statistical analysis
- Microeconomics
- Macroeconomics
- Fixed income securities
- Equities
- Derivatives
- Analysis of financial statements
- Investment management

Topic	Content	Learning and Teaching Strategy
<p>Topic 1</p>	<p><u>Financial markets and regulatory aspects</u></p> <p>This week will focus on financial markets and regulation. This will concentrate on:</p> <ul style="list-style-type: none"> • The UK financial services industry • Types of markets – the UK equity and fixed interest markets • Regulation of UK investment exchanges • Information disclosure and corporate governance requirements • Regulation in derivative markets • International markets 	<p><u>Independent Study:</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Discussion about the Financial services Industry and the role of Government</p> <p><i>Workshop Activity 2:</i> Introduction to the types of markets, with focus on equity and fixed interest markets in the UK</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Explain the role of an investment exchange and its regulation</p> <p><i>Workshop Activity 2:</i> Identification of the main features of the regulation of derivatives</p> <p><i>Workshop Activity 3:</i> Presentation of equity and fixed interest markets in US, Japan, France and Germany</p>
<p>Topic 2</p>	<p><u>Legal concepts and regulation of Financial Services</u></p> <p>This week will focus on understanding the main legal concepts relevant to the financial industry and on the regulation of the financial services industry</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Legal concepts relevant to financial advice • Regulation of Financial Services • The role of the FSA • regulatory advice framework 	<p><u>Independent Study:</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Discussion on the main legal aspects of financial advice</p> <p><i>Workshop Activity 2:</i> Understanding the difference between FSA, HM Treasury and the Bank of England</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Understanding the FSA's role, responsibilities and approach to regulation</p> <p><i>Workshop Activity 2:</i> Understanding the concepts of client classification and product disclosure in the regulatory advice framework</p>

Topic 3	<p><u>Ethics and Professional Standards</u></p> <p>This week will focus on the Code of Ethics and retail customers in the financial services industry</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Contents and application of the CFA Code of ethics •Ethical and compliance driven behaviour •Retail clients •Client objectives •Investment advice Process 	<p><u>Independent Study:</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Identification of the main elements of the CFA Code of Ethics</p> <p><i>Workshop Activity 2:</i> Compliance driven behaviour and ethical behaviour</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Understanding how the retail customer is served by the financial services industry</p> <p><i>Workshop Activity 2:</i> Analysis and application of the investment advice process</p>
Topic 4	<p><u>Investment products</u></p> <p>This week will look at asset classes and investment products</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Equity capital characteristics •Fixed interest securities •Property market •Profitability ratio •Alternative investments •ETFs •Derivatives and other instruments 	<p><u>Independent Study:</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Understanding issuance and valuation of equity instruments</p> <p><i>Workshop Activity 2:</i> Analysis of risk and return of fixed interest securities</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Discussing how to diversify a portfolio – property market and alternative investments</p> <p><i>Workshop Activity 2:</i> Other investment products – ETFs</p> <p><i>Workshop Activity 3:</i> Analysing financial derivatives</p>

<p style="text-align: center;">Topic 5</p>	<p><u>Investment theories and models</u></p> <p>This week will look at merits and limitations of the main investment theories and at the portfolio management process</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Risk, return and diversification •Models of return and risk – APT and CAPM •The efficient market hypothesis •Behavioural Finance 	<p><u>Independent Study</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p>A project will be handed out during this lecture for the students to undertake individually</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Understanding the trade-off between risk and return and the importance of diversification for efficient portfolios</p> <p><i>Workshop Activity 2:</i> Discussing how to use factor models to explain the risk and return of an investment</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Discussion on market efficiency and introduction to behavioural finance</p> <p><i>Workshop Activity 2:</i> Evaluation of market anomalies and introduction to behavioural finance</p>
<p style="text-align: center;">Topic 6</p>	<p><u>Investment management principles</u></p> <p>This week will focus on the understanding of the principles of investment management and performance measurement and analysis</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Fund management styles •Investment management principles in fixed income portfolios •Investment performance measurement •Measures of risk adjusted returns 	<p><u>Independent Study</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Introducing different fund management styles – top down and bottom up approaches</p> <p><i>Workshop Activity 2:</i> Discussing immunisation techniques in bond portfolio management</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Understanding total return and analysing its components</p> <p><i>Workshop Activity 2:</i> Discussing the importance of a benchmark portfolio</p> <p><i>Workshop Activity 3:</i> Analyzing performance measure and risk adjusted returns</p>

<p>Topic 7</p>	<p><u>Macroeconomics</u> This week will focus on the macro-economic environment and its impact on investments This will concentrate on:</p> <ul style="list-style-type: none"> •National income •Difference between GDP and GNP •Real and nominal GDP •Difference between national income and GNP •Keynesian model •Keynesian equilibrium •Inflation and unemployment •Fiscal and monetary policies •The role of central banks •The foreign exchange market 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Analysis of GDP and GNP <i>Workshop Activity 2:</i> Understanding the relationship between inflation and employment</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussing monetary and fiscal policies and the role of central banks in today’s markets <i>Workshop Activity 2:</i> Discussion of foreign exchange markets, currencies and exchange rates <i>Workshop Activity 3:</i> Analyzing the main long term UK socio-economic trends</p>
<p>Topic 8</p>	<p><u>Microeconomics</u> This week will look at the main microeconomics topics This will concentrate on:</p> <ul style="list-style-type: none"> •Demand and supply curves •Price elasticity •Cost related concepts and production function •Long and short run costs •Economies and diseconomies of scale •Profit maximization •Market structures (perfect competition, monopoly, oligopoly) 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introduction to demand and supply functions <i>Workshop Activity 2:</i> Understanding the concept of elasticity</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussing different types of costs and understanding the relation between the various cost curves <i>Workshop Activity 2:</i> Analysing perfectly competitive and monopolistic markets</p>

<p style="text-align: center;">Topic 9</p>	<p><u>Statistics and financial mathematics</u></p> <p>This week will focus on statistical and financial mathematics techniques</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Sources of data •Frequency distributions •Summary data •Linear regression •Index numbers •Simple and compound interest •Time value of money 	<p><u>Independent Study</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Distinguish between primary and secondary sources of data and graphical analysis of their distribution</p> <p><i>Workshop Activity 2:</i> Explain the main statistical measures of central tendency, dispersion, symmetry and skewness</p> <p><i>Workshop Activity 3:</i> Understanding the least square technique in deriving a line of best fit</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Explaining the role of financial market indices and calculating an index level</p> <p><i>Workshop Activity 2:</i> Analysis of simple and compound interest</p> <p><i>Workshop Activity 3:</i> Calculation of present and future value, internal rate of return and net present value of an investment</p>
<p style="text-align: center;">Topic 10</p>	<p><u>Accounting</u></p> <p>This week will look at the main accounting principles</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> •Legal requirements to prepare financial statements •Balance sheet •Income statement •Cash flow statement •Major accounting ratios 	<p><u>Independent Study</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Understanding the importance of financial statements and the function of the main international regulatory bodies</p> <p><i>Workshop Activity 2:</i> Explaining the purpose of the balance sheet and key categories and content</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Explain the classification of expenses based on nature or function and principles of revenue recognition</p> <p><i>Workshop Activity 2:</i> Understanding the purpose of a cash flow statement and the classification of cash flow activities</p> <p><i>Workshop Activity 3:</i> Determining the main accounting ratios of profitability, liquidity and gearing</p>
<p style="text-align: center;">Extension & Consolidation</p>	<p>Preparation for examination based on course content in weeks 1-10</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</p>

MACROECONOMICS & THE BANKING SYSTEM

General Information

School		BPP Business School
Level		Level 5 (Diploma Level)
Credit Value		15 Credits
Contact Hours		30 Hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		Nadia Hassan
Related Modules	Pre-requisites	Business Economics
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

This module helps build the foundation for understanding the macro economy and the mechanisms, inside and outside a country's borders, that influence its dynamics. This includes policies within the macroeconomic and regulatory framework that aim to direct the economy towards certain targeted levels. Thus, macro prudential banking regulatory framework firmly grounded on welfare and the new behavioural economic concepts provide the tools needed to analyse how best banking, finance and business can be organised to achieve sustainable profits.

Educational Aims

- Understand macroeconomic policy making for growth and stability in an open market economy and the interlinkage that exists across national economic and financial systems
- Develop competence in analyzing the impact of macroeconomic policies in businesses, investors and financial institutions
- Understand the role of government and central banks in macro prudential regulation and policy making
- Develop the skill to analyze their impact on the banking system in terms of organization, investment activity, profitability, risk and requirements
- Develop a critical understanding of the social and behavioral impact of the banking system

Learning Outcomes

- Understand and analyse the internal and external factors that may influence the macroeconomic dynamics within the country and the globe.
- Understand, anticipate and evaluate the impact of the macroeconomic & regulatory policies that might be adopted by the government and the central bank in response to a macroeconomic situation.
- Acknowledge the limitations of economic analysis and incorporate behavioural and ethical factors in the fundamental economic analysis.
- Process economic data and be able to translate it to meaningful indicators that can be communicated to the general public
- Apply the knowledge in decision-making as a policy maker or as a professional in the banking industry.

Mode of Assessment

Summative Assessment:

This module is assessed through an examination (100% of the module grade). The exam is as follows: 1.5 hours of unseen examination with 2 sections. Section A will contain objective questions and Section B will contain subjective questions. All the questions in section A will be compulsory questions but students will have a choice in section B.

Formative Assessment:

Students will be assessed through 2 pieces of formative assessments. First one will be in week 5 (mock midterm exam) and the second one will be in week 10 (mock final exam). Both of these exams will be in the same pattern as an actual final exam; containing two sections, one with objective questions and the other one with subjective questions.

Syllabus:

Topic 1: Macroeconomic Indicators and an overview of the global macro economy

Topic 2: Overview of macro economy, nominal vs real GDP, tools used by macroeconomist and macroeconomic policy makers

Topic 3: Goods and the Financial Market – a model of a closed economy

Topic 4: IS – LM Model

Topic 5: Open economy model, the labour market and & the derivation of the AS – AD model

Topic 6: Expectations, Output & Monetary/Fiscal policy

Topic 7: Economic policy in fixed and flexible exchange rate regimes

Topic 8: Banking competition and Regulation

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Knoop, Todd (2014). *Modern Financial Macroeconomics: Panics Crashes and Crisis*. Blackwell Publishing.

Keynes, J.M. (1936) *The general Theory of Employment, Interest and Money*. Palgrave McMillan

Friedman, M and A. Schwartz. (1963) *A monetary history of the United States*. Princeton University Press.

McCloskey, D.N. 1983. "The Rhetoric of Economics," *Journal of Economic Literature* 21(2), pp. 481–517.

Friedman, Milton (1953). *Essays in Positive Economics*, Chicago Press.

Books and Texts**Prescribed Textbooks:**

Blanchard, O, et al.(2010) . *Macroeconomics: A European Perspective*.1st edition. Pearson.

Krugman Paul and Maurice Obstfeld. (2009) *International Economics: Theory and Policy*, 8th edition. Pearson

Other references:

Akerlof, G and R. Shiller. *Animal Spirits*. (2009) Princeton University Press.

Berger, Allen, Philip Molyneux and John O.S. Wilson (2012). *Oxford Handbook of Banking*. Oxford University Press additional reference

Burda, Michael (2009). *Macroeconomics: A European Text*. Oxford University Press

Hubbard, Glenn R. *Money, Financial System and the Economy*. 6th edition; Pearson. Addison-Wesley.

Matthews, Kent and John Thompson (2012). *The Economics of Banking*, 2nd Edition. John Wiley and sons.

O'Sullivan A et al. (2010) *A Survey of Economics*. Pearson.

Online Resources

John Maynard Keynes <http://www.econlib.org/library/Enc/bios/Keynes.html>

Friedman on the US bailout (2012)

<http://www.newsweek.com/2012/07/16/channeling-milton-friedman.html>

Time line credit crunch to downturn <http://news.bbc.co.uk/1/hi/7521250.stm>

UK National Statistics office <http://www.statistics.gov.uk/hub/index.html>

OECD

http://www.oecd.org/document/0,3746,en_2649_201185_46462759_1_1_1_1,00.html

European Central Bank <http://www.ecb.int/home/html/index.en.html>

Bank of England <http://www.bankofengland.co.uk/>

Financial Services Authority <http://www.fsa.gov.uk/>

European Union http://europa.eu/index_en.htm

The US Federal Reserve Economic data <http://www.federalreserve.gov/econresdata/default.htm>

The World Bank <http://data.worldbank.org/>

Basel III. Bank for International Settlements <http://www.bis.org/bcbs/basel3.htm?q1=1>

The Eurosystem, The US Federal Reserve, The bank of Japan. ECB Working paper series

<http://www.ecb.int/pub/pdf/scpwps/ecbwp742.pdf>

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Introduction to the Week</u></p> <p>History of Financial and economic crisis Survey of UK economic problems and policies</p>	<p><u>Preparation for Week 1:</u> <i>Key Reading:</i> Selected reading from a specifically named text to develop understanding of this week's topic <i>Task:</i> 1 read on the experience in credit crunch; Eurozone sovereign debt problems, booms and recessions <i>Task 2:</i> read the FT and The Economist and note the relevant economic and business events. Each of these are optional and you don't need both per week.</p>
Topic 1	<p><u>Macroeconomic Indicators & an Overview of the Global Macro economy</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. What is economics? 2. Basic economic problem 3. Normative vs positive economics 4. Intro to Macroeconomics and the Banking System 5. Brief overview of major macroeconomic issues 6. An overview of global macro economy 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 1 & 2 of Blanchard <i>Task:</i> Visit the websites of UK National Statistics Office OECD World Bank EU And read the reports of economic statistics.</p> <p><u>Session</u> This session provides the student with a background of economics and the basic economic problem. It will also introduce the students to macroeconomics and the banking systems. They will briefly understand the major macroeconomic issues faced by a typical country and its linkage to the global macro economy. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u> <i>Task:</i> reflection on the role of governments and central banks. How do you think the problems in the US found its way to Europe? Reading: McKloskey</p>

Topic 2	<p><u>Macroeconomics: overview, nominal vs real GDP, tools used by macroeconomists & macroeconomic policy makers</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. What is GDP? 2. Three ways of defining GDP 3. Nominal vs Real GDP 4. The Unemployment rate 5. The Inflation Rate 6. The short run, the medium run & the long run 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 1-2 of Blanchard</p> <p><u>Session:</u> In this topic students will learn few important definitions. They will also learn about the tools used by macroeconomist and macroeconomic policy makers. Macroeconomic issues including GD, inflation and unemployment will be discussed in detail. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u> <i>Task1: compare unemployment figures of developed vs developing countries. Use the IMF/World Bank statistics for this exercise.</i></p> <p><i>Task2: Investigate which industry in developed vs developing countries contribute the most to GDP. Reflect on the link.</i></p>
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Topic 3	<p><u>Goods and the financial market: a model of a closed economy</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. Components of GDP 2. Assumptions – The Goods Market 3. Explanation of components of GDP – Closed Economy 4. The determination of equilibrium – Goods Market 5. The Money Market 6. The determination of equilibrium – Financial Market 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> chapters 3 & 4 of Blanchard</p> <p><u>Session :</u></p> <p>Equilibrium concepts, starting with the goods market; notions of demand and supply on the macroeconomic level, then to money market. This session forms the foundation for understanding fiscal and monetary policy by introducing how output is determined through demand and what the role is of the financial market, in particular through the money market, in the determination of investment levels. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u></p> <p><i>Task: survey the current fiscal policies (say budget allocation of the government) and reflect on why these are being adopted. Check the balance sheet of the Bank of England, and the ECB.</i></p>
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Topic 4	<p><u>The IS – LM Model</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. The Goods Market and the IS relation 2. The Financial Market and the LM relation 3. The IS & LM relation together 	<p><u>Independent Study:</u> <i>Key Reading:</i> chapter 5 of Blanchard</p> <p><u>Session:</u> In this session students will learn to derive the IS curve & LM curve and will determine the equilibrium in the IS-LM model. They will also be able to distinguish between the factors which lead to movement and shift in the IS & LM curve. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> reflect on the individual nations of the Eurozone area, and try and figure out how they combine monetary and fiscal policies for their own country, independent of the other members of the Eurozone.</p>
Reading Week	<p>Research on the macroeconomic performance of the UK from 2005 – 2015, analysing key economic indicators per quarter</p> <p>GDP levels and growth</p> <p>unemployment</p> <p>inflation</p> <p>current account</p> <p>government budget deficit/surplus</p> <p>BOP</p> <p>Exchange rate and its volatility</p> <p>Other indicators</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i> download data from the National Statistics Office. Using the macroeconomic indicators, prescribe policies that will help the economy achieve the stabilisation and growth targets.</p>

Topic 5	<p><u>Open economy model, the labour market & the derivation of the AS – AD model</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. Openness in the Goods Market 2. Openness in the Financial Market 3. The IS relation in an open economy 4. The LM relation in an open economy 5. Labour Market 6. AS – AD Model (putting all markets together) 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 6-8 Blanchard</p> <p>Investigate the components of UK’s exports and imports. Identify the major trade partners and reflect on the link of the UK economy to these countries.</p> <p><u>Session :</u></p> <p>In this session the students will learn that output in the national economy is not only determined by the domestic demand and production of goods, but by the conditions in the labour market as well as the world financial markets. The aim of this session is to provide an integrated model of the economy with an aggregate supply model that considers the internal labour market, and an aggregate demand model that considers the world market, through exports and imports. It thus provides a richer analytical framework to understand various economic phenomenon such as internal and external supply shocks, and see how the national economy is impacted by them. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u></p> <p><i>Task :</i> Review the events in the credit crunch and outline the policies adopted by the US, UK and Eurozone. Comment on the similarities and differences in the policies adopted.</p>
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Topic 6	<p><u>Expectations, output and monetary / fiscal policies</u></p> <p><u>Topics include:</u></p> <ol style="list-style-type: none"> 1. Nominal vs Real Interest rates 2. Expected present discounted values and the interest rate 3. Bond prices and bond yields 4. The stock market and the movement in stock prices 5. Consumption and the role of expectations 6. Volatility of consumption & investment 7. Monetary policy rules 8. Fiscal policy rules & constraints 	<p><u>Independent Study:</u> <i>Key Reading:</i> read chapters 14 -16 and 24</p> <p><u>Session :</u> In this session students will understand behavioural economics which is now a central part of the framework for the fundamental analysis of the global markets. The most modelled part of behavioural aspects of the macro economy is the role of expectations in the dynamics of the market. To be effective, policymakers need to understand what limitations policies might have given a certain level of expectation in the economy. They will also study monetary and fiscal policies with behavioral assumptions on expectations. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p>
Topic 7	<p><u>Economic policy in fixed and flexible exchange rates</u></p> <p><u>Topics include:</u></p> <ol style="list-style-type: none"> 1. The effect of a change in demand on trade balance 2. Depreciation, the trade balance & output 3. Looking at dynamics: The J curve 4. Fixed exchange rates 5. AD & AS under fixed exchange rate 6. Exchange rate crises under fixed exchange rates 7. Exchange rate movements under flexible exchange rates 8. Choosing between exchange rate regimes 9. Common Currency Areas 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 18 – 19 Blanchard; Chapter 20 Krugman and Obstfeldt</p> <p><u>Session :</u> In this session student will learn the fundamental difference in the way monetary and fiscal policies work, depending on the exchange rate regime adopted. The concept of economic integration is also introduced and analysed in the session. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u> <i>Task:</i> Review again the countries in the Eurozone which were bailed out by other members. Reflect on why smaller countries have a tendency to renege on their membership contracts within the Eurozone.</p>

Topic 8	<p><u>Banking Competition and Regulation & The Crisis of 2007 -2010</u></p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. Concentration in banking markets 2. The case for/against regulation 3. The Crisis – Origin 4. Households ‘ Under Water’ 5. Leverage and Amplification 6. Investment Demand, with banks as intermediaries 7. International Contagion 8. Policy response to the crisis 9. The legacy of the crisis 	<p><u>Independent Study:</u></p> <p><i>Chap 11- 12 of Matthews, Kent and John Thompson</i></p> <p><i>Chapter 20 of Blanchard, O, et al</i></p> <p><u>Session :</u></p> <p>In this session students will learn that the banking sector is a key aspect of the transmission of monetary policy. Yet, it is an industry in itself, with banks as participants, and the central bank playing a role in macro-prudential regulation. This week is dedicated to developing a foundation for analysing the nature of some of the monetary and fiscal policies, by understanding the economics of banking and its regulation. The session discusses the basic framework, identifying the opportunities and problems associated with this industry trait. Moreover the crises of 2007 – 2010 are also discussed. Students identified the roots of the problem and the challenges it created in the macro-prudential management of banks and the banking industry. Their understanding of these concepts will be tested through the following workshop activities:</p> <p>Workshop Activity 1: it will contain objective questions; similar to the ones tested in section A of the final exam</p> <p>Workshop Activity 2: it will contain subjective questions; similar to the ones tested in section B of the final exam</p> <p><u>Independent Study:</u></p> <p><i>Task: review the events leading up to the credit crunch, focusing on the regulatory policies that emerged in 2009.</i></p>
Revision & consolidation	<p>Consolidation is about being able to integrate what you have learned from the course and being able to apply this knowledge in analysing most, if not all, of macroeconomic and financial services regulation.</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i></p> <ol style="list-style-type: none"> 1. <i>Complete the mock final exam which is on the same pattern as actual final exam. Students need to complete it under proper exam conditions. It will then be peer marked and students will be given a feedback on their individual performance.</i> 2. <i>Pick up a FT newspaper and read the economic news. Analyse a number of the policies announced, using the relevant framework learned in class.</i>

FINANCIAL MARKETS AND INSTITUTIONS

General Information

School		Business School
Level		Level 5
Credit Value		15 Credits
Contact Hours		30 hours
		BSc (Hons) Banking and Finance BSc (Hons) Business Management with Finance
Module Leader		Darius Tabatabai
Related Modules	Pre-requisites	Business Economics Business Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University
External Awarding Body		Chartered Banker Institute

Introduction

Fred bought a donkey from a farmer for £100.

The farmer agreed to deliver the donkey the next day.

The next day the farmer drove up and said, "sorry but the donkey has died." Fred replied, "Well then just give me my money back."

The farmer said, "I can't do that. I've already spent it." Fred said, "OK, then, just bring me the dead donkey." The farmer asked, "What are you going to do with him?" Fred said, "I'm going to raffle him off." The farmer said, "You can't raffle a dead donkey!" Fred said, "Sure I can. Watch me. I just won't tell anybody he's dead." A month later, the farmer met up with Fred and asked, "What happened with that dead donkey?" Fred said, "I raffled him off, sold 500 tickets at two pounds a piece and made a profit of £898." The farmer said, "Didn't anyone complain?" Fred said, "Just the guy who won. So I gave him his £2 back."

The above scenario is a light-hearted way of looking at the banking crisis but recent events have demonstrated how important the stability of the financial sector is to the functioning of a modern economy. Therefore, business managers need to understand the nature of financial markets and the role of the institutions that operate within them.

This module aims to 'make sense' of the functions and characteristics of the major markets and how they relate to the wider economy within the context of current events. It is designed to build upon the basic concepts of finance and economics that you will have learned already and to bring the topic to life by teaching you how to interpret journals such as the Financial Times. The aim is to stimulate your ongoing

interest in the events taking place within financial markets so that you continue to relate them to the environment in which businesses operate.

Educational Aims

This module aims to:

Develop your understanding of banks as financial intermediaries and the role of non- deposit-taking institutions	
Install a comprehension of the roles and activities of Central Banks and the impact of monetary policy on the business environment	 
Expand your knowledge of the roles and functions of related government agencies in the UK	
Reinforce your understanding of the purpose and workings of the major financial markets and exchanges and their impact on the wider economy	 
Explore the developments and trends in the activities of financial institutions and markets and their regulation	 
Provide you with a context for the study of more specialized financial modules and awareness of current issues influencing the business environment	 

Learning Outcomes

By studying this module you will:

1. You will develop an awareness of the key motivations of the different financial institutions and their interactions with each other.
2. You will understand the regulatory framework within which financial institutions and markets operate and the current issues that are shaping it.
3. You will learn to apply appropriate knowledge and skills to analyse a problem relating to the financial system.
4. You will be able to identify and evaluate key risks inherent in financial markets and suggest appropriate mechanisms for dealing with them.

Mode of Assessment

This module is assessed through the completion of a 1 hour 30 minute closed book scenario based examination [the Summative Element].

This form of assessment allows a wide range of topics to be tested more thoroughly, providing the opportunity to test some topics in more depth thus allowing students to demonstrate their knowledge..

In addition to the summative element, the module contains the following formative elements:

Formative Elements

Please note: These elements do not count towards your final module grade:

Formative Element 1: (Week 5)

Undertake a group presentation focusing on the learning from week 1-5.

The purpose of this assessment will be to consolidate your learning for the first five weeks. Working in a group you will research key areas as directed by your tutor and present to your class. You will also observe other presentation which may have a different focus to your presentation.

Formative Element 1: (Week 5)

Undertake a mock assessment consisting of a case study and supporting questions.

Formative Element 3: (Week 8)

A final version of mock exam questions will be available on the VLE with a debrief.

Indicative Reading**Core text**

Howells, P. & Bain, K. (2007) Financial Markets and Institutions, 5th edition, FT Prentice Hall.

Other Books and Texts

Valdez, S. (2007) An Introduction to Global Financial Markets, 5th edition, London: Palgrave McMillan.

Pilbeam, K. (2005) Finance and Financial Markets, 2nd edition, London: Palgrave McMillan.

Academic and Professional Articles

Students will be strongly encouraged to use academic and professional articles to support their research and studies. These may also include articles extracted from the following sources which are not exhaustive:

The Financial Times The Economist

The Wall Street Journal

Online Resources

www.ft.com www.bba.org
www.thomsonreuters.com www.ukpayments.org.uk
www.icmagroup.org www.londonstockexchange.com
www.bankofengland.co.uk www.plusmarketsgroup.com
www.dmo.gov.uk www.ifsl.org.uk
www.fsa.gov.uk www.lme.co.uk
www.bis.org www.wto.org
www.statistics.gov.uk www.lbma.org.uk
www.sifma.org www.balticexchange.com
www.world-exchanges.org www.lloyds.com
www.ecb.int www.bvca.co.uk
www.newyorkfed.org www.ifsb.org
www.oecd.org www.euronext.com www.cisi.org

Podcasts:

Will be identified for each week as appropriate via Blackboard. Examples:

Excerpts from the BBC 2 TV programme 'Bankers'

Excerpts from the FT videos: George Soros lectures.

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Syllabus:

- Introduction to the financial system and the nature of financial risks
- The role of banks and non-banking institutions
- The functions of the central bank
- The money market
- The foreign exchange market
- The capital markets
- The role of derivatives in managing risk
- Regulation of financial markets and future trends

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	<p>Preparation Session: 60 minutes Online Recording: Delivered by the Module Leader Podcast: Assessment News</p>
Topic 1	<p><u>Intro to Markets & the City of London</u></p> <p>In this topic we will explore an introduction to 'the City,' & at the end of it you will be able to: see the link between the theory and concepts of the module and the 'real world' differentiate among markets and exchanges acquaint yourself with research & literature trace the ongoing evolution of markets markets & risks</p>	<p>Reading: <u>Chapter 1, Howells</u> Discussion Forum: Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p>Online Recorded Lecture: Lecture presentation exploring the City of London: Introduction Markets and exchanges Research & literature Evolution of markets Markets & risks</p> <p>Seminar Activity 1: Task: Group discussion based on the discussion forum posts.</p> <p>Seminar Activity 2: Task: Case study from core text book</p> <p>Reflection: Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.</p>
Topic 2	<p><u>The Money Markets</u></p> <p>In this topic we will cover: Purpose of markets Role of money market & cost of liquidity System breakdown in autumn 2008</p>	<p>Reading: Chapters 2-3, Howells <u>Discussion Forum</u>: Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring: Purpose of markets Role of money market & cost of liquidity System breakdown in autumn 2008</p> <p><u>Seminar Activity 1:</u></p>

		<p>Task: Group discussion based on the discussion forum posts.</p> <p><u>Seminar Activity 2:</u></p> <p>Task: Case study from core text book</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you</p>
<p>Topic 3</p>	<p><u>Foreign Exchange Markets</u></p> <p>In this topic we will cover:</p> <p>FX markets & factors driving them</p> <p>Exchange rates</p> <p>Purchasing power parity</p> <p>Monetary unions</p>	<p><u>Reading:</u></p> <p>Chapter 8, Howells <u>Discussion Forum:</u></p> <p>Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <p>Fx markets & factors driving them</p> <p>Exchange rates</p> <p>PPP</p> <p>Monetary unions</p> <p><u>Seminar Activity 1:</u></p> <p>Task: Group discussion based on the discussion forum posts.</p> <p><u>Seminar Activity 2:</u></p> <p>Task: Case study from core text book</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification. Complete additional activities in core text book.</p>

Topic 4	<p><u>Banks</u></p> <p>In this topic we will cover:</p> <ul style="list-style-type: none">Types of banksCredit creationIntermediation vs. disintermediation	<p><u>Reading:</u></p> <p>Chapter 5, Howells <u>Discussion Forum:</u></p> <p>Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <ul style="list-style-type: none">Types of banksCredit creationIntermediation vs. disintermediation <p><u>Seminar Activity 1:</u></p> <p>Task: Group discussion based on the discussion forum posts.</p> <p><u>Seminar Activity 2:</u></p>
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		<p>Task: Case study from core text book</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.</p>
<p>Topic 5</p>	<p><u>Non-Bank Financial Institutions</u></p> <p>In this topic we will cover:</p> <p>Types of non-banks</p> <p>Shadow banking</p>	<p><u>Reading:</u></p> <p>Chapters 12, 13, Howells <u>Discussion Forum:</u></p> <p>Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <p>Types of non-banks</p> <p>Shadow banking</p> <p><u>Seminar Activity 1:</u></p> <p>Task: Group discussion based on the discussion forum posts.</p> <p><u>Seminar Activity 2:</u></p> <p>Task: Case study from core text book</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.</p>
<p>Topic 6</p>	<p><u>Central Banks</u></p> <p>In this topic we will cover:</p> <p>Role of Central Bank</p> <p>UK payments system</p> <p>BoE, Fed, ECB</p> <p>Emerging markets</p>	<p><u>Reading:</u></p> <p>Chapters 8-9, Howells <u>Discussion Forum:</u></p> <p>Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion.</p> <p><u>Online Recorded Lecture:</u></p> <p>Lecture presentation exploring:</p> <p>Role of Central Bank</p> <p>UK payments system</p> <p>BoE, ECB, Fed</p> <p><u>Seminar Activity 1:</u></p> <p>Task: Group discussion based on the discussion forum posts.</p> <p><u>Seminar Activity 2:</u></p> <p>Task: Case study from core text book</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.</p>

Topic 7	<u>Bond & Equity Markets</u> In this topic we will cover: Main characteristics Gilts, DMO Risks, spreads & rating agencies Issuance Pros & cons Dark pools	<u>Reading:</u> Chapters 10, 12, Howells <u>Discussion Forum:</u> Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion. <u>Online Recorded Lecture:</u> Lecture presentation exploring: Main characteristics Gilts, DMO Risks, spreads & rating agencies Issuance Pros & cons Dark pools <u>Seminar Activity 1:</u> Task: Group discussion based on the discussion forum posts. <u>Seminar Activity 2:</u> Task: Case study from core text book <u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.
Topic 8	<u>Derivatives & Regulation</u> In this topic we will cover: Rationale for derivatives Overview of main types Exchange-traded vs. OTC Key UK regulatory bodies Drivers shaping regulation globally	<u>Reading:</u> Chapters 14-15, Howells <u>Discussion Forum:</u> Based on your reading, post your thoughts to the discussion forum, giving examples. Read other posts and prepare some notes for a seminar discussion. <u>Online Recorded Lecture:</u> Lecture presentation exploring: Rationale for derivatives Overview of main types Exchange-traded vs. OTC Key UK regulatory bodies Drivers shaping regulation globally <u>Seminar Activity 1:</u> Task: Group discussion based on the discussion forum posts. <u>Seminar Activity 2:</u> Task: Case study from core text book <u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further clarification.

<p>Revision Exam</p>	<p><u>Exam preparation</u></p> <p>In this session, we will bring together the various exam techniques developed over the course. At the end of it you will be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of all key syllabus areas. Manage your time appropriately in the exam. Breakdown the requirements of a question with reference to the mark allocation. Combine technical knowledge and commercial awareness with reference to the scenario. Communicate the key issues clearly and concisely. 	<p><u>Mock Question Day:</u></p> <p>Students sit an invigilated mock exam under exam conditions. The tutor debriefs the exam and the student self-marks.</p> <p>At the end of each question, students will identify what they have done well that they want to repeat, and what they haven't done well – that they need to work on.</p> <p><u>Webinar:</u></p> <p>Interactive session summarising the format of the exam, technical content to be learned,</p>

PROBABILITY AND STATISTICS

General Information

School		Business School
Level		Level 5 (Diploma Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Meirwen Crook
Related Modules	Pre-requisites	Business Mathematics
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

This module aims to provide the student with a solid grounding in probability and statistics. This will entail effective presentation and analysis of numerical data, together with a practical interpretation of the outputs. The statistical techniques studied will be used to solve business problems. Robust statistical analysis enables clear conclusions to be drawn; such conclusions are important to the decision making of many professions and organisations. For example, economists use conclusions drawn from the latest data on unemployment and inflation to help the government make policy decisions. Financial planners use recent trends in stock market prices and economic conditions to make investment decisions.

By mastering the application of fundamental statistical techniques, such as hypothesis testing, the student will be able to strengthen their decision making and make recommendations with skill and confidence. As analysis in the business world is usually done via spreadsheets, this module will make frequent use of spreadsheet applications to encourage the development of these practical skills.

Educational Aims

This module aims to:

- Introduce the key statistical and probability methods required for modern decision processes;
- Explore fundamental concepts, techniques and quantitative analyses relevant to business decision making;
- Practice the application of statistical techniques to real data;
- Develop a clear understanding of the theory of probability and statistics;
- Enable students to acquire the statistical skills required for future studies;
- Develop the ability to evaluate and interpret the outputs of statistical analyses;
- Develop the students' communication skills necessary to clearly present the outcomes and recommendations resulting from statistical analyses, to a range of different audiences.

Learning OutcomesKnowledge and Understanding

Ref	A. Students should be able to demonstrate:
K1	An understanding of the key statistical and probability concepts relevant to business decision makers.
K2	An understanding of the concepts of probability and probability distributions, recognising their limitations.
K3	Knowledge of how statistical techniques can be used to analyse business, economic and financial data sets.

Cognitive Skills

Ref	B. Students should be able to:
C1	Apply statistical techniques to economic and finance datasets.
C2	Identify problems, specify the issue clearly and provide reasoned analysis of appropriate data.
C3	Evaluate the use and effectiveness of statistics and probabilities.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Effectively present the results of analyses clearly and precisely using charts or diagrams as appropriate.
P2	Use a variety of standard reporting formats and software.
P3	Identify how statistics and probabilities can contribute to investigating business problems.
P4	Demonstrate the ability to communicate basic quantitative and qualitative information clearly and concisely.

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate numeracy, literacy and the ability to manipulate basic data and information for the purposes of statistical analysis to deal with limited sets of business data.
T2	Utilise information technology including statistical and econometric packages.
T3	Use statistics and probabilities to strengthen their arguments.
T4	Take responsibility for initiating and controlling their own work and learning experience.

Mode of Assessment

This module is assessed through the completion of one graded independent task.

Formative Elements

Please note that these elements do not count towards your final module grade.

- Weekly problem sets plus recommended reading
For example, each weekly problem set will consist of a range of questions, of varying difficulty, related to the current weekly topic. Students should attempt to answer the first three questions of each assignment after the respective class and all problems by the end of the course.
- The module also contains one additional task to assist you in evaluating your progress in the module. This will consist of a classroom based assessment, where you will attempt a previous coursework question and present your findings to the class.

Summative Element

Please note that you must achieve a pass in the following element to pass the module.

- 1500 words detailed statistical analysis and interpretation [100% of Module Grade]:

For example, the coursework will be designed to test your understanding and application of appropriate statistical techniques to solve a business problem. Your report will also include a discussion of assumptions, limitations and recommendations.

The summative assessment is awarded a percentage grading, according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook, and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information in order to drive and enhance your learning (books, academic and professional journals, online resources, etc.). There are various textbooks that are appropriate for this module. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Application of Statistical Techniques to solve Business Problems

Bowerman B., O'Connell R., Murphree E., (2014), Business Statistics in Practice, 7th ed., McGraw-Hill, ISBN: 978-125-906039-7.

Additional Books and Texts

Aczel A., Sounderpandian J., (2009), Complete Business Statistics, 7th ed., McGraw-Hill;

Wonnacott R. J., Wonnacott T. H., Introductory Statistics for Business and Economics, 4th ed., John Wiley and Sons;

McClave J., Benson G., Sincich T., (2012), Statistics for Business and Economics, 12th ed., Addison-Wesley;

De Veaux R., Velleman P., Bock D., (2013), Intro Stats, 4th ed., Pearson.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Economics Letters

Journal of Applied Econometrics

Journal of Business and Economic Statistics

Journal of the Royal Statistical Society

Journal of the American Statistical Association

Journal of Financial and Quantitative Analysis

Review of Economics and Statistics

Online Resources

www.bloomberg.com (Global financial data)

Online Services BPP Library:

- Business Source Complete – Journal articles for the business school and market research reports
- Fame - Financial information database of 8 million companies in the UK and Republic of Ireland
- OSIRIS - Financial information on publicly listed companies

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Probability and Statistics

Syllabus:

- Discrete and Continuous Probability Distributions
- Confidence Intervals
- Hypothesis Testing
- Analysis of Variance, Chi-square Tests
- Multiple Regression
- Time Series Analysis
- Nonparametric Methods
- Decision Theory

Topic	Content	Learning and Teaching Strategy
<p>Topic 1</p>	<p><u>Discrete and Continuous Probability Distributions</u></p> <p>This topic introduces two important types of random variables – discrete random variables and continuous random variables. In particular, we will focus on:</p> <ul style="list-style-type: none"> • Understanding the difference between discrete and continuous probability distributions • Learning how to calculate Binomial and Poisson probabilities, using the appropriate formulae and statistical tables • Understanding how the shape of the Normal distribution is affected by the mean and standard deviation of the data • Learning how to use the Normal distribution table to calculate probabilities of certain events • Understanding the key characteristics of each distribution and when it is appropriate to use each distribution 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p187-212 and p225-247</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on the calculation of Binomial, Poisson and Normal probabilities, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
Topic 2	<p>Sampling Distributions & Confidence Intervals</p> <p>This topic initially looks at two probability distributions that help us assess how accurate the sample mean and sample proportion are likely to be as point estimates of the population mean and population proportion respectively. These are the sampling distribution of the sample mean and the sampling distribution of the sample proportion. We then demonstrate how these sampling distributions can be used to make statistical inferences.</p> <p>We will study how to use a confidence interval to estimate a population parameter. A confidence interval for a population parameter is an interval, or range of numbers, constructed around the point estimate so that we are very sure, or confident, that the true value of the population parameter is inside the interval. By computing such an interval, we estimate, with confidence, the possible values that a population parameter might equal. This, in turn, can help us to assess, with confidence, whether a particular business improvement has been made or is needed.</p> <p>In particular, we will focus on calculating, and interpreting, confidence intervals for:</p> <ul style="list-style-type: none"> • The population mean, where the population standard deviation is known (z-based) • The population mean, where the population standard deviation is unknown (t-based) • The population proportion 	<p>Pre-work (Independent Study):</p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p267-287 and p301-327</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p>Seminar: Tutor presentation and examples on the calculation of confidence intervals, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p>Consolidation (Independent Study):</p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
Topic 3	<p style="text-align: center;"><u>Hypothesis Testing</u></p> <p>Hypothesis testing is a statistical procedure used to provide evidence in favour of some statement (called a <i>hypothesis</i>). Initially this topic discusses testing hypotheses about population means and population proportions, based on one population of interest.</p> <p>We then proceed to using confidence intervals and hypothesis tests to compare two populations. Specifically, we compare two population means and two population proportions by studying differences.</p> <p>Finally we look briefly at making statistical inferences about population variances.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Setting up appropriate null and alternative hypotheses • Using critical values and p-values to perform a z-test about a population mean when the population standard deviation is known • Using critical values and p-values to perform a t-test about a population mean when the population standard deviation is unknown • Comparing two population means when the samples are independent • Comparing two population means when the data are paired • Comparing two population proportions using large independent samples • Using the Chi-square distribution to make statistical inferences about a population variance • Comparing two population variances when the samples are independent 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p341-366, p381-411 and p413-425</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on the implementation of hypothesis tests, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
<p>Topic 4</p>	<p><u>Analysis of Variance, Chi-square Tests</u></p> <p>In this topic we extend the methods presented in the previous week by considering statistical procedures for comparing two or more population means. Each of the methods we discuss is called an analysis of variance (ANOVA).</p> <p>We will then present two useful hypothesis tests based on the Chi-square distribution. Firstly, we consider the Chi-square test of goodness-of-fit. This test evaluates whether data falling into several categories do so with a hypothesized set of probabilities. Secondly, we discuss the Chi-square test for independence. Here data are classified on two dimensions and are summarized in a contingency table. The test for independence then evaluates whether the cross-classified variables are independent of each other.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Comparing several different population means by using a one-way analysis of variance • Comparing treatment effects and block effects by using a randomized block design • Assessing the effects of two factors on a response variable by using a two-way analysis of variance • Testing hypotheses about multinomial probabilities by using a Chi-square goodness-of-fit test • Performing a goodness-of-fit test for normality • Deciding whether two qualitative variables are independent by using a Chi-square test for independence 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p427-459 and p461-485</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on analysis of variance methods and Chi-square tests, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
<p style="text-align: center;">Topic 5</p>	<p style="text-align: center;"><u>Multiple Regression</u></p> <p>This topic will commence with a brief recap of simple linear regression analysis. This technique is appropriate when we are relating a dependent variable to a single independent variable and when a straight-line model describes the relationship between these two variables.</p> <p>We will then discuss in detail multiple regression models, which employ more than one independent variable.</p> <p>Finally, we will look briefly at using dummy variables to model qualitative independent variables.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Finding the least squares point estimates of the slope and y-intercept • Testing the significance of the slope and y-intercept • Testing the significance of a simple linear regression model by using an F-test • Calculating and interpreting the simple coefficients of determination and correlation • Discussing and testing the assumptions behind multiple regression analysis • Calculating and interpreting the multiple and adjusted multiple coefficients of determination • Testing the significance of a single independent variable • Testing the significance of a multiple regression model by using an F-test 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p487-549 and p555-597</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on the building and interpretation of simple and multiple regression models, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
<p style="text-align: center;">Topic 6</p>	<p style="text-align: center;"><u>Time Series Analysis</u></p> <p>In this topic we will discuss developing and using univariate time series models, which forecast future values of a time series solely on the basis of past values of the time series. Often univariate time series models forecast future time series values by extrapolating the trend and/or seasonal patterns exhibited by the past values of the time series.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Identifying the components of a time series • Using time series regression to forecast a time series • Incorporating seasonal variation • Using moving averages to forecast a time series • Using simple exponential smoothing to forecast a time series • Comparing time series models by using forecast errors – mean square error, mean absolute deviation 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p631-652 and p667-668</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on time series analysis techniques and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
<p>Topic 7</p>	<p style="text-align: center;"><u>Nonparametric Methods</u></p> <p>When the assumption of normality is not satisfied we can use techniques that do not require assumptions about the shapes of the probability distributions of the sampled populations. These techniques are called nonparametric methods. Specifically, we will consider four nonparametric tests that can be used in place of the previously mentioned t and F-tests. We will also consider a nonparametric measure of correlation between two variables.</p> <p>As each nonparametric technique is based essentially on ranking the observed sample values, and not on the exact sizes of the sample values, each nonparametric technique can be used to analyze any type of data that can be ranked.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Using the Sign Test to test a hypothesis about a population median • Comparing the locations of two distributions using the Wilcoxon Rank Sum Test for independent samples • Comparing the locations of two distributions using the Wilcoxon Signed Rank Test for paired samples • Comparing the locations of three or more distributions using the Kruskal-Wallis H Test for independent samples • Measuring and testing the association between two variables by using Spearman's Rank Correlation Coefficient 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O'Connell R., Murphree E., (2014), Business Statistics in Practice, p733-761</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on the implementation and interpretation of nonparametric tests, and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O'Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

Topic	Content	Learning and Teaching Strategy
<p>Topic 8</p>	<p style="text-align: center;"><u>Decision Theory</u></p> <p>In this topic we will discuss the elements of a decision problem, and present strategies for making decisions when we face various levels of uncertainty. We show how to construct a decision tree, which is a diagram that can help us analyze a decision problem, and we show how the concept of expected value can help us make decisions. We show how to use sample information to help make decisions, and we demonstrate how to assess the worth of sample information in order to decide whether the sample information should be obtained.</p> <p>In particular, we will focus on:</p> <ul style="list-style-type: none"> • Understanding how to make decisions using payoff tables • Calculating expected monetary values • Knowing how to solve problems using decision trees • Understanding risk-averse, risk-neutral and risk-seeking behaviour • Applying Maximax, Maximin and Minimax Regret Rules • Understanding and calculating Expected Opportunity Loss, Expected Value with Perfect Information and Expected Value of Perfect Information 	<p><u>Pre-work (Independent Study):</u></p> <p>Reading: Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice, p763-777</p> <p>Task: Go through all worked examples in core text in detail to check understanding of statistical techniques.</p> <p><u>Seminar:</u> Tutor presentation and examples on strategies for making decisions and their application to solve business problems.</p> <p>Independent and group work – application of statistical techniques to real world examples. Interpretation of analysis and presentation of findings to class.</p> <p><u>Consolidation (Independent Study):</u></p> <p>Weekly problem set – examples in BOM. [Bowerman B., O’Connell R., Murphree E., (2014), Business Statistics in Practice]</p>

INVESTMENT, RISK AND TAXATION

General Information

School		Business School
Level		Level 5 (Diploma Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		Penny Walker
Related Modules	Pre-requisites	Business Finance, Business Maths
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

The Chartered Institute for Securities & Investment is one of the largest and most widely respected professional body for those who work in the securities and investment industry in the UK and in a growing number of major financial centres round the world. Formed in 1992 by London Stock Exchange practitioners, it now sets standards of professional excellence and integrity for the investment and securities industry, counting more than 40,000 members in 116 countries.

The CISI Investment Advice Diploma is one of the UK's leading professional qualifications in finance. To be awarded the Diploma students must pass three separate units. There are two compulsory units – UK Regulation and Professional Integrity and Investment, Risk and Taxation - and then students may choose their final unit from a choice of Derivatives, Securities or Private Client Advice.

This module will focus on applying the appropriate knowledge, theory and practical techniques required in order to assess a client's current financial position and future requirements, make suitable investment recommendations, monitor performance and respond appropriately to changing needs and circumstances. It covers all the material needed for the Investment, Risk and Taxation unit of the Diploma. The students will have access to extensive learning material, which will offer unparalleled preparation not only for this unit of the Diploma but also for the rest of the BSc and more in general for their financial education.

Educational Aims

This module aims to:

Provide students with an in-depth understanding of the macro-economic context of investment advice and planning

Develop students' knowledge of the main asset classes and investment products

Introduce students to portfolio planning, construction, review and maintenance

Equip students with a solid understanding of how investors and investments are taxed in the UK

Help students identify, measure and assess investment risks and returns

Enable students to understand the provision of investment advice including the ability to analyse clients' needs and apply suitable investment product recommendations

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the main asset classes; characteristics and applications
K2	Knowledge and understanding of the main investment products; characteristics and applications
K3	Knowledge and understanding of how to identify, measure and assess investment risks and returns
K4	Knowledge and understanding of the taxation of investments and investors in the UK
K5	Knowledge and understanding of the criteria for selecting a tax planning strategy
K6	Knowledge and understanding of asset allocation and investment selection in investment planning
K7	Knowledge and understanding of the selection and use of benchmarks in portfolio measurement

Cognitive Skills

Ref	B. Students should be able to:
C1	Have a critical understanding of the macro-economic context of investment advice and planning
C2	Demonstrate a broad knowledge of investment theories and their practical application
C3	Show an ability to provide investment advice including the ability to analyse clients' circumstances and apply a framework for providing investment advice
C4	Apply suitable investment product recommendations to meet client – led objectives
C5	Calculate the present and future values of lump sums and regular payments
C6	Apply the main concepts, principles and rules relating to portfolio planning, construction, review and maintenance
C7	Interpret the key economic and business indicators

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Select appropriate methods of communication to convey information to specialist and non-specialist audience
P2	Make use of relevant sources to perform analysis and debate and to demonstrate comprehension of an issue, fact, rule or principle
P3	Critically analyse problems by applying the appropriate knowledge and methods, reviewing appropriate information content in detail and drawing conclusions
P4	Use formulae to perform basic calculations

General Transferable Skills

Ref	D. Students should be able to:
T1	Make appropriate use of the available learning resources, including journal articles
T2	Communicate effectively and defend in a professional manner the results of undertaken tasks
T3	Effectively present and discuss the results of their analyses in both academic and practical contexts
T4	Develop the skills to interpret information by reviewing content and extracting meaning from it

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Element).

In addition to the summative element, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly exercises

Every week the students will be given case studies and exercises to analyse and discuss

2. Weekly multiple choice question practice

Every week the students will be given practice multiple choice questions to test their knowledge

Summative Element

1. Unseen 2 hour exam - 80 Multiple Choice Questions [100% of Module Grade]:

The 2 hour exam will contain 80 multiple choice questions from across the syllabus and for each question students will have to select one correct answer from the four options given

This is exactly the same exam format as the CISI set for the Investment, Risk and Taxation unit of their Investment Advice Diploma

The formative and graded elements are awarded a percentage grading according to the Level 5 (Diploma) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Key Reading

To develop your skills in finding, accessing and analysing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Books

The Financial Times Guide to Investing, Glen Arnold, 2014 3rd Edition, FT Publishing
Risk Based Investment Management in Practice, Frances Cowell, 2013 2nd Edition, MacMillan
Revenue Law, John Tiley, 2012 7th Edition, Hart Publishing

Journal Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Investors Chronicle
The Economist
Money Week
The Financial Times
Taxation Magazine

Web Resources

www.fca.org.uk – Financial Conduct Authority
www.bankofengland.co.uk – Bank of England
www.gov.uk/tax
www.moneyadviceservice.org.uk
www.bloomberg.com

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: CISI Investment Advice Diploma – Investment, Risk and Taxation Unit

Syllabus

Coverage of the Investment, Risk and Taxation unit within the CISI Investment Advice Diploma.

For example:

- Investment Advice and Planning
- Characteristics and Applications of the main asset classes
- Characteristics and Applications of the main investment products
- Investment theories and their application
- Identification, measurement and assessment of investment risks and returns
- Taxation of investors and investment in the UK
- Portfolio planning, construction, review and maintenance
- Provision of investment advice including the ability to analyse clients' circumstances and apply suitable investment product recommendations to meet client-led objectives

Topic	Content	Learning and Teaching Strategy
<p>Topic 1</p>	<p><u>Asset Classes</u> This week will focus on understanding the characteristics and applications of the main asset classes including:</p> <ul style="list-style-type: none"> • Cash and equivalents • Fixed income securities – types, returns and trading • Equities – types, returns and trading • The Property market • Alternative investments – gold, commodities, art, antiques 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Introduction to the different asset classes and key things to think about when considering where to invest <i>Workshop Activity 2:</i> Case study – Bonds vs shares - investment risks and returns</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussion of the residential, buy to let and commercial property markets. Exercise on alternative investments <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 2</p>	<p><u>Macro-Economic Environment</u> This week will focus on understanding macro-economic trends and indicators including:</p> <ul style="list-style-type: none"> • Global trends and technological advances • Economic and business indicators • Stock market trends • The role of governments and banks in fiscal and monetary policy • The role of financial investment in the economy • Factors influencing asset classes 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on understanding the impact of international markets and the globalisation of business on asset classes <i>Workshop Activity 2:</i> Exercise – relationship between money supply, inflation and employment</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study: Factors influencing asset classes <i>Workshop Activity 2:</i> MCQ practice</p>

<p>Topic 3</p>	<p><u>Principles of Investment Risk and Return</u> This week will focus on the principles of investment risk and return including:</p> <ul style="list-style-type: none"> • Understanding the effects of compound interest and the time value of money • The main types investment risks and returns and the implications for investors • Applying models of investment theory – The Efficient Markets Hypothesis, Modern Portfolio Theory, Arbitrage Pricing Theory, Behavioural Finance, Multi factor Models 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Key facts to consider when considering investment risk and return - discussion <i>Workshop Activity 2:</i> Exercise – calculating future and present lump sums and regular payments</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Exercise – how to reduce portfolio risk through diversification and hedging <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 4</p>	<p><u>Taxation of Investors and Investments</u> This week will focus on UK taxation of investors and investments including:</p> <ul style="list-style-type: none"> • Income tax • Taxation of Investment Income • National Insurance Contributions • Capital Gains Tax • Inheritance Tax • Residence and Domicile • Stamp Duty • VAT • Corporation Tax • Tax Compliance • Tax Planning 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> The key principles of investment tax planning - discussion <i>Workshop Activity 2:</i> Exercise involving basic tax calculations</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study – applying tax planning principles to advice re: investments and pensions <i>Workshop Activity 2:</i> MCQ practice</p>

<p style="text-align: center;">Topic 5</p>	<p><u>Investment Products: Part 1</u> This week will focus on the key characteristics of various investment products including :</p> <ul style="list-style-type: none"> • Collective Investment Schemes • Exchange Traded Funds and Exchange Traded Commodities • Closed Ended Funds and Investment Companies • Individual Savings Accounts • National Savings and Investments • Life Assurance Based Investments • Private Equity Funds • Venture Capital Trusts and Enterprise Investment Schemes • Distributor Influenced Funds 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture A project will be handed out during this lecture for the students to undertake individually</p> <p><u>Session 1:</u> Workshop Activity 1: Differences between direct investment in securities and assets compared to indirect investment through collectives and other investment products <i>Workshop Activity 2:</i> Case Study: Open-ended vs closed-ended investment schemes</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Exercise: Analysing the relative merits and limitations of VCTs, EIS and SEIS <i>Workshop Activity 2:</i> MCQ practice</p>
<p style="text-align: center;">Topic 6</p>	<p><u>Investment Products: Part 2</u> This week will continue on from last week and will focus on the key characteristics of various investment products including :</p> <ul style="list-style-type: none"> • Derivatives • Hedge Funds • Absolute Return Funds • Structured Products • Pension Arrangements 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Exercise – risk/reward characteristics of derivative products <i>Workshop Activity 2:</i> Discussion of the relative merits and limitations of investing in hedge funds compared to other forms of direct and indirect investment</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> The great pension debate – should we all have one? <i>Workshop Activity 2:</i> MCQ practice</p>
<p style="text-align: center;">Topic 7</p>	<p><u>Investment Planning</u> This week will focus on investment planning including:</p> <ul style="list-style-type: none"> • Asset allocation • Application of investment theory to the process of portfolio construction • Portfolio diversification • Investment Selection • Aims and characteristics of fund management strategies and styles • Charges • Research and reports for financial advisers 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussing investment theories and introducing practical examples of each <i>Workshop Activity 2:</i> Case Study – portfolio diversification and the role of the fund manager</p>

		<p><u>Session 2:</u> <i>Workshop Activity 1:</i> Exercise – the effects of charges on portfolios <i>Workshop Activity 2:</i> MCQ practice</p>
Topic 8	<p><u>Investment Advice</u> This week will focus on giving financial investment advice including:</p> <ul style="list-style-type: none"> • Advising clients • Client fact finding • Risk and client suitability • Planning and recommendations • Adopting an investment strategy • Periodic reviews 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion of key facts that an adviser needs to know before giving investment advice <i>Workshop Activity 2:</i> Case Study A: Suitability of investments – advising given basic facts of clients aims, background and objectives</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study B: Suitability of investments – advising given basic facts of clients aims, background and objectives <i>Workshop Activity 2:</i> MCQ practice</p>
Topic 9	<p><u>Portfolio Performance and Review</u> This week will look at portfolio performance and review including:</p> <ul style="list-style-type: none"> • Selection and the use of benchmarks • Using benchmarks to evaluate investment performance • Portfolio measurement • Changes in circumstances • Portfolio review 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> The purpose and limitations of portfolio evaluation - discussion <i>Workshop Activity 2:</i> Exercise: Risk vs reward ratios</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case study - How to react to changing circumstances <i>Workshop Activity 2:</i> MCQ practice</p>

Topic 10	<p><u>Investment, Risk and Taxation</u></p> <p>This week will focus on bringing together all the different topics that have been studied over the module and showing how they interact. Including:</p> <ul style="list-style-type: none"> • Asset Classes • Macro-Economic Environment • Principles of Investment Risk and Return • Taxation • Investment Products • Investment Planning • Investment Advice • Portfolio Performance and Review 	<p><u>Independent Study</u></p> <p>Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Investment risks and returns - the factors influencing investment choices and portfolio management</p> <p><i>Workshop Activity 2:</i> Investment products – characteristics, taxation and suitability</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Case Study – Putting yourself in the shoes of a financial adviser</p> <p><i>Workshop Activity 2:</i> MCQ practice</p>
Revision Week	<p>Preparation for examination based on course content in weeks 1-10</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</p>

ACADEMIC SKILLS AND EMPLOYABILITY 2**General information**

School		Business School
Level		Level 5
Credit Value		Non-credit bearing
Contact Hours		10 hours
Programme		BSc (Hons) Banking & Finance BSc (Hons) Business Management BSc(Hons) Business Management with Finance BSc (Hons) Accounting and Finance
Module Leader		Dominic Fennell
Related Modules	Pre-requisites	ASE 1 Professional Practice & Ethics
	Co-requisites	None
	Post-requisites	ASE 3
	Excluded Combinations	None
Awarding Body		BPP University

Educational Aims

This module aims to:

Enable students to examine past experiences to inform future development	
Develop your understanding of workplace behaviour from discrete cultures	
Explore the ways to prepare for and sit exams	
Consider how to produce a personal promotion video	

Learning Outcomes

At the end of this module you will be able to:

- 1 Analyse past experiences to inform future development
- 2 Compare workplace behaviour from discrete cultures
- 3 Plan revision time and question answering strategy in exams
- 4 Start producing a personal promotion video

Mode of Assessment

As a non-credit bearing module there is no summative assessment. However, activities in each session are designed to be formative, and students have the chance to produce a Personal Development Plan as a record of their learning journey at the end of term.

Furthermore, students completing all three elements (ASE 1, 2 and 3) over terms 1, 3 and 5 with 80% attendance will receive a certificate of completion.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be used throughout the module.

Seminal Text

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability* (2nd edn.) Palgrave Study Skills, Skills for Success, London, Palgrave MacMillan

Useful websites

<http://www.skillsyouneed.com/general/employability-skills.html>

<https://www.barclayslifeskills.com/>

<http://www.howtostudy.org/>

<http://www.examtime.com>

<http://www.getrevising.co.uk>

<http://www.mystudylife.com>

<http://www.palgrave.com/studentstudyskills/page/presentation-skills/>

<http://www.palgrave.com/studentstudyskills/>

<http://sixminutes.dlugan.com/>

Topic	Content	Learning and Teaching Strategy
Week 1	<p><u>Topic Title: Reflective practice and writing</u></p> <p>In this topic we will examine the critical skill of reflecting on past experiences and how they can be used to inform future skills development. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Use STAR technique to show evidence of Career Ready skills and attributes • Analyse past experiences using a reflective model's step-by-step process • Plan SMART goals for future development 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Produce evidence of soft skills using STAR technique Consider different contexts where STAR technique is useful</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Plan SMART goals for self-improvement Discuss how to implement these goals</p>
Week 2	<p><u>Topic Title: Cultural Awareness</u></p> <p>This session will look at the importance of cultural awareness in business settings. We will discuss the importance of being culturally aware in a business setting, examining what culture is and the implications for conducting business across borders. At the end of the session you will be able to:</p> <ul style="list-style-type: none"> • Elaborate on cultural norms in international business situations • Propose a culture-specific plan to conclude a business deal 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discuss how business is conducted in various countries</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Suggest a plan to carry out a business deal with international clients Comment on how this plan would be modified to suit different cultures</p>
Week 3	<p><u>Topic Title: Exams and Revision</u></p> <p>This topic looks at the key skills you need for success in your exams, focusing on the preparation throughout term time and the discrete skills you will use in the exam themselves. By the end of it you will be able to:</p> <ul style="list-style-type: none"> • Create a time management plan to achieve your study goals • Plan a strategy to answer exam questions • Organise your time in an exam effectively 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Create a detailed revision plan</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Examine the language of exam questions Practise planning your approach to past paper questions</p>

Week 4	<p><u>Topic Title: Emotional Intelligence</u></p> <p>In this session we will look at why emotional intelligence is vital in the workplace. We will examine which personality traits are key for emotional intelligence and how it can be applied to various workplace contexts. By the end of the session you will be able to:</p> <ul style="list-style-type: none"> • Distinguish emotional intelligence from personality • Debate the key traits of emotionally intelligent workers • Practise key techniques to display emotional intelligence in work contexts 	<p><u>Seminar Activity 1:</u></p> <p>Employability and Career Skills</p> <p>Task:</p> <p>Examine the difference between EQ and personality</p> <p>Discover what makes an emotionally intelligent worker</p> <p><u>Seminar Activity 2:</u></p> <p>Skills Assessment</p> <p>Task:</p> <p>Consider a range of business situations and discuss different approaches to optimise performance</p>
Week 5	<p><u>Topic Title: Preparation for Video 'Who am I?'</u></p> <p>This session will mark the start of your preparation to produce a 5-minute video entitled 'Who am I?' to show to prospective employers. By the end of the session you will be able to:</p> <ul style="list-style-type: none"> • Explain what the video is and its uses • Carry out a personal USPs/SWOT analysis • Review SMART goals from week 3 • Start producing your video using editing software 	<p><u>Seminar Activity 1:</u></p> <p>Employability and Career Skills</p> <p>Task:</p> <p>Discover what the video is and which employees require you to produce it</p> <p>Use a personal USP questionnaire/SWOT analysis form to produce a list of key attributes</p> <p><u>Seminar Activity 2:</u></p> <p>Skills Assessment</p> <p>Task:</p> <p>Produce a plan for the video</p> <p>Discover main features of available editing software</p>

CORPORATE FINANCE

General Information

School		Business School
Level		Level 5
Credit Value		30 Credits
Contact Hours		15 Hours
Programme(s)		BSc (Hons) Banking and Finance BSc (Hons) Business Management with Finance BSc Study Abroad Short Course Award
Module Leader		Kevin Amor
Related Modules	Pre-requisites	Business Finance Financial Markets and Institutions
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

Corporate finance is all about the decisions made within a company that have a financial impact. At a time when so many assumptions about financial theory appear to have fallen short, this module does not claim to give you all the answers but aims to help you ask better questions. It starts by examining the core issues that businesses face: how to raise funds, how to select their investments and how to reward their investors.

Educational Aims

This module aims to:

Provide an understanding of the fundamentals of corporate financing, investment and payout policies relevant to the finance decisions and transactions undertaken by organisations	
Develop your understanding of a range of analytical and valuation techniques and how they can be applied to make corporate finance decisions	
Develop a critical evaluation of the main theories and concepts of corporate finance and the assumptions that underpin them	

Enable you to review the developments and trends within corporate finance



Learning Outcomes

By studying this module you will be able to:

1. Demonstrate detailed knowledge of the sources of funding available to a company and the advantages and disadvantages of each type of funding.
2. Select and apply the appropriate financial techniques in situations in order to make decisions about the financial management of organisations.
3. Evaluate the use and limitations of popular corporate finance concepts and techniques.
4. Communicate ideas and analysis clearly and concisely in an appropriate format in order to inform and explain their decision making rationale to others.
5. Analyse and interpret data to solve practical problems with the application of relevant techniques.

Mode of Assessment

This module is assessed through the completion of one independent task [the Summative Element].

In addition to the summative element, the module contains three (3) tasks to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. A comparable multiples based valuation of a company

For example, students will perform a valuation of a company based on the techniques learnt in week 3.

Summative Elements

1. 1.5 hour Unseen Examination [100% of Module Grade]:

For example, students will sit an exam with a selection of questions covering the syllabus.

The formative and graded elements are awarded a percentage grading according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Brealey, R. A., Myers, S. C., Allen, F. (2009) *Principles of Corporate Finance*, 11th edition, McGraw-Hill.

Books and Texts

Arnold, G. (2008) *Corporate Financial Management*, 4th edition, FT Prentice Hall.

Pike, R., Neale, B. (2009) *Corporate Finance and Investment*, 6th edition, FT Prentice Hall.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Financial Times

The Economist

The Wall Street Journal

Online Resources www.ofc.gov.uk www.thetakeoverpanel.org.uk www.competition-commission.org.uk

www.ft.com www.economist.com www.bloomberg.com www.thomsonreuters.com www.imf.org

www.worldbank.org www.icmagroup.org

www.londonstockexchange.com www.publicprivatefinance.com www.bis.org

www.bvca.co.uk

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Corporate Finance

Syllabus

- Efficient market hypothesis
- Debt
- Equity
- Investment appraisals
- Portfolio theory and CAPM
- Weighted average cost of capital
- Capital structure

Topic	Content	Learning and Teaching Strategy
Topic 1	<p>After this study session, you should be able to:</p> <p>Know the scope of the module and how the subjects fit together.</p> <p>Understand the structure of the assessment for this module.</p> <p>Describe the three key decisions taken in corporate finance.</p> <p>Discuss the statement 'the objective of business is to maximise the wealth of shareholders'.</p> <p>Discuss the 'agency problem' and suggest some possible solutions.</p> <p>Explain the 'efficient markets hypothesis' and discuss some of its implications.</p>	<p>Independent Study: Key Reading: BM 2 and 3</p> <p>Video lectures</p> <p>Seminar: Discussion on debt v equity, illustration of bond valuations with in class examples. Example calculations of equity valuations.</p>
Topic 2	<p>After this study session, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe the key features of a bond; 2. Value a bond; 3. Describe the term structure of interest rates; 4. Identify using the Law of One Price an arbitrage opportunity in interest rate markets; 5. Discuss the yield curve. 	<p>Independent Study: Key Reading: BM 3 and 4 Video lecture</p> <p>Seminar: Review of TVM, define NPV, link to maximising shareholder wealth, problem sets worked through</p>
Topic 3	<p>After this study session, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe the key features of shares; 2. Value a share drawing on a number of models; 3. Describe the main methods by which shares are issued. 	<p>Independent Study: Key Reading: BM 5 & 16 Video lecture</p> <p>Seminar: share valuations, examples</p>

Topic 4	After this study session, you should be able to: <ol style="list-style-type: none"> 1. Assess a basic investment using the Net Present Value method; 2. Assess a basic investment using the Internal Rate of Return 	BM 6 & 7 Seminar: Explanation and examples
Topic 5	Revision and formative activities	Review of previous content and materials
Topic 6	After this study session, you should be able to: <ol style="list-style-type: none"> 1. Identify relevant, incremental items in an investment cash flow 2. Deal with basic tax issues in an investment appraisal 3. Discuss the advantages and disadvantages of the NPV method vs the IRR method 4. Deal with working capital in an investment appraisal 	Video lecture Seminar: Case study
Topic 7	After this study session, you should be able to: <ol style="list-style-type: none"> 1. Explain what is meant by diversification 2. Explain what is meant by an efficient portfolio 3. Explain what is meant by the 'efficient frontier' 4. Explain and describe the market portfolio 5. Describe and be able to use the main features of the CAPM 	Independent Study: Key Reading: BM 8 and 9 Video lecture Seminar: Review MPT and develop CAPM with suitable examples
Topic 8	After this study session, you should be able to: <ol style="list-style-type: none"> 1. Calculate the weighted average cost of capital 2. Take account of changes in gearing 	Independent Study: Key Reading: BM 20. Video lecture Seminar: WACC and regearing

Topic 9	After this study session, you should be able to: <ol style="list-style-type: none">1. Discuss the considerations on an optimum capital structure2. Draw on Modigliani and Miller's theorems as well as others to comment on the issue of optimum structure.	BM 18 & 19 Seminar: explanation with examples
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CREDIT & LENDING

General Information

School		Business School
Level		Level 5
Credit Value		15 Credits
Contact Hours		30 Hours
Programme		BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	Financial Markets and Institutions
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		Chartered Banker Institute

Introduction

This module is about the practical aspects of credit and lending. It provides an in depth understanding of the principles of bank lending and its practical application over a wide range of lending situation and customer segments

Educational Aims

This module aims to:

- provide an extensive, detailed and critical knowledge and understanding of credit and lending in the banking industry
- develop the practitioner's skills and ability to synthesise complex issues
- evaluate information
- apply principles and techniques, and make professional judgements and informed decisions in relevant work situations
- analyse, interpret and assess financial statements and reports and use them to reach acceptable credit and lending decisions

Learning OutcomesKnowledge and Understanding

Ref	A. Students should be able to:
K1	critically analyse the contractual rights and duties of each party in the banker-customer relationship
K2	interpret and apply the principles of lending in order to critically analyse and assess the borrowing requirements of customers and create acceptable lending proposals
K3	distinguish between a range of credit products and services and evaluate their suitability for different types and profiles of customers based on an identified customer need

Cognitive Skills

Ref	B. Students should be able to:
C1	compare and contrast different types of security for credit and lending and the processes that require to be followed for their legal completion
C2	Evaluate the use and limitations of popular corporate finance concepts and techniques.
C3	analyse, interpret and assess financial statements and reports and use them to reach acceptable credit and lending decisions
C4	critically analyse the different aspects of credit risk practices and how credit risk fits within a bank's risk management framework
C5	evaluate potential solutions when financial difficulties arise with a customer's account and decide on an appropriate course of action that best serves the interests of the bank and its customer.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Present ideas effectively individually or as a group
P2	Present to external clients and internal stakeholders
P3	Manage customer relationships professionally and effectively

General Transferable Skills

Ref	D. Students should be able to:
T1	Clearly present information to a range of stakeholders

Mode of Assessment

This module is assessed through the completion of two (2) independent tasks [the Summative Elements].

In addition to the summative elements, the module contains three (3) tasks to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Case study - Group Research for Presentation

For example, in groups students will select a single case study. During several seminars students will be presented with a task relating to their case study which they will be required to research and present on in one of the seminars. *Due weekly.*

2. Individual assignment.

Students will, individually, assess a request for credit, analysing the customer, their history and possible appropriate routes for credit lending. Students will make a decision to lend or not and will justify this decision fully. *Due Date: Week 5, Session 2.*

Summative Elements

Please Note: You must achieve a pass in both the following elements to pass the module.

1.5 hour Unseen Examination [50% of Module Grade]:

For example, students will undertake a three (3) part examination including compulsory question, multiple choice, short answer. In this examination, student will focus on key aspects of the credit and lending content of the module.

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

The formative and graded elements are awarded a percentage grading according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Arnold, G. (2008) *Corporate Financial Management*, 4th edition, FT Prentice Hall.

Arping, S. (2013). Credit protection and lending relationships. *Journal of Financial Stability*.

Berger, A. N., Cowan, A. M., & Frame, W. S. (2011). The surprising use of credit scoring in small business lending by community banks and the attendant effects on credit availability, risk, and profitability. *Journal of Financial Services Research*, 39(1-2), 1-17.

Coyle, B. (2008) *Credit Analysis and Lending*, ifs School of Finance, Canterbury

'Credit Risk Management' Elsevier Butterworth-Heinemann Oxford

Dell'Ariccia, G., Igan, D., & Laeven, L. (2012). Credit booms and lending standards: Evidence from the subprime mortgage market. *Journal of Money, Credit and Banking*, 44(2-3), 367-384.

Lee, N. (2008) *Principles of Lending*, ifs School of Finance, Canterbury

Pike, R., Neale, B. (2009) *Corporate Finance and Investment*, 6th edition, FT Prentice Hall.

Academic Journal Articles (accessible electronically)

Carletti, E., Cerasi, V. and Daltung, S. (2007) 'Multiple-bank lending: Diversification and free-riding in monitoring', *Journal of Financial Intermediation*, 16, 425-451.

Crook, J. N., Edelman, D. B. and Thomas, L. C. (2007) 'Recent developments in consumer credit risk assessment', *European Journal of Operational Research*, 183, 1447-1465.

Gonzalez, L. and James, C. (2007) 'Banks and bubbles: How good are bankers at spotting winners?' *Journal of Financial Economics*, 86, 40-70.

Saxby, S. (2006) 'Court of Appeal increases UK consumer protection for overseas credit purchases', *Computer Law & Security Report*, 22, 181-182.

Professional Journal Articles

Heaney, V. (2007) 'A repackaged crisis', *Financial World*, 14-16.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Financial Times

The Economist

The Wall Street Journal
Chartered Banker Professional Standards Board

Online Resources

www.charteredbanker.com
www.fca.gov.uk
www.ofc.gov.uk
www.ft.com
www.economist.com
www.bloomberg.com
www.thomsonreuters.com
www.bis.org
www.imf.org
www.worldbank.org

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Credit & Lending

Syllabus

- The Banker-Customer Relationship
- The Principles of Lending
- Credit Products and Services
- Securities for Lending
- Financial Statements & how to use them
- Credit Risk Practices for Retail
- Credit Risk Practices for Business Banking
- Dealing with Financial Difficulties

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Introduction to Credit & Lending</u></p> <p>The head start week content is focused on putting Credit & Lending into context with directed readings and recent events.</p> <p>Your module leader/tutor will cover the aims and objectives of the module and give guidance on the assessments</p>	<p><u>Preparation for Week 1:</u></p> <p><i>Key</i> http://www.fca.org.uk/news/firms/consumer-credit-detail</p> <p><i>Reading:</i></p> <p>Plus further directed reading</p>
Topic 1	<p><u>The Banker-Customer Relationship</u></p> <p>The focus of this week is on exploring the relationship between the Banker and the Customer.</p> <p>Students will explore, amongst other areas:</p> <p>The reasons why customers require banking facilities and what influences their choice of provider.</p> <p>Types of customer</p> <p>How to manage the customer relationship effectively by “knowing” the customer</p> <p>Lien</p> <p>Appropriation of payments</p> <p>Death of a customer</p> <p>Testate and intestate succession</p> <p>Electronic funds transfer</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading: 1974 Consumer Credit Act</i></p> <p>Plus further directed reading</p> <p>Online recorded lecture</p> <p>Face to face sessions</p> <p>Webinar consolidation</p> <p>Consolidation exercises</p>
Topic 2	<p><u>The Principles of Lending</u></p> <p>This session will focus on the framework around lending to retail and corporate customers and in particular:</p> <p>The canons for lending</p> <p>Assessing customer needs</p> <p>Control of lending</p> <p>The constructive “No”</p> <p>Approval process for loans</p>	<p>Independent Study:</p> <p>Key Reading:</p> <p>Plus further directed reading</p> <p>Online recorded lecture</p> <p>Face to face sessions</p> <p>Webinar consolidation</p> <p>Consolidation exercises</p>

<p>Topic 3</p>	<p><u>Credit Products & Services</u> This session focuses on the types of credit available to customers. Students will examine:</p> <ul style="list-style-type: none"> Overdraft Term loans Bridging loans Hire purchase Leasing Invoice discounting/factoring Self-build finance House purchase loans Equity/capital release loans Personal loans Revolving credit Budget accounts 	<p><u>Independent Study:</u> <i>Key Readings:</i> www.bis.gov.uk www.eif.org www.eurofundingnw.org.uk www.hmrc.gov.uk/pdfs (for details of the Enterprise Investment Scheme or EIS)</p> <p>Plus further directed reading Online recorded lecture Face to face sessions Webinar consolidation Consolidation exercises</p>
<p>Topic 4</p>	<p><u>Securities for Lending</u> In this session, students will focus on the attributes of good security; the different types of security offered to banks and the security margins normally sought.</p> <p>Students will also consider the law of property as it applies to England and Wales, and to Scotland, which has its own system. Mortgage regulation is covered, as are contingent liabilities and the important topic of lending covenants.</p> <p>By the end of this session, students should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the different types of security for credit and lending and the processes that must be followed for their legal completion • Evaluate the advantages and disadvantages of each type of security for advances and explain the circumstances in which each is likely to apply • Interpret the principle attributes of a good security and explain why there must be sufficient margin to cover bank lending and the criteria used to calculate margins • Compare and contrast the processes involved in completion of different types of security • Examine the impact of property law on loans secured on property and the special requirements needed for Guarantees 	<p><u>Independent Study:</u> <i>Key Reading:</i> Plus further directed reading Online recorded lecture Face to face sessions Webinar consolidation Consolidation exercises</p>

Topic 5	<p>Financial Statements and How to Use Them</p> <p>This session will refresh, consolidate and build on your learning from the module, Understanding Financial Statements, which you studied in Term 1. The session will place financial statements and reports into the context of credit and lending</p> <p>By the end of this session, students should be able to:</p> <ul style="list-style-type: none"> Assess how financial statements and reports can be used to reach acceptable credit and lending decisions Assess how financial statements and measurements can be used as effective lending tools Critically analyse how the actual and budgeted figures in a cash flow statement are used to interpret changes in income and expenditure and use cash flow to support the decision to lend 	<p><u>Independent Study:</u></p> <p>Key Reading:</p> <ul style="list-style-type: none"> Plus further directed reading Online recorded lecture Face to face sessions Webinar consolidation Consolidation exercises
Reading Week	<p>Review of materials to date</p> <p>Formative assignment/Mock summative</p>	

Topic 6	<p><u>Credit Risk Practices for Retail</u></p> <p>This first session on Credit Risk focusses on the different aspects of credit risk practices within the head office functions of banks and how credit risk fits within the overall risk management framework.</p> <p>Credit scoring - an important decision making tool in lending to individuals – is considered along with the role of credit reference agencies, how they operate and the information they supply.</p> <p>Students will also examine mortgages; lending to high net worth individuals. Finally credit risk analysis is covered along with the assessment techniques used.</p> <p>By the end of this session, students will be able to:</p> <p>Critically analyse the different aspects of credit risk practices and how credit risk fits within a bank’s risk management framework</p> <p>Critically analyse what is meant by credit risk practices and the methods used by banks to manage risks related to credit and lending</p> <p>Justify the use of credit risk practices, explain how losses can be prevented or reduced and analyse the part risk and reward plays in the full credit risk process</p> <p>Critically analyse the differences between the main types of credit scoring</p> <p>Explain the regulatory requirements of a credit scoring system and the concepts of compiling a scorecard</p> <p>Critically evaluate the impact of money laundering and regulation on retail credit</p> <p>Explain how to apply credit scoring to mortgage lending</p> <p>Analyse the credit risks of high net worth customers using a structure to arrive at credit decisions</p>	<p><u>Independent Study</u></p> <p>Plus further directed reading</p> <p>Online recorded lecture</p> <p>Face to face sessions</p> <p>Webinar consolidation</p> <p>Consolidation exercises</p>
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Topic 7	<p><u>Credit Risk Practices for Business Banking</u></p> <p>This session examines credit risk practices in business banking, a separate unit to the retail banking arm.</p> <p>Business banking includes any type of business, sole trader, partnership, limited company, public limited company or limited liability partnership – and applies equally whether it is a trading entity or a provider of services.</p> <p>It is important to remember that all businesses represent a credit risk no matter their size. For this reason, any business will be subjected to some sort of credit risk analysis.</p> <p>By the end of this session, you should be able to:</p> <p>Critically analyse the different aspects of credit risk practices and how credit risk fits within a bank's risk management framework</p> <p>Explain the different risks of credit facilities to commercial enterprises when using non-credit scoring techniques to form a risk focused analysis</p> <p>Critically analyse elements of Porter's Five Strategic Forces to understand the effects of certain industry and business risks</p> <p>Recommend best practice for mitigating risk when creating and developing an effective management team</p> <p>Evaluate the major legal risks that impact upon the safety of credit facilities</p> <p>Critically evaluate a structured risk-focused methodology that summarises targeted financial risks in a business</p> <p>Evaluate the importance of collateral, legal documentation and regulatory factors in credit risk practices</p> <p>Assess how a structured approach to providing a written as well as a summarised risk approach assists in identifying customers' needs</p>	<p>Independent Study:</p> <p>Key Reading:</p> <p>Porter, M.E. (2008). 'The five competitive forces that shape strategy'. <i>Harvard business review</i>, 86(1), 25-40</p> <p>Plus further directed reading</p> <p>Online recorded lecture</p> <p>Face to face sessions</p> <p>Webinar consolidation</p> <p>Consolidation exercises</p>
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Topic 8	<p><u>Dealing with Financial Difficulties</u></p> <p>Sometimes things go wrong. In this session, students will examine what happens in these situations – often inevitable where an element of risk is involved.</p> <p>At the end of this session, students should be able to:</p> <p>Evaluate potential solutions when financial difficulties arise with a customer’s account and decide on an appropriate course of action</p> <p>Identify the warning signs of financial difficulties and potential problems, explain the implications of these problems for the bank and the customer and evaluate options for remedial action</p> <p>Critically analyse diligence, insolvency, bankruptcy and sequestration under the laws of Scotland, England and Wales</p> <p>Critically analyse the process of bankruptcy and the consequences for the individual and the bank when the individual is a customer</p> <p>Critically analyse a bank’s process for protecting its interests in cases of insolvency</p> <p>Compare the alternatives to bankruptcy for the individual, IVAs etc.</p> <p>Summarise the legislation of insolvency law</p> <p>Critically analyse the process and consequences of companies being wound up compulsorily and voluntarily</p> <p>Examine the types, powers and responsibilities of the liquidator and interpret what is meant by gratuitous alienation and unfair preferences</p> <p>Rationalize the order of the distribution of a company’s assets in liquidation.</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p>Plus further directed reading</p> <p>Online recorded lecture</p> <p>Face to face sessions</p> <p>Webinar consolidation</p> <p>Consolidation exercises</p>
Revision	<p><u>Revision & Consolidation week</u></p> <p>Review of key concepts and topics covered in preparation for final assessment</p> <p>Discussion groups and peer on peer feedback</p>	
Consolidation	<p>Extension & Consolidation</p> <p>Preparation for examination based on course content in weeks 1-10</p>	<p>Independent Study:</p> <p>Task: Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.</p>

BEHAVIOURAL ECONOMICS: LEADERSHIP & ORGANISATIONAL CULTURES

General Information

School		Business School
Level		Level 5 (Diploma Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	Business Economics
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

In this module you will learn that people and organizations act and react in different ways. People need to be led, managed and motivated to achieve to the best of their potential. After exploring some of the main leadership theories and how these can be applied within an organization, we will look at the way organisations develop their own cultures and how those cultures can be altered. This is the exciting world of behavioural economics. You will learn to question human behaviour and appreciate that on many occasions it is not as efficient as you would think. Finally we will apply such discoveries to leadership and the financial markets, which are assumed to behave in a rational fashion; however, analysis case studies will show that behaviour is unpredictable and often based on expectation rather than fact.

Educational Aims

This module aims to:

- Analyze different theories of leadership;
- Examine styles of leadership and their impact on organizations
- Discover the different cultures prevalent within organisations
- Provide the students with an understanding of the most relevant behavioural economics theories;
- Examine how behavioural theories can be applied to management and business problems
- Relate this theory to financial markets and institutions
- Discuss some of the big stock market crashes and introduce different ways to explain them;
- Consider how behavioural theories can be employed to explain financial markets movements.

Learning OutcomesKnowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge of the main leadership and management theories
K2	Recognise that organisations develop their own personality and understand the process of change.
K3	An understanding of how psychology can be applied to economics theories to explain human behaviour
K4	Introduction to how behavioural economics can be applied to improve organizational performance
K5	Introduction to the importance of behavioural theories in explaining the financial markets behaviour

Cognitive Skills

Ref	B. Students should be able to:
C1	Understand the key factors influencing the rationality of human behaviour
C2	Evaluate how behavioural economics studies have been conducted, and understand the criticism and support
C3	Use these theories to evaluate case studies

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise the limitations of the neoclassic theories explaining economic behaviour
P2	Conduct research independently and employ their knowledge to understand and explain their results
P3	Demonstrate the ability to plan and manage self development demonstrating authenticity in problem solving.

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate understanding when dealing with a range of situations and of different disciplines
T2	Critically assess the strengths and weaknesses of different economic theories
T3	Demonstrate effective communication skills

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Independent research on one famous stock market crash

For example, the students will conduct a research on the 1929 stock market crash, trying to understand its main causes and consequences and applying behavioural economics aspects to assess it.

Summative Elements

Please Note: You must achieve a pass in the following element to pass the module.

1. 1.5 hour written examination

For example, demonstrating your knowledge of leadership theories

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

The formative and graded elements are awarded a percentage grading according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Goffee, R., & Jones, G. (2006) *Why Should Anyone Be Led by You?: What it takes to be an authentic leader*, New York: Harvard Business School Press.

Forbes, W. (2009) *Behavioural Finance*, Wiley

Books and Texts

Shefrin, H. (2002), *Beyond Greed and Fear: Understanding Behavioural Finance and the Psychology of Investing*, Oxford University Press

Nahavandi, A., (2009) *The Art and Science of Leadership*, 5th edition, New Jersey: Pearson. Layard R (2005) *Happiness: Lessons from a New Science* (London: Penguin Press HC). Gardner H (1987)

Academic and Professional Articles

Leadership v's Management (John Kotter) 'Successful Meetings' Oct 2009 Vol.58 Issue 11 p12-12

What Leaders really do (John Kotter) Harvard Business Review Dec 2001 vol 79 issue 11 p85 -96

Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47, 263-291.

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Harvard Business Review

Journal of Business Communication

The Leadership Quarterly

The Journal of Behavioural Finance

Journal of Economic Behaviour and Organization

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Behavioural Economics; Leadership and organisational cultures

Syllabus

- Leadership styles
- The relationship between leadership and management
- The impact of leadership styles on organizations
- Big market crashes
- Behavioural economics theories
- Application of behavioural economics to organizations and financial markets

Topic	Content	Learning and Teaching Strategy
INDUCTION	<u>Manager or Leader?</u> Introduction to the world of management in organisations The psychology behind current aptitude and diagnostic tests	<u>Independent study</u> Learning about you, exercises to understand individual characteristics and assess emotional intelligence. Background reading introducing key concepts
Topic 1	<u>Leadership</u> This week will focus on different leadership styles, characteristics and theories This will concentrate on: <ul style="list-style-type: none"> • Concept and definition • Main characteristics of leadership • Differences between leadership and management 	<u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture <u>Session</u> <i>Workshop Activity 1:</i> Introduction to leadership, focusing on definition and the main characteristics of a leader <i>Workshop Activity 2:</i> Discussion of the main differences between leadership and management
Topic 2	<u>Leadership</u> This week will focus on different leadership styles, characteristics and theories This will concentrate on: <ul style="list-style-type: none"> • Types of leadership • Individuals, leaders and power • Leaders and organisational culture and impact 	<u>Session</u> <i>Workshop Activity 1:</i> Discussion on the main types of leadership, focusing in particular on situational, transitional and hierarchical leadership <i>Workshop Activity 2:</i> Personal applications; opportunities for lifelong learning, reflective practice, and self development
Topic 3	<u>Leadership Theories</u> This week will focus on the main theories of leadership This will concentrate on: <ul style="list-style-type: none"> • Behavioural • Contingency • Situational • Path-goal • Participatory • Charismatic and Transformational 	<u>Independent Study:</u> Task: Pre-reading instructions and handouts will be posted on the VLE prior to the lecture <u>Session</u> <i>Workshop Activity 1:</i> Explaining the different leadership theories, their main characteristics and differences <i>Workshop Activity 2:</i> Discussion on the different types of leadership and their strengths and weaknesses in varied contexts

Topic 4	<u>Organisational Cultures</u> <ul style="list-style-type: none"> • Metaphorical perspectives of organisations • Cultural analysis of organisations 	<u>Independent Study:</u> Task: Pre-reading instructions and handouts will be posted on the VLE prior to the lecture <u>Session</u> Workshop Activity 1: Understanding the changing expectations of employees in large organisations Workshop Activity 2: Valuing diversity: a case study based workshop
Topic 5	<u>Organisational Cultures</u> <ul style="list-style-type: none"> • Cultural change and development • Environmental impacts 	<u>Session:</u> Workshop Activity 1: Discussion on the main anomalies studied by behavioural economics theories, including heuristic, simulation heuristic, endowment effect and loss aversion Workshop Activity 2: An integrative case study that addresses the week's topics
Topic 6	<u>Behavioural Economics</u> This week will focus on behavioural economic theories This will concentrate on: <ul style="list-style-type: none"> • Classical economic theories • Psychology in economic sciences • Behavioural anomalies • Criticism to behavioural economics 	TBC
Topic 7	<u>Behavioural Economics and its Implications in Financial Markets</u> This week will look at the implications of behavioural economics theories for financial markets This will concentrate on: <ul style="list-style-type: none"> • Market efficiency • Investor behaviour 	<u>Independent Study</u> Task: Pre-reading instructions and handouts will be posted on the VLE prior to the lecture <u>Session</u> Workshop Activity 1: Discussion around the efficient market hypothesis Workshop Activity 2: Discussion on investors' behaviour, under and over- reaction phenomena and how behavioural finance theories can be adopted to explain market movements

Topic 8	<p>This week will look at the implications of behavioural economics theories for financial markets</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Applications to technical analysis • Bubbles and market crashes 	<p><u>Session</u></p> <p>Workshop Activity 1: Understanding how behavioural finance can be applied to technical analysis studies and implications for the EMH</p> <p>Workshop Activity 2: Analysis of bubbles and stock market crashes, including the dot-com bubble and the 1929 stock market crash, adopting behavioural finance theories</p>
Revision & Consolidation	<p>Preparation for examination based on course content in Topics 1-8</p>	<p><u>Independent Study:</u></p> <p>Task: Review and reflect upon directed reading and course activities carried out in topics 1-8</p>

UK REGULATION & PROFESSIONAL INTEGRITY

General Information

School		Business School
Level		Level 5 (Diploma Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		Penny Walker
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

The Chartered Institute for Securities & Investment is one of the largest and most widely respected professional bodies for those who work in the securities and investment industry in the UK and in a growing number of major financial centres round the world. Formed in 1992 by London Stock Exchange practitioners, it now sets standards of professional excellence and integrity for the investment and securities industry, counting more than 40,000 members in 116 countries.

The CISI Investment Advice Diploma is one of the UK's leading professional qualifications in finance. To be awarded the Diploma students must pass three separate units. There are two compulsory units – UK Regulation and Professional Integrity and Investment Risk and Taxation - and then students may choose their final unit from a choice of Derivatives, Securities or Private Client Advice.

This module will focus on applying appropriate knowledge and understanding of UK Financial Markets, Regulations and Ethics to financial planning, advice and management for retail customers and covers all the material needed for the UK Regulation and Professional Integrity compulsory unit of the Diploma. The students will have access to extensive learning material, which will offer unparalleled preparation not only for this unit of the Diploma but also for the rest of the BSc and more in general for their financial education.

Educational Aims

This module aims to:

Provide students with an in-depth understanding of the UK financial services industry and its relationship with UK consumers

Develop students' knowledge of the UK regulatory infrastructure including EU directives

Equip students with a solid understanding of the UK regulatory authorities including their objectives, principles and processes

Help students build a working knowledge of the regulatory framework relating to authorisation of firms and individuals, the provision of financial services, fair treatment of customers and protection of client assets

Enable students to recognise financial crime and to understand the concept of professional ethics and integrity in the UK

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the factors that influence the UK financial services industry
K2	Knowledge and understanding of the main financial risks, needs and priorities of UK consumers
K3	Knowledge and understanding of specific legal concepts relevant to financial advice
K4	Knowledge and understanding of the FCA's main disciplinary and enforcement powers and how they are used
K5	Knowledge and understanding of customer complaints and the Financial Services Compensation Scheme
K6	Knowledge and understanding of the main FCA principles, rules and requirements
K7	Knowledge and understanding of the role of integrity and ethics in professional practice

Cognitive Skills

Ref	B. Students should be able to:
C1	Have a critical understanding of the wider structure of UK financial regulation including the responsibilities of the main regulating bodies and the relationship between them
C2	Demonstrate a broad knowledge of the framework of European financial services regulation
C3	Demonstrate a solid understanding of the scope of authorisation and regulation of the FCA and the PRA
C4	Apply the concepts, principles and rules of relating to Training and Competence including appropriate professionalism
C5	Apply the main concepts, legal requirements and regulations relating to financial crime

C6	Apply the main concepts, principles and rules relating to regulated and prohibited activities and FCA and PRA authorisation
C7	Understand key principles of professional integrity and apply behaviours that reflect professional integrity

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Select appropriate methods of communication to convey information to specialist and non-specialist audience
P2	Make use of relevant sources to perform analysis and debate regulatory, legal and ethical aspects
P3	Critically analyse problems by applying the appropriate knowledge and methods
P4	Have an increased awareness of UK Regulation and how this effects the firms operating in the financial services industry

General Transferable Skills

Ref	D. Students should be able to:
T1	Make appropriate use of the available learning resources, including journal articles
T2	Communicate effectively and defend in a professional manner the results of undertaken tasks
T3	Effectively present and discuss the results of their analyses in both academic and practical contexts
T4	Develop the skills to understand how professional integrity and ethics directly and indirectly impact business decisions

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Element).

In addition to the summative element, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly exercises

Every week the students will be given case studies and exercises to analyse and discuss

2. Weekly multiple choice question practice

Every week the students will be given practice multiple choice questions to test their knowledge

Summative Element

1. Unseen 2 hour exam - 80 Multiple Choice Questions [100% of Module Grade]:

The 2 hour exam will contain 80 multiple choice questions from across the syllabus and for each question students will have to select one correct answer from the four options given

This is exactly the same exam format as the CISI set for the UK Regulation and Professional Integrity unit of their Investment Advice Diploma

The formative and graded elements are awarded a percentage grading according to the Level 5 (Diploma) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Key Reading

To develop your skills in finding, accessing and analysing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Books

Essential Strategies for Financial Services Compliance, 2nd Edition 2016, Millis, A., Wiley
The Oxford Handbook of Financial Regulation, 2015, OUP Oxford

Journal Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Journal of Financial Regulation and Compliance
The Journal of Regulation
Governance and Compliance
Journal of Banking Regulation

Web Resources

www.fca.org.uk – Financial Conduct Authority
www.bankofengland.co.uk – Bank of England
www.fscs.org.uk – Compensation
www.financial-ombudsman.org.uk - Ombudsman

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: CISI Investment Advice Diploma – UK Regulation & Professional Integrity Unit

Syllabus

Coverage of the UK Regulation & Professional Integrity unit within the CISI Investment Advice Diploma.
For example:

- The UK Financial Services Industry
- UK Financial Services and consumer relations
- UK contract and trust legislation
- Integrity and Ethics in Professional Practice
- The Regulatory Infrastructure of UK financial services
- FCA's and PRA's Supervisory Objectives
- FCA and PRA authorization of firms and individuals
- The Regulatory Framework relating to financial crime
- Complaints and compensation
- FCA Conduce of Business – fair treatment of customers, the provision of advice and services and client asset protection

Topic	Content	Learning and Teaching Strategy
Topic 1	<p><u>The UK Financial Services Industry</u> This week will focus on understanding the factors that influence the UK financial services industry including:</p> <ul style="list-style-type: none"> • The role of the government in the economy • The role of financial investment • The role and structure of the global financial services industry and its key participants • The role of government and central banks in financial markets • The main stages of economic, financial and stock market cycles • The impact of global trends 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Introduction to the financial services industry and the role of financial investment in the economy <i>Workshop Activity 2:</i> Case study – the key participants in the financial services industry</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understanding the role and responsibilities of the government and central banks in financial markets. Exercise on the most recent financial crisis <i>Workshop Activity 2:</i> MCQ practice</p>
Topic 2	<p><u>UK Financial Services and Consumer Relationships</u> This week will focus on understanding the main financial risks, needs and priorities of UK consumers including:</p> <ul style="list-style-type: none"> • Balancing, budgeting and managing finances • How the main financial risks, needs and priorities of UK consumers are typically met • How professional conduct and ethical practice can directly affect the experience and perception of consumers 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on understanding financial risks and how to spot them <i>Workshop Activity 2:</i> Exercise – managing finances</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study: The effect of professional conduct on customers <i>Workshop Activity 2:</i> MCQ practice</p>

<p>Topic 3</p>	<p><u>UK Contract and Trust Legislation</u> This week will focus on UK contract and trust legislation including:</p> <ul style="list-style-type: none"> • Understanding specific legal concepts relevant to financial advice • The main types of trusts, their purpose, creation and administration • Applying knowledge of the creation and administration of trusts 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Key facts to know before giving financial advice - discussion <i>Workshop Activity 2:</i> Exercise – students given key facts about clients and asked to provide some financial advice</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Exercise – how to set up and administer a trust based on a given case study <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 4</p>	<p><u>Integrity and Ethics</u> This week will focus on ethics and integrity in professional practice including:</p> <ul style="list-style-type: none"> • The core ethical theories, principles and values • Applying processes to ethical dilemmas • The relationship between Codes of Ethics and Codes of Conduct • How ethical behaviours and decision making can enhance rule based compliance • Key principles of professional integrity 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding core ethical theories and how they can effect business decisions <i>Workshop Activity 2:</i> Exercise on ethical decision making where students will be given some ethical dilemmas and asked to discuss the options and consequences</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Professional Integrity and its relationship with ethics - discussion and examples <i>Workshop Activity 2:</i> MCQ practice</p>

<p>Topic 5</p>	<p><u>The Regulatory Infrastructure of UK Financial Services</u> This week will focus on the wider structure of UK financial regulation, the responsibilities of the main regulating bodies and the relationship between them, including :</p> <ul style="list-style-type: none"> • The main regulatory bodies • FCA and PRA regulatory principles, statutory objectives, structure, powers and activities • Scope of authorisation and regulation of the FCA and the PRA under FSMA 2000 (as amended) • Support for the Regulatory Framework • EU Directives and Regulations 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture A project will be handed out during this lecture for the students to undertake individually</p> <p><u>Session 1:</u> Workshop Activity 1: Who regulates what? Overview of the UK regulatory bodies <i>Workshop Activity 2:</i> Case Study: Which firm’s need authorisation?</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussing the European Union financial services industry <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 6</p>	<p><u>FCA’s and PRA’s Supervisory Objectives, Principles and processes</u> This week will focus on the FCA and the PRA including:</p> <ul style="list-style-type: none"> • The approach to regulation • Sources of information • Disciplinary and enforcement powers • Provisions and guidance • Prudential standards for financial services • Fair and ethical outcomes • Remuneration Code • Corporate Governance and business risk management 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion of the FCA and PRA roles and powers <i>Workshop Activity 2:</i> A study of recent disciplinary cases showing how the regulators use their enforcement powers</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study – Corporate Governance and business risk management <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 7</p>	<p><u>FCA and PRA authorisation of firms and individuals</u> This week will focus on FCA and PRA authorisation of firms and individuals including:</p> <ul style="list-style-type: none"> • Purpose and application of the high level standards • Main concepts, principles and rules relating to Regulated and Prohibited Activities and authorisation • Record keeping and notifications • The approval of individuals • Training and competence 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussing regulated and prohibited activities and introducing practical examples of each <i>Workshop Activity 2:</i> Case Study – authorisation requirements for firms and individuals. A look at recent cases where authorisation has been withdrawn</p>

		<p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussion of ethical principles and professional conduct in relation to corporate governance <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 8</p>	<p><u>Financial Crime</u> This week will focus on the regulatory framework relating to financial crime including:</p> <ul style="list-style-type: none"> • Market Abuse • Insider Dealing • Money Laundering • Financing of Terrorism • Bribery Act • Data Protection • Whistle Blowing • FCA’s approach to financial crime prevention 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on the legislation available against insider dealing and the market abuse regime <i>Workshop Activity 2:</i> Short scenarios showing how the FCA has dealt with breaches of the market abuse regime</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Identifying risks in relation to money laundering in the financial services industry - Case Study “New Clients” <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Topic 9</p>	<p><u>Complaints and Compensation</u> This week will look at customer complaints and compensation in the UK financial services industry including:</p> <ul style="list-style-type: none"> • Who can claim • Complaints procedures • Dispute resolution • Financial Services Compensation Scheme • Ethical standards and professional integrity 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> discussion of customer complaints – who makes them, most common complaints, firm’s internal policies <i>Workshop Activity 2:</i> FSCS - look at recent cases and awards made</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case study - Ethical dilemmas in relation to customer complaints <i>Workshop Activity 2:</i> MCQ practice</p>

<p>Topic 10</p>	<p>FCA Conduct of Business This week will focus on the main FCA conduct of business rules in relation to fair treatment of customers, the provision of advice and services and client asset protection. Including:</p> <ul style="list-style-type: none"> • Conduct of Business Sourcebook • Electronic media • Rules applying to firms communicating with clients • Financial Promotion Rules • Client Categorisation • Fair Treatment of Customers • Accepting Customers • Investment Advice and Product Disclosure • Client Assets Protection • Client Interaction 	<p>Independent Study Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introducing the Conduct of Business Sourcebook <i>Workshop Activity 2:</i> Discussing the purpose and application of the financial promotion rules with examples of real life financial promotions</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Case Study – New clients - client classification and disclosures <i>Workshop Activity 2:</i> MCQ practice</p>
<p>Revision Week</p>	<p>Preparation for examination based on course content in weeks 1-10</p>	<p><u>Independent Study:</u> <i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</p>

PORTFOLIO MANAGEMENT

General Information

School		Business School
Level		Level 5
Credit Value		15 Credits
Contact Hours		30 Hours
Programme(s)		BSc (Hons) Banking and Finance BSc (Hons) Business Management with Finance BSc Study Abroad Short Course Award
Module Leader		Chris Ansell
Related Modules	Pre-requisites	Business Mathematics Business Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

One of the main objectives of business managers in any major corporation is to maximize shareholder wealth, which is commonly invested in a portfolio of individual securities. It is then paramount that business managers acquire a deeper understanding of how shareholders' portfolios are structured.

In this module you will develop the necessary skills to conduct a sophisticated assessment of current issues in investment management. Through discussion and empirical study, you will employ analytical techniques in order to undertake investment planning and selection. This will enable you to apply financial models and investment strategies to analyse and manage investments for organisations in different industry sectors as well as appreciate how business decisions may affect shareholders' portfolios.

Educational Aims

This module aims to:

Discuss current issues on investments and portfolio management in depth



Develop your skills to conduct a sophisticated assessment of current issues in investment management	 
Develop frameworks for analyzing investments that will remain when new investment opportunities become available	 
Advance your understanding of investor behaviour through discussion of numerous empirical studies	 
Allow you to make factual recommendations on common investment decisions	 

Learning Outcomes

By studying this module you will be able to:

1. Apply knowledge of strategic allocation with respect to tactical allocation and security selection.
2. Demonstrate working knowledge of the steps in the portfolio management process, the ability to characterize the different types of return objectives and investment constraints, and measure and evaluate investment performance using standard methodologies.
3. Perform simple immunization strategies in a bond portfolio to mitigate its interest rate risk.
4. Apply straightforward equity valuation models and critique the soundness of their results.
5. Perform a portfolio management task in its entirety: from gathering data to performing an evidence-based recommendation related to portfolio management.

Mode of Assessment

Please Note: You must achieve a pass in the following element to pass the module.

This module is assessed through the completion of a 3 hour closed book examination [the Summative Element.]

This form of assessment allows a wide range of topics to be tested more thoroughly, providing the opportunity to test some topics in more depth thus allowing students to demonstrate their knowledge.

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the formative element].

Formative Element

Please note that these elements do not count towards your final module grade.

1. Weekly Problem Sets.
For example, each weekly problem set will consist of three standard questions and a fourth, and sometimes a fifth, more difficult and challenging question. Students should attempt to answer the first three questions of each assignment after the respective class and all problems by the end of the course.
Due weekly.
2. Formative Element 2: (Week 5)
The purpose of this assessment will be to consolidate your learning for the first five weeks and practice practical portfolio management skills

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Bodie, Z., Kane, A., & Marcus, A. (2013) *Essentials of Investments*, 9th Global Edition, McGraw-Hill.

Books and Texts

Bodie, Z., Kane, A., & Marcus, A. (2014) *Investments*, 10th Global Edition, McGraw-Hill.

Brealey, R., Myers, S. and Allen, F. (2014) *Principles of Corporate Finance*, 11th Global Edition, McGraw-Hill/Irwin.

Lind, D., Marchal, W., Wathen, S. (2009) *Statistical Techniques in Business and Economics*, 14th Edition, McGraw-Hill/Irwin.

Malkiel, B. (2003) *A Random Walk Down Wall Street*, W. W Norton & Company

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Journal of Portfolio Management

Financial Analysts Journal

Journal of Fixed Income

Online Resources

FT Online [<http://www.ft.com/home/uk>]

The Economist [<http://www.economist.com/>]

London Stock Exchange [<http://www.londonstockexchange.com/>]

New York Stock Exchange [www.nyse.com]

NASDAQ Stock Market [www.nasdaq.com]

Google Finance [<http://www.google.co.uk/finance>]

Yahoo! Finance [<http://uk.finance.yahoo.com/>]

The CFA Society of the UK [<http://www.cfauk.org/>]

Institutional Investor [<http://www.iimagazine.com/>]

U.S. Securities and Exchange Commission [<http://www.sec.gov>]

Prudential Regulation Authority [<http://www.bankofengland.co.uk/pru/Pages/default.aspx>]

Financial Conduct Authority [<http://www.fca.org.uk/>]

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Portfolio Management

Syllabus

- Overview of the investment management industry
- Principles of security analysis
- Risk and portfolio analysis
- Optimal capital market strategies
- The efficient market hypothesis and its implications
- Performance evaluation
- Investment policies and their role in portfolio management

Week	Content	Learning and Teaching Strategy
Head Start	<p>The head start week presents the content that will be discussed in the module and encourages students to acquire an overview of the investment environment.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Understanding the relationship between the financial markets and the real economy • Description of a broader set of instruments traded in the capital markets • First look at the investment process • Definition and analysis of several asset classes and their importance in portfolio management 	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Chapters 1 and 2 of Bodie, Z., Kane, A., & Marcus, A. (2008) <i>Essentials of Investments</i>, 7th Edition, McGraw-Hill. Henceforth BKM.</p> <p><i>Task:</i> Practice end-of-chapter exercises from Chapters 1 and 2 of BKM.</p>
Week 1	<p><u>Securities Markets & Industry Analysis (1)</u></p> <p>This week will concentrate on securities markets and the main players in the investment management industry. You will also be introduced to macroeconomic and industry analysis.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • How securities are issued and traded • The main players: mutual funds, investment banks, institutional and retail investors • Market regulation and oversight • The top-down approach to security analysis • The impact of economic variables at the firm and industry level • The major macroeconomic factors affecting securities' value 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapters 3, 4 and 12 of BKM.</p> <p><i>Task:</i> Practice end-of-chapter exercises from Chapters 12 of BKM.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on the investment management industry in the UK and globally.</p> <p><i>Workshop Activity 2:</i> Directed discussion of recent issues in the investment management industry: market regulation and executive compensation.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Week 2	<p><u>Portfolio Theory(1)</u></p> <p>This week will focus on reflecting and expanding upon portfolio theory, a topic initially covered at the introductory finance course.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • The allocation choice across risky and risk-free assets: the capital allocation line • The impact of risk aversion in asset allocation decisions • Asset allocation with two risky assets 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 5 and sections 6.1-6.5 of BKM.</p> <p><i>Task:</i> Review basic statistics concepts and linear regression analysis.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on asset allocation across with two risky assets and a risk-free asset.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on efficient diversification of investment portfolios.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>

Week 3	<p><u>Portfolio Theory (2)</u></p> <p>This week will focus on reflecting and expanding upon portfolio theory, a topic initially covered at the introductory finance course.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Mean-variance efficiency and the efficient frontier of risky assets • Expanding on the CAPM to multi-factor models • The Fama-French factor model 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 7 of BKM.</p> <p><i>Task:</i> Review basic statistics concepts and linear regression analysis.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on estimating the efficient frontier of a given set of financial assets.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on estimating multi-factor asset pricing models.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Week 4	<p><u>Security Analysis and Selection (Bonds)</u></p> <p>This week will develop your understanding taking a systematic approach to security analysis and selection in the stock and bond markets.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Managing bond portfolios • Understanding interest rate risk and the sensitivity of bond prices to changes in interest rates • Implementing simple bond immunization strategies • Principles of active bond management 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Section 10.6 and chapter 11 of BKM.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on estimating changes in bond prices using the duration and convexity approximations.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on implementing duration hedging techniques and simple bond immunization.</p>
Week 5	<p><u>Security Analysis and Selection (Equities)</u></p> <p>This week will develop your understanding taking a systematic approach to security analysis and selection in the stock and bond markets.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Equity valuation by multiples • FCF and FCFE valuation • Contrasting valuation approaches 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 13 of BKM.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on calculate the intrinsic value of a firm using a constant growth dividend discount model.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on valuing a firm using free cash flow models.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>

Reading Week	Formative exercise on analysing market equity data, combining portfolios of assets, and creating an efficient portfolio	<u>Independent Study:</u> Revision of readings from Weeks 1-5
Week 6	<p><u>Efficient Market Hypothesis (1)</u></p> <p>This week will increase your understanding of the efficient market hypothesis and behavioural finance. You will also focus on their implications to investment management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Discussing the efficient market hypothesis and its implications to securities prices • Presenting and analyzing recent evidence on the efficient market hypothesis 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 8 of BKM.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor presentation on the efficient market hypothesis and on the empirical evidence that supports and contradicts it. <i>Workshop Activity 2:</i> Tutor presentation and examples on various stock market anomalies.</p>
Week 7	<p><u>Efficient Market Hypothesis (2)</u></p> <p>This week will increase your understanding of the efficient market hypothesis and behavioural finance. You will also focus on their implications to investment management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Introducing several psychological biases and how they affect investment decision making • The role of arbitrage and its limits • Market inefficiencies and anomalies • Recent empirical evidence on behavioural finance 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 9 of BKM.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor presentation and examples on the informational processing errors in decision making uncovered by psychologists in the recent years. <i>Workshop Activity 2:</i> Tutor presentation and examples on how the principles of behavioural finance may be able to explain anomalies in stock market returns.</p> <p><u>Independent Study:</u> <i>Task:</i> Weekly problem set.</p>
Week 8	<p><u>Performance Evaluation & International Investing (1)</u></p> <p>This week will outline to you the important concepts in performance evaluation and international investing. This topic will encourage you to integrate all previous topics in a discussion of the investment process.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Risk-adjusted returns and their importance in performance evaluation • Style analysis and benchmark selection • Performance attribution • Global equity markets and their risks 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 18 and 21 of BKM.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor presentation and examples on selecting the right benchmark for a given type of investment strategy. <i>Workshop Activity 2:</i> Tutor presentation and examples on assessing the risk-adjusted performance of portfolio managers by employing multifactor asset pricing models.</p>
Week 9	<u>Performance Evaluation & International Investing (2)</u>	<u>Independent Study:</u>

	<p>This week will outline to you the important concepts in performance evaluation and international investing. This topic will encourage you to integrate all previous topics in a discussion of the investment process.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • The case for international diversification and the equity home bias • The investment process: tailoring investment choices to investors' objectives and constraints • Formulating simple investment policy statements 	<p><i>Key Reading:</i> Chapters 19 of BKM.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on writing an investment policy statement for individual investors.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on writing an investment policy statement for institutional investors.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Week 10	<p><u>Course Revision and Exam Preparation</u></p> <p>Preparation for examination based on course content in weeks 1-5</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i> Additional problem sets</p> <p>Exam practice: Take home mock exam</p>

MERGERS & ACQUISITIONS

General Information

School		Business School
Level		Level 5
Credit Value		30 Credits
Contact Hours		60 Hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Kevin Amor
Related Modules	Pre-requisites	Business Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

This course examines the ways in which merger and acquisition (M&A) activity reshapes the corporate and industrial landscape. This will develop your understanding of the concepts of strategy, economics, organisational behaviour and financial management that inform the decision making of business managers in this subject. Taking a case-based approach using real life examples, you will be encouraged to explore the topic from the perspective of various stakeholder groups and explore the alternative options for strategic growth available to organisations.

Educational Aims

This module aims to:

- . Introduce the key strategic objectives of M&A
- . Demonstrate the key stages in a typical takeover
- . Consider cross cultural issues that arise in takeovers
- . Teach the basic valuation techniques needed to value target companies
- . Demonstrate important contractual terms encountered in M&A

Learning Outcomes

- To understand the main strategic objectives in M&A
- To understand how cross cultural issues impact takeovers
- To understand the key stages of a takeover, the processes and advisors
- To be able to value a target company

Mode of AssessmentSummative:

This module is assessed through the completion of an individual 2500 word coursework (100% of total marks)

Formative Elements

Various activities will take place, including presentations in-class on case studies and a valuation exercise.

The formative and graded elements are awarded a percentage grading according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Sudarsanam, S. 2003 *Creating Value from Mergers and Acquisitions* FT Prentice Hall. Weston, J.F., Mitchell, M.L., Mulherin, J.H. 2004 *Takeovers, Restructuring, and Corporate Governance*, 4th Ed. New Jersey: Pearson Prentice Hall.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Financial Times
The Economist
The Wall Street Journal

Online Resources www.ofc.gov.uk www.thetakeoverpanel.org.uk www.competition-commission.org.uk
www.ft.com www.economist.com www.bloomberg.com www.thomsonreuters.com www.imf.org
www.worldbank.org www.icmagroup.org
www.londonstockexchange.com www.publicprivatefinance.com www.bis.org
www.bvca.co.uk

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Syllabus

Key terms

Strategic considerations

Process and advisors

Cross border issues

Valuations

Tactics

Topic	Content	Learning and Teaching Strategy
Topic 1	<u>Introduction to M&A</u> Introduction to module Review of assessment regime M&A Terms Merger waves	This session introduces students to the world of M&A. Terminology is introduced. The phenomenon of Merger Waves is discussed and reason sought. Finally we examine the question of why M&A occurs is it a value adding activity? Independent Study: Reading core text Sudarsanam chapters 1,2 and 4 Video lecture – 1 – Historical context - 2 – Introduction - 3- Is Value Created? In-class explanations and case studies
Topic 2	<u>Strategic Considerations</u> <u>Horizontal integration</u> <u>Vertical integration</u> <u>Conglomeration</u> <u>Divestments</u> <u>Strategic alliances</u>	This session examines the main reasons why companies undertake M&A. What are the benefits? Independent Study: Reading core text Sudarsanam chapters 5,6 and 7 Video lecture 1. Horizontal integration 2. Vertical integration 3. Conglomeration 4. Divestments 5. Strategic alliances Seminar: discussion and case studies on strategic issues
Topic 3	<u>Process and Advisors</u> <u>Buyer's actions</u> <u>Vendor actions</u> <u>Due diligence</u>	This session examines the mechanics of M&A. What are the stages and who does them? Independent Study: Reading core text Sudarsanam chapters 13 and 19 Video lecture 1. Buyer actions 2. Vendor actions 3. Due diligence Seminar: discussion and case study on process. Presentations

Topic 4	Cross border acquisitions OLI model	<p>This session looks at the particular issues that arise from M&A crossing borders. These are many-fold and include legal and cultural differences. Having prepared before the seminar, this is primarily studied in-class via case studies.</p> <p>Independent Study: Reading core text Sudarsanam chapter 8 Video lecture 1. Cross border issues In-class discussion Case study exploring known unsuccessful CBA. Presentations</p>
Topic 5	<u>Formative</u>	<p>Students briefed on coursework.</p> <p>Start coursework under tutor supervision.</p>
Topic 6	Valuations #1 Net asset basis Constant growth model Multiples approaches	<p>This sessions introduces some basic valuation techniques, their advantages and disadvantages.</p> <p>Independent Study: Reading core text Sudarsanam chapters 14 Video lectures: 1. Constant growth method and NAV 2. Multiples method 3. Valuations</p> <p>In-class discussion and problems sheets.</p>
Topic 7	Valuations # 2 Application of last week's techniques	<p>Group exercises valuing companies and presenting findings This sessions is entirely dedicated to applying the techniques covered last week. A key learning is how the theory needs to be applied using real-world data and its limitations.</p> <p>Case study whereby students in groups value a real company (using techniques from last week) and present their findings. Feedback provided</p>

Topic 8	Deal structures Bid strategies Defence strategies Contingent value rights Bootstrapping	In this session we explore how deals can be negotiated in order to meet the conflicting requirements of buyers and sellers as well as take account of uncertainty. Independent Study: Reading core text Sudarsanam chapters 20 and 21 Video lectures: 1. Deal structures #1 2. Deal structures #2 3. Bid strategies 4. Defence strategies Excel based bootstrapping model reviewed and used for group work Case study and presentations
Topic 9	<u>Case study</u> Bringing together the module	Students are grouped and assigned role of either buyer or vendor. They then prepare an offer/sale document and negotiate over a number of stages the final Sale and Purchase Agreement. Feedback provided
Topic 10	<u>Formative</u>	Students are given an opportunity to discuss and receive feedback on their coursework.

FINANCIAL SERVICES PROJECT PART 1**General Information**

School		Business School
Level		6
Credit Value		15 Credits
Contact Hours		30
Programme		BSc (Hons) Banking and Finance BSc (Hons) Banking and Finance [Top Up]
Module Leader		Kevin Amor
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	Financial Services Project Part 2
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

The Financial Services Project Part 1 (BIP1) is the first of two modules requiring you to undertake a Financial Services orientated project aimed at improving your employability as well as providing an opportunity to create a platform for your own potential commercial venture.

This module requires you to produce a group project embracing a written submission, a group presentation about your chosen project, and a short individually written reflective report.

Both FSP1 and the Financial Services Project Part 2 (FSP2) give you the opportunity to not only consolidate your learning on the programme, but also to pursue a Financial Services issue of particular interest to you.

Both FSP1 and FSP2 are practical project based modules underpinned by sound academic principles that offer you the opportunity to significantly deepen your knowledge and understanding of a business issue or project that you wish to pursue, based on your academic learning to date.

Both FSP1 and FSP 2 give you a choice of project type.

Firstly, you can write a detailed and substantive case study or report that identifies and addresses a contemporary business issue, problem or question, providing a platform for the further development of your major employability skills such as self-management, research and evaluation. Importantly, it also gives you an opportunity to gain in-depth knowledge of a specific industry or market that you may be wanting to enter. This can give you a significant advantage in interview situations.

Alternatively, you may choose to write a full, coherent, researched business plan. The ability to write

an effective business plan is essential to secure funding for any future business project you may get involved in. It also provides a clear template for you to assess the viability of the idea itself and is an opportunity for you to show your business awareness - another key employability skill.

In FSP1, you will be working in teams, including a compulsory group presentation, thus reflecting current employability demands. Not only can you pursue your own agenda and interests, but also to combine the knowledge, strengths and expertise of individuals working together to achieve maximum advantage. Team working is a key employability skill, and this module gives you the opportunity to develop this skill.

An individually written reflective report will offer you the opportunity to consider how undertaking and completing the group project has given you a greater self-awareness and how the experience can be used going forward in employment situations.

Your endeavours will lead to value adding, practical business solutions orientated outcomes, during which you will be able to demonstrate your professional credibility. This module gives you the opportunity to use your academic and business skills in a professional context.

Educational Aims

This module aims to:

1	Allow you to demonstrate your ability to utilise and contextualise significant amount of group-directed research, applying investigatory and analytical skills to present meaningful outcomes	
2	Demonstrate the ability to present, in conjunction with others, a sustained piece of writing that address a financial services issue or opportunity	
3	Create an opportunity for you to develop, with others, a range of skills associated with research including analysis, interpretation, written expression, formal report writing, verbal presentation and self-disciplined study	
4	Allow you to work on a complex, integrated activity that will consolidate and integrate previous skills and learning	

5	Encourages reflection upon your contribution and role within the dynamics of team working and their appropriateness towards the finished task	 
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Learning Outcomes

On successfully completing this module, you will be able to:

1. Demonstrate a comprehensive understanding of the main concepts, frameworks and processes that need to be considered when addressing financial services issues or business opportunities.
2. Demonstrate research skills contiguous with the financial services problem or opportunity identified.
3. Develop and deliver a project and presentation based on effective team working
4. Source and utilise relevant information from a range of sources to support critical analysis, evaluation and problem solving
5. Demonstrate the ability to reflect appropriately on the group project experience

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Knowledge and understanding	✓	✓			
Cognitive (thinking) skills		✓		✓	
Professional skills and attitudes	✓	✓	✓		✓
Transferable skills			✓	✓	✓

Mode of Assessment

This module is assessed through the completion of [the summative element]:

- A group project
- A group presentation
- An individually written reflective report

In addition to the summative element, the module contains the following formative elements:

Formative Elements

1. Formative 1: Written proposal outline – your group must submit an outline of your proposed project.

Deadline: Week 4

2. Formative 2 : Draft group project – each group can submit a draft of their project for feedback and direction

Deadline: Week 9

Please Note: This element does not count towards your final module grade.

Summative Element

Please Note: You must achieve a pass in each of the following elements to pass the module.

1. **Group Project (60% of module total) – 5000 words**

The group project can be either of the following:

- A Business Plan within the FS industry
 - This option must comply with the requirements of a full business plan, and show evidence of appropriate research in support of the proposition
- A Contemporary Financial Services Case Study or Report
 - This option embraces primary and/or secondary research in meeting the project objectives.

Groups can be made up of **2-4 students**. You cannot write a group project individually.

2. **Reflective Report (10% of module total) - 500 words**

- You must also write an INDIVIDUALLY WRITTEN reflective report about your group project experience

You will submit a copy of your group project and reflective report via Turnitin. The project submissions will be identical with others from your group, with the **exception** of the individually written reflective report.

All group members will receive the same mark, with the exception of the reflective writing element.

3. **Group Presentation (30% of module total) – around week 7**

- Group project members will make a 20 minute professional presentation in front of 2-3 faculty staff
- You will then have a 10 minute question and answer session about your presentation.
- Suitable presentation aids may be used, such as PowerPoint or Prezi
- The presentation will cover all aspects of your project and all group members must participate fully
- All group members will be receive the same mark
- An appropriate professional approach must be taken

The assessments are marked according to the Level 6 Marking Criteria contained in your programme handbook.

For the classification of your degree (First, 2:1, 2:2 etc) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.).

Below is an indicative list of reading that you may find helpful in your studies; more specific readings will be determined by the type of project, and subject area.

NOTE – there is no core text for this module

Books and Texts

Barrow, C., Barrow, P. and Brown, R (2008) *The Business Plan Workbook*, 6th edition, London: Kogan Page.

Cottrell, S., (2014) *Dissertations and Project Reports: A Step By Step Guide*, 1st edition, Palgrave MacMillan

Evans, V.,(2011) *FT Essential Guide To Writing A Business Plan*, 1st edition, Pearson Education

Thomas, G., (2011) *How To Do Your Case Study: A Guide For Students and Researchers*, 1st edition, Sage Publications

Williams, S. (2009) *The Financial Times Guide to Business Start Up*, 5th edition, Harlow: Pearson Education Limited.

Academic and Professional Articles

Pre start up formal business plans and post start up performance: a study of 116 new ventures, *Venture Capital*, Oct-Dec 2007, Vol 9 Issue 4 P237-256.

Writing a Business plan to attract investors, Graziado Business Report, 2009, Vol 12 Issue 2 p1-5.

Online Resources that may be useful:

www.hmrc.gov.uk/startingup/
www.bytestart.co.uk
www.newbusiness.co.uk
www.britishchambers.org.uk
www.startups.co.uk
www.cim.co.uk
www.mintel
www.euromonitor
www.berr.gov.uk (for market intelligence)

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Financial Services Project Part 1

Syllabus:

- Writing a business plan
- Writing a case study or report
- Research skills
- Referencing
- Writing a reflective report
- Presentation skills

Topic	Content	Learning and Teaching Strategy
Introduction	<p><u>Module Introduction</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed.</p>	<p>Online Recording:</p> <p>Delivered by the Module Leader</p> <ol style="list-style-type: none"> 1) Overview of the module. 2) Assessment information.
Week 1	<p><u>Introduction to FSP1</u></p> <p>A formal group session that aims to:</p> <ul style="list-style-type: none"> • Discuss the project options • Identify the key dates and stages of the group project • Establish group memberships 	<p>Activity 1</p> <p>The first hour will be given over to student questions, and to establish student project team memberships.</p> <p>Activity 2</p> <p>The second hour will allow students to discuss possible topics for the group project.</p> <p>Activity 3</p> <p>Allocation of tutor supervision commences</p>
Week 2	<p><u>The requirements of a Business Plan and a Case Study/Report</u></p>	<p>Activity 1</p> <p>The session will be taken up for the first hour with a detailed review of the requirements and content of both of the following:</p> <ul style="list-style-type: none"> • The business plan • The case study or report <p>What makes a good business plan and business case study will also be clarified, with the need to specific doable objectives</p> <p>Activity 2</p> <p>The second hour will be given over to finalising the group project proposals and objectives</p>
Week 3		<p>Activity 1</p>

	<u>Research Skills</u>	<p>A formal session clarifying appropriate research approach and methodology. A key issue will be establishing what is appropriate and feasible within the constraints of the module</p> <p>Activity 2 Students will put together a research plan relevant to their group projects</p>
Week 4	<u>Referencing and Writing a Reflective Report</u>	<p>Activity 1 A review of using the Harvard Referencing System for their projects, along with guidance as to vetting appropriate sources of information. Also students will learn how to write a good reflective report.</p> <p>Activity 2 Library will show online learning system to support students' research skills.</p>
Week 5	<u>How to Make a Good Presentation</u>	<p>Activity 1 A review of the do's and don'ts of a professional and effective presentation</p> <p>Activity 2 The importance of verbal and non-verbal communication, especially in the context of the Q+A's during the summative group presentations</p> <p>Formative 1 submission</p>
Reading Week		
Week 6	<u>No organised content</u>	Students will be expected to continue with self-managed team work, and to use this time to arrange for supervisor meetings.

Week 7 Assessment	<u>SUMMATIVE GROUP PRESENTATIONS</u>	Students will deliver their assessed presentations this week
Week 8	<u>No organised content</u>	Students will be expected to use this week to work on their projects and use the feedback from the presentations to develop and improve their written work
Week 9	<u>No organised content</u>	Students will be expected to use this week to work on their projects Formative 2 Submission.
Week 10	<u>No organised content</u>	Students will be expected to use this week to work on their projects

FINANCIAL RISK MANAGEMENT

General Information

School		Business School
Level		Level 6 (Honours Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Tamika Davis
Related Modules	Pre-requisites	Mathematical Skills for Business Understanding Financial Statements Macroeconomics and the Banking System
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	None	

Introduction

If you wait to do everything until you're sure it's right, you'll probably never do much of anything.

-Win Borden

The mismanagement of financial risks can have serious adverse effects on business performance, demonstrated by financial disasters such as the collapse of Barings Bank, the S&L crisis and the recent credit crunch.

To try and avoid these disasters, financial institutions, such as banks and insurance companies, devote considerable resources to developing the risk management process, which includes good corporate governance. We present existing and proposed approaches, discussing their usefulness and limitations. Attention is paid to regulation, accountability, ethics and professionalism.

We show that the existing feedback between financial markets and the real economy may translate small shocks into large and persistent consequences. Moreover, we show that these feedback effects are important in understanding financial crises.

Educational Aims

This module aims to:

<ul style="list-style-type: none"> motivate the need for financial risk management in a broad macroeconomic context, encompassing good corporate governance and risk sensitivity 	 
<ul style="list-style-type: none"> present recently developed models describing how the mutual feedback between financial markets and real activity magnifies shocks to the economy 	 
<ul style="list-style-type: none"> examine the implications of Basle II and Basle III for financial institutions 	 
<ul style="list-style-type: none"> discuss the roles played by financial market regulators (FED, BOE, UKLA) 	
<ul style="list-style-type: none"> reinforce the concepts of accountability, ethics and professionalism 	
<ul style="list-style-type: none"> explore the foundations of risk management, considering both market risk and credit risk 	 
<ul style="list-style-type: none"> analyze professional techniques and applications including some mathematical issues in measurement and management of credit and market risks 	 
<ul style="list-style-type: none"> equip students with the ability to use methods of risk measurement 	 
<ul style="list-style-type: none"> provide opportunities to acquire key quantitative skills in risk management 	

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
1	Good understanding of interaction between financial markets and economic performance.
2	Knowledge of existing regulatory systems, including Basle 2 and 3, and the effects of regulation on risk management in financial institutions, and the importance of ethics and professionalism.
3	Familiarity and professional competence in basic understanding of credit risk modelling.
4	Understanding of methods of risk measurement for the purpose of developing risk strategies.

Cognitive Skills

Ref	B. Students should be able to:
1	Apply simple mathematical techniques to professional finance practice.
2	Assess credit risks referring to recent scholarship and research.
3	Demonstrate understanding of risk identification, measurement and management in the financial services sector.
4	Analyse risk management problems using qualitative and quantitative methods.

Professional Skills and Attitudes

Ref	C. Students should be able to:
1	Analyse theory and research in risk management to inform professional practice.
2	Demonstrate knowledge and ability to address issues in financial risk management with consideration to the regulatory framework.
3	Demonstrate ability to source relevant information and data in to conduct risk modelling.
4	Evaluate results of current research to improve commercial practice.

General Transferable Skills

Ref	D. Students should be able to:
1	Work independently and as part of a team to improve organizational performance.
2	Use a variety of resources and financial data to discuss of financial risk management strategies.
3	Use computer software to analyze risk management problems in developing feasible solutions.
4	Debate issues in risk management convincingly in a variety of contexts.

Mode of Assessment

This module is assessed through the completion of one (1) graded independent task.

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module.

Formative Elements

Please note: These elements do not count towards the final module grade.

1. Mock exam to be completed in class, followed by a discussion with tutor feedback.

Summative Elements

Please note: A pass must be achieved in all elements to pass the module.

2. A 2-hour unseen examination [100% of Module Grade] For example, an individual risk analysis on a bank

The formative and graded elements are awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Seminal Works

Core Text: Hull, J. (2012), Risk Management & Financial Institutions, John Wiley & Sons.

Books and Texts

Bluhm, C., L. Overbeck, and C. Wagner (2003), An Introduction to Credit Risk Modelling, CPC Press.

Haslett, W. (2010), Risk Management: Foundations for a Changing Financial World, Wiley.

Jorion, P. (2007) Value at Risk, McGraw-Hill.

Stiglitz, Joseph E., 2001, -Information and the change in the paradigm in economics, Nobel Prize lecture.

Cooper, G. (2008), The Origin of Financial Crises: Central Banks, Credit Bubbles and the Efficient Market Fallacy, Harriman House.

Partnoy, F. (2002), F.I.A.S.C.O.: Guns, Booze, and bloodlust: The truth about high finance

Crouhy, M., D. Galai and R. Mark (2001) Risk Management, McGraw-Hill. Duffie, D. and K. Singleton

(2003) Credit Risk, Princeton University Press. Christoffersen, P. (2003) Elements of Financial Risk

Management, Academic Press.

Fitch Ratings (2010), CDS Spreads.

Journal Articles

Culp, C. et al, -Catastrophe Reinsurance & Risk Capital in the Wake of the Financial Crisis, *The Journal of Risk Finance* Nov 2009

Sias, R. et al, Changes in Institutional Ownership & Stock Returns: Assessment & Methodology, *Journal of Business* Nov 2006

Eberlein, E. et al, -On Pricing Risky Loans & CDOs, *The Journal of Credit Risk* Fall 2009

Clark, J. -Counterparty Charge an Act Too Far? *Risk Magazine* Feb 2010

Zhou, G. and Y. Zhu, -Is the Recent Financial Crisis Really a Once in a Lifetime Event? *Financial Analysts Journal* Jan/Feb 2010

Web Resources

www.bankofengland.co.uk

www.imf.org

www.oecd.org

www.federalreserve.org

www.ft.com

www.knowledge@wharton.com

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Financial Risk Management

Syllabus

Principles of Risk Management, including:

- An overview of Risk Management in Financial Services
- An overview of frictions in the financial system
- Exploration of links between financial markets and economic performance
- Regulatory Issues and Risk Management
- Introduction to Credit Risk
- Modeling Credit Risk
- Credit Risk Modeling in Practice: estimating credit scores
- Introduction to Methods of Risk Measurement
- Implementing VAR model

Topic	Content	Learning and Teaching Strategy
INDUCTION	Awareness of risks facing financial institutions	<u>Independent Study</u> <i>Task:</i> Visit websites of FT and others on high-profile risk disasters
Topic 1	<u>Overview of risk management in financial markets & links with macroeconomic performance</u> Basic concepts (credit risks, market risks, operational risks). Credit risk instruments (loans, bonds, OTC derivatives, credit derivatives). Market risk instruments (futures, forwards, options and swaps). Measurements of Risks, Importance of risk management and the economics of risk. The role of financial markets and institutions. Arguments for frictions present in financial markets and their consequences for real activity. Frictions and investment decisions and the value of the firm.	<u>Independent Study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u> , chapters 2,16,20-21 <u>Session 1:</u> General and systematic introduction to types of risks faced by financial institutions and general approaches of managing these risks, and why they need to be managed. Different measurements of risks for different financial assets such as fixed income, equities and derivatives are quickly reviewed. General measurement of risks such as VAR is briefly introduced. <u>Session 2:</u> <i>Workshop Activity 1:</i> Case study on a financial failure: collapse of Baring. Through the discussion, students will identify the causes (the types of risks) of such crisis, thus to understand the importance, challenge and complications of risk management. Empirical and theoretical arguments are provided for frictions in financial markets and the consequences of these frictions for real activity. <u>Independent Study:</u> <i>Key Reading:</i> Zhou & Zhu article

Topic 2	<p><u>Financial accelerator</u> Adverse shocks to the economy are amplified by worsening credit-market conditions. The Firm's Net Worth Channel – examples of historical exogenous shocks affecting the level of firm's debt holdings relative to its total value. Examination of bank balance sheets and income statements.</p> <p><u>Introduction to credit risk</u> Activities of credit risk management. Specific issues in credit risk management (default dependence). Concepts of credit derivatives (CDSs, CDOs).</p>	<p><u>Independent study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u>, chapters 5-6</p> <p><u>Session 1:</u> Introduction of general framework and philosophy to consider the role of financial markets and institutions. The basic principles and concerns evaluated over the course are set in place.</p> <p>Presentation of the bank-equity channel and firm's net worth channel as a monetary policy transmission mechanism and their impact on real economic activity.</p> <p><u>Session 2:</u> Introducing common procedure of credit risk and specific challenges involved in such activities as default dependence, lack of data. More detailed introduction to credit risk instruments such as CDSs and CDOs, and their uses.</p> <p><u>Independent Study</u> <i>Key Reading:</i> Fitch Ratings, <u>CDS Spreads</u> (2010)</p>
Topic 3	<p><u>Credit risk management models</u> Default probabilities. Credit ratings. Rating Transition Metrics. Firm value models: Merton model.</p>	<p><u>Independent Study</u> <i>Key Reading:</i> Hull, <u>Risk Management</u>, chapters 16-18, 23.</p> <p><u>Session 1:</u> Theoretical explanations of credit risk modelling, with tables of credit scoring and transition metrics used to illustrate concepts.</p> <p><u>Session 2:</u> Tutorial exercise on an example of risk management for a loan portfolio. This example is built upon the firm-value models to help students understand the basic model as well as potential extensions to risk management of portfolios.</p>

<p>Topic 4</p>	<p><u>Regulatory framework & Issues</u> Role of national regulators and central banks. International Agreements: Basle 2 and its critique (Basle 3), potential impact of credit crunch on regulatory framework.</p> <p>Changes in regulation after Financial Crisis 2008 and their potential impact on bank/financial sector activity. Correlation with macroeconomic performance.</p> <p>Liquidity risk. Operational risk.</p>	<p><u>Independent Study</u> Key Reading: Hull, Risk Management, chapter 7, 12, 13, 17.</p> <p><u>Session 1:</u> Presentation of national regulators, central banks and tools used to influence markets. Existing international Basle accords and proposals for replacement are explored. The Basle accord specifies rules to avoid imprudent behaviour of banks and reduce chances of financial crises.</p> <p><u>Session 2:</u> Workshop Activity 1: Group discussion on existing Basel accord, selected accounting principles (—mark-to-market) and proposals for change; discussion of differences between US and UK reaction to Financial Sector Crisis 2008-2009.</p>
<p>Formative</p>	<p><u>Mock Exam</u> Students will have an opportunity to measure their understanding of the topics covered up to this point in the module. Students will also have an opportunity to get feedback from their tutor on the quality of their responses and how to enhance their answers for maximum marks.</p>	<p>Students will be given a series of multiple choice questions, short essay and calculation questions covering topics 1-4. They will complete the mock exam under exam-like conditions. They will also have an opportunity to self assess their own performance at the conclusion of the mock exam. The tutor will offer feedback to students as to strategies on how to answer questions to earn the greatest amount marks.</p>
<p>Topic 5</p>	<p><u>Risk measurements</u> VAR model: concepts and methods. Weakness of VAR. Expected Shortfall model.</p>	<p><u>Independent Study</u> Key Reading: Hull, chapter 9.</p> <p><u>Session 1:</u> Introduce the concept of VAR, its developments, the relevant factors in VAR measurement. While emphasizing its advantage as a widely accepted standard, limitations are discussed, followed by a general introduction on expected shortfall.</p> <p><u>Session 2:</u> Workshop Activity 1: Tutorial exercise on the identification of risk sources, theoretical formulations of VAR measurement and difference between VAR and ES models.</p> <p><u>Independent Study</u> Key Reading: Jorion, <u>VAR</u>, chapter 1.</p>

<p style="text-align: center;">Topic 6</p>	<p><u>Risk measurements</u></p> <p>VaR limitations Back-testing VaR Scenario or event driven analysis Stressing models and portfolio driven analysis Policy responses</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Hull, chapter 19</p> <p><u>Session 1:</u></p> <p>Niagra Bank Case study on applying historical and parametric VaR. Determine whether the use of specific VaR model is appropriate for a given set of scenarios. Illustrative calculation and interpretation of VaR based on the information provided.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutorial exercise on the understanding the specific implications for banks and bank supervisors of stress testing. Understanding the potential challenges a strong regulatory environment poses for banks and financial institutions.</p> <p><u>Independent Study</u></p> <p><i>Key Reading:</i> Principles for sound stress testing practices and supervision, Basel Committee on Banking Supervision.</p>
<p style="text-align: center;">Topic 7</p>	<p><u>The evolution of risk management</u></p> <p>The changing scope of risk management Financial industry market dynamics Loss forecasting Financial analysis in risk management decision making More risk management tools Common risk management mistakes</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Hull, chapter 24</p> <p><u>Session 1:</u></p> <p>Discussion on how traditional risk management is different from enterprise risk management and how the focus has shifted over time. Distinguishing between pure, financial, operational and strategic risks.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutorial exercise on how to use options and futures contracts to hedge commodity risks. Tutor led discussion on spectrum of risk handling techniques available to banks and financial institutions.</p> <p><u>Independent Study</u></p> <p><i>Key Reading:</i> Schiller, F, & Prpich, G 2014, 'Learning to organise risk management in organisations: what future for enterprise risk management?', Journal Of Risk Research, 17, 8, pp. 999-1017</p>

<p style="text-align: center;">Topic 8</p>	<p><u>The evolution of risk management</u> Regulatory responses to risk management failures Organisational approaches to risk management Specific case studies of risk management failures Model risk and implications to the P&L Detection and management of model risk</p>	<p><u>Independent Study</u> <i>Key Reading:</i> Hull, chapter 22</p> <p><u>Session 1:</u> Understanding the key risk management metrics that are commonly used to detect or indicate areas of vulnerability Discussion on what model risk is, how it arises, and the types that exist Presentation of actual regulatory responses to previous risk management failures</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Explore actual case studies in risk management failures such as Barings, and Long Term Capital Management to understand the causes and implications</p> <p><u>Independent Study</u> <i>Key Reading:</i> <i>Key Reading:</i> The Professional Risk Managers' International Association case study summaries on Barings Bank, Long-Term Capital Management, Orange County, and Metagesellschaft</p>
<p style="text-align: center;">Consolidation & Revision</p>	<p><u>Preparation for examination based on course content</u></p>	<p><u>Independent Study:</u></p> <ul style="list-style-type: none"> • Review and reflect upon weekly seminar activities and the formative assessment • Prepare revision notes • Attempt revision exercises, mock exams, and past papers

INTERNATIONAL BANKING

General Information

School		Business School
Level		Level 6
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	Business Economics Business Finance Commercial and Investment Banking
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

International banking refers to the activities of providing financial services (banking) to clients (both institutional and individual) located in many different countries. There is a rapid increase in the scale of international banking in an economic globalisation environment. The knowledge of international banking institution and markets are important to operate in an increasingly competitive financial market.

The module will introduce the main structure, functions and strategic drives for international banks and main features of international banking markets. Special attentions will be given to the risks and risk management in international banking institutions and markets. Students will also develop the understanding of global banking regulation, bank failure and financial crisis. Through case studies and discussion, students will be able to apply the academic knowledge to analyse the issues involved in international banking institution and markets.

Educational Aims

This module aims to:

- Understand the main structure and characteristics of international banking
- Understand the reasons for international banking
- Develop your awareness of the main financing activities in international banking
- Understand main international payment system
- Analyze the main sources of risk in international banking and how they are managed
- Become familiar with the impacts of bank failure and its role in financial crisis
- Understand the main areas of regulation of international banking

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Awareness of the key motivations of international banking
K2	Detailed understanding of the structure of international banking in different markets and international payment system
K3	Detailed understanding of different risks in the activities of international banking and how it is managed.
K4	General appreciation of the regulatory framework within which international banking business operates and the current issues that are shaping it.

Cognitive Skills

Ref	B. Students should be able to:
C1	Apply appropriate knowledge and skills to analyse a problem relating to international banking activities.
C2	Draw together information from a variety of sources in order to assess the impacts of bank failure and financial crisis
C3	Identify and evaluate key risks inherent in international banking and select appropriate mechanisms for dealing with them.
C4	Analyse given problems or issues in order to develop a personal understanding of current issues in the international regulation of banks

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Rigorously analyse problems arising in both academic and practical contexts
P2	Interpret financial issues in the light of established theories
P3	Effectively present the results of individual analysis or collaborative discussion

General Transferable Skills

Ref	D. Students should be able to:
T1	Make appropriate use of learning resources
T2	Interact effectively within a team to conduct a case study.
T3	Obtain skills of critical analysis

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Three weekly problem set and two case studies

For example, each weekly problem set will consist of three standard questions and a fourth more difficult and challenging question. Students should attempt to answer the first three questions of each assignment after the respective class and all problems by the end of the course. There will be two case studies where students discuss the case in group and present their analysis and views to the class. *Due weekly.*

Summative Elements

Please Note: You must achieve a pass in the following element to pass the module.

1. 2-hour unseen examination [100% of Module Grade]:

The formative and graded elements are awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Shelagh Heffernan (2005) *Morden Banking*, 1st edition, John Wiley & Sons, Ltd.

Books and Texts

Valdez, S Molyneux P. (2010) *An Introduction to Global Financial Markets*, 6th edition, London: Palgrave Macmillan.

Casu B Girardone C & P Molyneux (2006) *Introduction to Banking*, 1st edition, Prentice Hall FTCEM

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

Journal of Banking and Finance Journal of Economics and Business The Financial Regulator

The Financial Time

Online Resources

BIS website: <http://www.bis.org/>

IMF website: <http://www.imf.org/external/index.htm>

OECD website: <http://www.oecd.org/home/>

FT Online: <http://www.ft.com/home/uk>

The Economist: <http://www.economist.com/>

Financial Services Authority: <http://www.fsa.gov.uk>

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: International Banking

Syllabus

- Introduction to international banking and global financial markets
- Banking structure in Developed world and emerging economy
- International Payment system: Eurobond, euro equity markets and international interbank market
- Management of risks in international banking
- Bank Failure and financial crisis
- Regulation of International Banking
- Case study on Goldman Sachs

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Case reading: Goldman Sachs</u> The pre-session case reading will give student a real background covering different themes which will be learned in depth in this course such as, the development, framework and risks of international banking.</p>	<p><u>Preparation for Week 1:</u> <i>Task:</i> SH Chapter 10.1 and 10.2, write a brief report on your understanding of structure, main business and risk management of GS.</p>
Topic 1	<p><u>Introduction to International Banking, international money markets & Foreign Exchange Markets</u></p> <p>This week will review the globalisation of corporate finance as one of main drivers of international banking. It also introduce student to traditional theory of international banking, the financial system and the role of banks within it. The topic will concentrate on</p> <ul style="list-style-type: none"> • Globalisation of corporate finance • Definitions and determinants of international banking • Development of international banking & Global key financial centres 	<p><u>Independent Study:</u> <i>Key Reading:</i> SH. Chapters 2.4; 2.5; the research paper by C Marrewijk post on VLE.</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Seminar exploring what constitutes an international bank and the main determinants of international banking, and discussion how globalisation of corporate finance drives the development of international banking. <i>Workshop Activity 2:</i> seminar presentation of key financial centres including London, New York and Tokyo and key factors in their competitiveness.</p>
Topic 2	<p><u>Introduction to International Banking, international money markets & Foreign Exchange Markets</u></p> <p>This week will review the globalisation of corporate finance as one of main drivers of international banking. It also introduce student to traditional theory of international banking, the financial system and the role of banks within it. The topic will concentrate on</p> <ul style="list-style-type: none"> • International Money and Foreign exchange market • Purchasing Power Parity (PPP) and Interest rate Parity (IRP) 	<p><u>Session</u> <i>Workshop Activity 1:</i> Seminar introducing main aspects of money market (types of money, transaction channel and monetary policy); it also introduce the basics of FX market by discussing types of exchange rate instruments and main players in the markets. <i>Workshop Activity 2:</i> Seminar presentation using the information learned in workshop activity 1 to discuss PPP and IRP.</p> <p><u>Independent Study:</u> <i>Key Reading:</i> Directed further reading from journal articles. <i>Task:</i> Case study exploring the events that led to the recent dollar collapse and its implications for the global financial system and wider economy.</p>

<p style="text-align: center;">Topic 3</p>	<p><u>Banking Structure in Developed World and Emerging Markets</u> This week will present an overview on Banking structure in developed countries and banking reforms in emerging markets. This will concentrate on:</p> <ul style="list-style-type: none"> • Background of banking structure in UK, US, Japan and EU • Banking reforms in Russia, China and India 	<p><u>Independent Study:</u> <i>Key Reading:</i> SH, Chapters 5 and 6;</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Seminar to overview the banking structure in developed countries and some comparative figures. <i>Workshop Activity 2:</i> Case study exploring the objective of achieving a single market in financial services and discussing the barriers to this objective.</p>
<p style="text-align: center;">Topic 4</p>	<p><u>Banking Structure in Developed World and Emerging Markets</u> This week will present an overview on Banking structure in developed countries and banking reforms in emerging markets. This will concentrate on:</p> <ul style="list-style-type: none"> • The basic principles and key products of Islamic Banking • Achieving a single market in financial services 	<p><u>Session</u> <i>Workshop Activity 1:</i> Seminar examining the reform process, current structure and issues/problems in the banking sector in emerging countries. <i>Workshop Activity 2:</i> Seminar introducing and contrasting Islamic banking to standard banking system in other markets; examining two types of contracts used in Islamic financial system</p> <p><u>Independent Study:</u> <i>Task:</i> Weekly problem set</p>
<p style="text-align: center;">Topic 5</p>	<p><u>International Payments System</u> This week will focus on the function and use of international payments system including Eurobond, euro equity and interbank market. This will concentrate on:</p> <ul style="list-style-type: none"> • How the international interbank market functions • How the Eurobond and euro equity markets functions. • Why banks use the markets • How banks manage the risk imposed in the markets 	<p><u>Independent Study:</u> <i>Key Reading:</i> the BIS Economic Paper post on Blackboard</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Seminar to explore forms the interbank activity takes and how interbank deals are arranged, and to discuss the international nature of the market. <i>Workshop Activity 2:</i> Seminar introduction of how banks use the interbank market to manage the liquidity, interest rate and foreign exchange rate risk. <i>Workshop Activity 3:</i> Seminar introduction of the concept of euro bond and euro equity markets; explaining why these markets emerged, its volume and pattern and how it helps the flow of international funds. <i>Workshop Activity 4:</i> Seminar discussion on the various risks in the markets and how banks cope with these risks, such as the creditworthiness of the counter party in the markets.</p> <p><u>Independent Study:</u> <i>Task:</i> Weekly problem set.</p>

Topic 6	<p><u>Management of Risks in International Banking</u> This week will focus on outlining the key financial risks international banks are exposed to and considering how these risks should be managed This will concentrate on:</p> <ul style="list-style-type: none"> • Brief definition of the different financial risks faced by banks • Financial derivatives and risk management • Management of market and credit risks • How a major global bank organises risk management 	<p><u>Independent Study:</u> <i>Key Reading:</i> SH, Chapter 3; plus selected journal articles.</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Seminar presenting the outline of key financial risks faced by banks and development of risk management approaches in banking including traditional Asset-Liability Management (ALM) and the use of financial derivatives. <i>Workshop Activity 2:</i> Seminar examining the types of financial derivative and why and the motivations for banks to use financial derivative. <i>Workshop Activity 3:</i> Seminar introduction to the concepts of market risk and credit risk; and the central components of management tools including VaR, stress testing, scenario analysis and credit scoring models. <i>Workshop Activity 4:</i> Case study how Barclays manages its risks.</p> <p><u>Independent Study:</u> <i>Task:</i> study on JPMorgan's Riskmetrics model and discussion its main assumptions, intuitions and potential problems.</p>
Topic 7	<p><u>Bank Failure, Financial Crisis and Regulations of International Banking</u> This week will look at the causes of bank failure and financial crisis, and review attempts to regulate international banking through global agreements. This will concentrate on:</p> <ul style="list-style-type: none"> • concepts and controversies of bank failure • concepts, causes and consequences of financial crisis 	<p><u>Independent Study:</u> <i>Key Reading:</i> SH, Chapters 7.2; 8.2; 8.4; and Chapter 4.</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Seminar presenting the definitions, controversies and consequences of bank failure and financial crisis; it conducts a qualitative analyses of troubled banks and examines the possible functions of a (international) lender of last resort. <i>Workshop Activity 2:</i> Case study on the Japanese Banking Crisis.</p>
Topic 8	<p><u>Bank Failure, Financial Crisis and Regulations of International Banking</u> This week will look at the causes of bank failure and financial crisis, and review attempts to regulate international banking through global agreements. This will concentrate on:</p> <ul style="list-style-type: none"> • Rational for regulating financial/banking markets • Activities of Basel Committee on Banking Supervision (BCBS) 	<p><u>Session</u> <i>Workshop Activity 1:</i> Seminar reviews the reasons why financial/banking markets are singled out for additional regulation; tutor presents different aspects of the international regulation of banks, with special introduction to BCBS and the alternative or complementary approaches to Basel. <i>Workshop Activity 2:</i> Seminar presentation of the three pillar approach of Basel II. <u>Independent Study:</u> <i>Task:</i> Weekly problem set</p>
Revision & Consolidation	Preparation for examination based on course content in topics 1-8	<p><u>Independent Study:</u> <i>Task:</i> Review and reflect upon directed reading and course activities carried out in topic 1-8</p>

SECURITIES

General Information

School		Business School
Level		Level 6 (Honours Level)
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		TBC
Related Modules	Pre-requisites	Mathematical Skills for Business Business Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

This module is aligned with the Securities Unit offered to candidates seeking CISI's Investment Advice Diploma professional qualification. The CISI is one of the largest and most widely respected professional bodies for those who work in the securities and investment industry in the UK and in a growing number of major financial centres around the world. The module will focus on the unique characteristics of fixed income and equity securities including valuation and risk assessment. Macroeconomic factors will be highlighted as primary influencers on the performance of the money markets, capital markets, and the foreign exchange markets. Trading activities in both the front and back office operations will also be explored. Investment analysis and selection and portfolio construction are also essential elements covered in this module.

Educational Aims

This module aims to:

<ul style="list-style-type: none"> Develop students' understanding of the purpose, use, and key attributes of fixed income and equity securities 	
<ul style="list-style-type: none"> Provide an understanding of the scope and function of the money markets and foreign exchange markets 	 
<ul style="list-style-type: none"> Explore the fundamental aspects of trading operations including issuance, brokerage, clearing, settlement, and accounting 	 

<ul style="list-style-type: none"> • Help students to understand the basis upon which investments are selected and analysed in the construction and administration of a portfolio 	
<ul style="list-style-type: none"> • Provide an understanding of the relevant trading and investment strategies for financial securities as a reflection of investor objectives and risk profiles 	

Learning OutcomesKnowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Fundamental knowledge of the characteristics of debt and equity securities
K2	An understanding of the main analysis techniques for financial securities
K3	A systematic knowledge of the main portfolio management principles
K4	An understanding of suitable investment strategies as reflected by the investors objectives and risk profiles

Cognitive Skills

Ref	B. Students should be able to:
C1	Analyze and assess the performance of portfolios of equity and fixed income securities
C2	Describe the key aspects of the clearing and settlement operations process
C3	Interpret basic financial statements and identify the key performance measures relevant to investors

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate an awareness of the needs of investors through the assessment of their risk profiles and investment objectives
P2	Exhibit an awareness of the regulatory authorities and general guidelines covering specific investment activities
P3	Obtain and use market information and research to assess the performance and value of a specific investment or portfolio

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate the ability to review and interpret investment information to reach an informed conclusion
T2	Effectively communicate their position with supporting fact based evidence or theory

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Element].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Element].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1,500 word assignment

For example, the students will be given a case study related to investment products to analyse and assess. They will apply their knowledge and understanding of investments and trading activities to identify the risks and opportunities and to reach a recommendation or draw a conclusion.

Summative Elements

Please Note: You must achieve a pass in the following element to pass the module.

2 hour written examination consisting of multiple choice questions, a selection of short essay and calculation questions.

The formative and graded elements are awarded a percentage grading according to the Level 5 (Foundation) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Mayo, H. (2014) *Investments: An Introduction*, 11th Edition, South-Western College.

Books and Texts

Bodie, Z., Kane, A., & Marcus, A. (2008) *Essentials of Investments*, 9th Edition, McGraw-Hill.

IAQ Core – Introduction to Securities and Investment: Syllabus Version 10, Published by BPP Learning Media Ltd

Reading material made available by the Chartered Institute for Securities and Investments

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

- Harvard Business Review
- Journal of Finance and Investment Analysis
- Chief Investment Officer
- Investment Week
- Investment Adviser
- Journal of Business
- World Investment Report
- Investment Analysts Journal

INDICATIVE SCHEME OF WORK

In some instances information regarding the content of this module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Securities

Syllabus

- Introduction to securities
- Money markets and foreign exchange markets
- Fixed income and equity securities
- Clearing, settlement, and accounting
- Securities analysis
- Portfolio construction and investment selection

Week	Content	Learning and Teaching Strategy
HEADSTART	<p><u>Introduction to financial securities</u></p> <p>This week will offer an introduction to the main securities covered during the course</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Cash and money markets • Fixed income securities • Equities • Foreign exchange markets 	<p><u>Independent Study:</u></p> <p><i>Task:</i></p> <ul style="list-style-type: none"> – Read Core text (Mayo) Chapter 1 (An Introduction to Investments) – Complete module pre-assessment of 25 multiple choice questions to provide a base line assessment of current subject matter knowledge – Regnier, P 2015, 'The only two investing books you really need to read', <i>Money</i>, 44, 6, pp. 74-78
Topic 1	<p><u>Cash, money markets and foreign exchange markets</u></p> <p>This week will focus on the role of money markets, the instruments traded, and liquidity risk</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Investment horizon • Fixed and variable rates of interest and inflation • Cash deposits, Treasury Bills, and Gilts • Commercial paper and repurchase agreements • Currency markets <ul style="list-style-type: none"> – transactional verses speculative demand – volume, volatility, quotes and spreads 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Read Core text (Mayo) Chapter 2 – (The Securities Market) – Pre-seminar exercises: Answer selected end of chapter questions – Read Article: Dodd, R 2012, 'What are Money Markets?', <i>Finance and Development</i>, 49, 2, pp. 46-47 – Online lecture: money market securities, investment options, participant objectives, foreign exchange and liquidity <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment to build understanding of the types of securities traded in the money markets – Determine which type of financial instrument is most suitable for specific investor profiles and requirements – Analyse foreign exchange contracts in practice and calculate forward exchange rates <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple choice topic review questions – Brief reflective essay questions such as “What are the key economic variables that underlie the money markets and foreign exchange markets?”

Topic 2	Introduction to fixed income securities part 1	<u>Independent Study:</u>
	<p>This week will focus on fixed income securities, their main characteristics, and pricing methods</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Main characteristics of corporate bonds • Relationship between interest rates, yields, and bond prices • Valuation of fixed income securities and analysis of the factors that influence bond pricing • Why some bonds may trade at a discount or premium 	<p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapters 13 and 14 (The Bond Market and The Valuation of Fixed Income Securities) – Pre-seminar exercises: Answer selected end of chapter questions – Read Journal Article: Brady, J 2012, 'Stocks vs. Bonds: Why and When?', <i>AAll Journal</i>, 34, 9, pp. 23-26 – Online lecture: main issuers of corporate debt and the main investment characteristics and behaviours, risk and pricing relationship <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment to build understanding of the key features and common terminology for fixed income securities – Small group activity discussion based on the pre-seminar reading what motivates investors to buy bonds – Students will use the financial press to select actual corporate bonds, and identify the relevant features including maturity, yield, and current price – Students will have the opportunity to practice calculating the price and yield for fixed income instruments <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple choice topic review questions – Brief reflective essay questions such as “Explain the relationship of convexity and duration to bond pricing.”

Topic 3	Introduction to fixed income securities part 2	Independent Study:
	<p>A continuation of the previous week's discussion on fixed income securities concentrating on government bonds</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • the main characteristics of sovereign, government bonds including treasuries, municipals, and gilts • the purpose, influence and limitations of global credit rating agencies • debt seniority and ranking in cases of default/ bankruptcy 	<p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapter 15 (Government Securities) – Pre-seminar exercises: Identify the key determinants of sovereign credit risk – Read Article: Weinger, B 2015, '10 Things Everyone Should Know About Bond Investing', <i>Investment Advisor</i>, 35, 11, pp. 46-50 – Online lecture: role, structure, and characteristics of government bond markets and the key credit risk factors <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Case study: Sovereign credit risk factors Bruder, B, Hereil, P, & Roncalli, T 2012, Managing Sovereign Credit Risk In Bond Portfolios', <i>Journal Of Advanced Studies In Finance</i> (De Gruyter Open), 3, 1, pp. 5-26 – Small group activity to assess and compare the historical performance of government debt of specific countries and certain bond funds <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay questions such as "Describe the relationship between credit spreads, yields, and income stability."

Topic 4	<p><u>Introduction to Equities part 1</u></p> <p>This week will focus on equities as an investment tool, the differences in equity asset classes, and primary and secondary issuances</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Main investment characteristics of equities • Behaviours and risk of different classes of equities • The issuance process 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapters 8 &9 (Stock and The Valuation of Common Stock) – Pre-seminar exercises: Answer selected end of chapter questions – Cohan, WD 2016, 'Good Luck Getting Out! (cover story)', <i>Fortune</i>, 173, 2, pp. 52-64 – Online lecture: Equity asset classes characteristics, IPOs and rights issues <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Students will be asked to prepare a process map or flowchart of the primary and secondary equity issuance process. They will identify the key participants and their roles and the potential challenges of the process – Case study: Outline the key features, the advantages and disadvantages of each of the various equity asset classes Clark, K, Lim, P, Poppick, S, Salisbury, I, Waggoner, J, & Wang, P 2016, '10 Things Every Investor Must Know Now', <i>Money</i>, 45, 1, pp. 50-61 <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay question such as "Outline the priority of the various equity asset classes in liquidation."
Formative	<p><u>Case Study Analysis</u></p> <p>Students will be given an investment related case to analyse and to answer specific investment focused questions.</p>	<p>Prepare a 1,500 word report addressing the questions posed in the case. Apply your knowledge and understanding of investments and trading activities to identify the risks and opportunities and to reach a recommendation or draw a conclusion. Use appropriate analysis and research to support your response.</p>

Topic 5	<p><u>Introduction to Equities part 2</u></p> <p>A continuation of the previous week's discussion on equity securities concentrating on trading and regulation</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • The major global exchanges • Benchmark indexes and performance measurement • Regulatory and supervisory framework 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapter 10 (Investment Returns and aggregate measures of stock markets) – Pre-seminar exercises: Answer selected end of chapter questions – Meric, I, Nygren, L, Bentley, J, & McCall, C 2015, 'Co-movements of U.S. and European stock markets before and after the 2008 global stock market crash', <i>Studies In Business & Economics</i>, 10, 2, pp. 83-98 – Online lecture: International securities markets and indexes, historical market performance, and market regulators <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Small group activity to assess and compare the historical performance of major market indexes of specific countries and certain equity funds – Identify the key regulatory bodies in different international markets and their primary objectives <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay question such as "Identify the key factors that influence equity markets and values."
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Topic 6	<p><u>Securities Analysis</u></p> <p>This week will focus on understanding financial statements and key performance measures relevant to investors</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Interpretation of the balance sheet, income statement and cash flow statement results • Calculating and interpreting financial, profitability, and investor ratios • Identifying and using industry comparables • Distinguishing between fundamental and technical analysis 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapter 11 (Macroeconomic environment for investment decisions) – Pre-seminar exercises: Answer selected end of chapter questions – Faello, J 2015, 'Understanding the limitation of financial ratios', <i>Academy Of Accounting & Financial Studies Journal</i>, 19, 3, pp. 75-85 – Online lecture: Evaluating financial performance using the 3 basic financial statements, measuring liquidity, profitability, equity returns, and performance benchmarks <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Small group activity applying financial, profitability and investor ratios to analyse specific stocks – Students will be given a specific stock to research and will draft a buy, sell, or hold recommendation with supporting analysis – Discussion on the limitations of using financial ratios as a valuation measure <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay question such as “Explain the difference between technical and fundamental analysis.”
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Topic 7	<p><u>Investment selection and portfolio construction</u></p> <p>This week will focus on how to choose investments based on client objectives, research and analysis, and specific investment strategies</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Selection of strategies suitable for the client's aims and analysis of the securities suitable to implement such strategies • Distinguishing between value and growth securities • Identifying the main types of portfolio risk and mitigation methods • Sources of market research and information 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Core text (Mayo) Chapters 5 and 12 (Risk and Portfolio Management and Behavioural Finance and Technical Analysis) – Pre-seminar exercises: Answer selected end of chapter questions – Salisbury, I 2014, 'The new faces of stock picking', <i>Money</i>, 43, 1, p. 70 – Online lecture: investment strategies, investor goals and risk profiles, market research, portfolio risk, correlation, and diversification <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Identify the key factors that determine investor objectives – Understand some of the commonly used investment strategies and how they differ – Determine the types of investments that are most suitable for a given set of investor profiles – Discuss the relationship between correlation, diversification and portfolio risk – Case Study: The rise and fall of Harold Backer - Fund manager pyramid scheme McDaniel, K 2016, 'THE DEPARTED', Chief Investment Officer, 7, 6, pp. 20-32 <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay question such as "What questions should be answered to help understand an investor's profile and their investment objectives?"
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Topic 8	<p><u>Custody, clearing, settlement, and accounting</u></p> <p>This week will look how fixed income, equity, money market and foreign exchange transactions are cleared and settled</p> <p>The focus will include:</p> <ul style="list-style-type: none"> • Understanding the operating activities of the front and back offices and the challenges faced • Forces contributing to the consolidation of operating services • The implications of and accounting for corporate actions such as stock splits, rights issues, and share buybacks 	<p><u>Independent Study:</u></p> <p><i>Pre-Seminar Activities</i></p> <ul style="list-style-type: none"> – Pre-reading assignment: Goldberg, L, Kambhu, J, Mahoney, J, Radecki, L, & Sarkar, A 2002, 'Securities Trading and Settlement in Europe: Issues and Outlook', <i>Current Issues In Economics & Finance</i>, 8, 4, p. 1 – Online lecture: the settlement and clearing process for securities, custody services, calculating the financial impact of corporate actions on investor portfolios <p><i>Seminar Activities</i></p> <ul style="list-style-type: none"> – Review and discuss answers to the pre-seminar assignment – Discuss the role of globalisation and technology on the consolidation of banking operations – Understand the how internal controls are designed to detect and prevent errors and abuse – Calculate the financial impact of stock splits, rights issue and buy backs and the dilutive effects <p><i>Consolidation Activities</i></p> <ul style="list-style-type: none"> – Multiple Choice topic review questions – Brief reflective essay question such as “Why are there prescribed settlement and clearing processes for securities trading?”
Revision & Consolidation	<p><u>Preparation for examination based on course content</u></p>	<p><u>Independent Study:</u></p> <ul style="list-style-type: none"> • Review and reflect upon weekly seminar activities and the formative assessment • Prepare revision notes • Attempt revision exercises, mock exams, and past papers

ALTERNATIVE INVESTMENTS

General Information

School		Business School
Level		Level 6
Credit Value		15 credits
Contact Hours		30 hours
Programme(s)		BSc (Hons) Banking and Finance BSc (Hons) Business Management with Finance BSc (Hons) Accounting & Finance [Top Up]
Module Leader		Tim Wiscarson
Related Modules	Pre-requisites	Corporate Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

Alternative investments possess risk and return characteristics that differ markedly from those of stocks and bonds. After experiencing significant growth over the past two decades, and amassing significant press coverage, the alternative investments industry has suffered a considerable setback in recent years as investors became even more concerned with their excessive exposure to risk. However, the recent change in market sentiment brought alternative investments back into the spotlight and into the minds of financial professionals worldwide.

Therefore, a survey of the main opportunities this asset class offers, as well as the risks it bears, is not only timely but also necessary. The purpose of this module is to introduce these alternative asset classes and to illustrate how they can improve the performance of an investment portfolio.

Educational Aims

This module aims to:

Discuss the fundamental aspects of alternative investments and how they differ from traditional investments



<p>Present current empirical evidence on the benefits and risks of investing in such assets</p>	
<p>Investigate the implications of alternative assets investing to strategic asset allocation, portfolio construction and risk management.</p>	
<p>Analyse the economics of private equity investments and how they generate value for investor Explore the economic and statistic characteristics of hedge funds’ returns and the main</p>	
<p>Strategies employed by hedge fund managers and their associated risks</p>	

Learning Outcomes

By studying this module, students will be able to:

1. Demonstrate a systematic understanding of key economic characteristics and statistical properties of alternative asset classes and the ability to explain their usefulness in strategic asset allocation.
2. Demonstrate broad knowledge of the main features of private equity investments and critically apply corporate finance techniques in order to build a basic leveraged buy out (LBO) valuation model.
3. Demonstrate a systematic knowledge of how the various strategies of Hedge Funds and their models, their structures and their risks.
4. Critically evaluate the role and economic importance of Commodities and Real Estate as alternative investment classes.
5. Appropriately utilise and source relative information from various sources and research to support critical analysis and problem solving.

The table shows where the module learning outcomes above achieve the programme learning outcomes

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Knowledge and understanding	✓	✓			✓
Cognitive (thinking) skills	✓	✓	✓		✓

Professional skills and attitudes	✓	✓			✓
Transferable skills		✓	✓	✓	✓

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the summative element.]

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the formative elements].

Formative Elements

Please note that these elements do not count towards your final module grade.

1. Weekly problem sets.

For example, each weekly problem set will consist of three standard questions and a fourth, and sometimes a fifth, more difficult and challenging question. Students should attempt to answer the first three questions of each assignment after the respective class and all problems by the end of the course. *Due weekly.*

Summative Elements

Please Note: You must achieve a pass in the following element to pass the module:

1. Written assignment [100% of Module Grade]:

The assignment is designed to test your analysis and research skills. It requires you to apply your technical understanding of the issues under question alongside research and analysis in order to be able to present a coherent conclusion and recommendation.

Students will be required to gather and analyse data about a certain asset class and draw cogent conclusions regarding specific issues.

The formative and graded elements are awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook.

For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Seminal Works

Anson, M. Fabozzi, F. & Jones, F. (2011) *Handbook of Traditional and Alternative Investments*, John Wiley & Sons.

Books and Texts

Bodie, Z., Kane, A., & Marcus, A. (2008) *Essentials of Investments*, 7th Edition, McGraw-Hill.

Bodie, Z., Kane, A., & Marcus, A. (2014) *Investments*, Global Edition, McGraw-Hill.

Brealey, R., Myers, S. & Allen, F. (2008) *Principles of Corporate Finance*, McGraw-Hill/Irwin.

Cendrowski, H., (2013) *Private equity : History, Governance and Operations*, 2nd Edition

Corgel, J., Ling, D. & Smith H. (2008) *Real Estate Perspectives: An Introduction to Real Estate*, 4th edition, McGraw-Hill/Irwin.

Dorsey A. H. (2007) *Active alpha : a portfolio approach to selecting and managing alternative investments*, John Wiley & Sons

Haslett, W., (2010) *Risk Management*, CFA Institute

Hefferman, S., (2005) *Modern Banking*, John Wiley & Sons

Jaeger, L., (2002) *Managing Risk in Alternative Investment Strategies*, Pearson Education Limited

Jones, C., (2008) *The Intelligent portfolio*, John Wiley & Sons

Lerner, J, Hardymon, F, Leamon, L (2012) *Venture capital and private equity : A casebook 5th edition*, John Wiley & Sons

Pilbeam, K., (2013) *International Finance*, 4th Edition Palgrave Macmillan

Taleb, N., (2010) *The Black Swan*, Penguin

Academic and Professional Articles

Burrough, B., Helyar, J. (2003) *Barbarians at the Gate: The Fall of RJR Nabisco*, Harper. Chincarini, L.

(2007) *The Amaranth Debacle: Failure of Risk Measures or Failure of Risk Management?*, SSRN working paper, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=952607

Demyanyk, Y., Hemert, O. (2008) *Understanding the Subprime Mortgage Crisis*, SSRN working paper, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1020396

Gregoriou, G., Lhabitant, F. (2009) *Madoff: A Riot of Red Flags*, SSRN working paper, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1335639

Jensen, M. (1986) *Agency Cost Of Free Cash Flow, Corporate Finance, and Takeovers*, American Economic Review, Vol. 76, No. 2. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=99580

Jorion, P. (1999) *Risk Management Lessons from Long-Term Capital Management*, SSRN working paper, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=169449

Metrick, A., Yasuda, A. (2009) *The Economics of Private Equity Funds*, Review of Financial Studies, forthcoming. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=996334

Phalippou, L., Gottschalg, O. (2005) *Performance of Private Equity Funds*, SSRN working paper, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=473221.

Online Resources

Alternative Investment Management Association: <http://www.aima.org>

Albourne Village: <http://village.albourne.com>

Reuters Hedgeworld: <http://www.hedgeworld.com/>

Seeking Alpha: <http://seekingalpha.com>

Dow Jones Hedge Funds Indexes: <http://www.djhedgefundindexes.com>

Hedge Fund Research: <http://www.hedgefundresearch.com>

Hedge Fund Information: <http://allaboutalpha.com>

www.preqin.com/

www.privateequitywire.co.uk/

<https://www.pehub.com/>

<http://www.hedgeindex.com>

<http://www.eurekahedge.com/>

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Alternative Investments

Syllabus

- Overview of alternative investments
- Introduction to private equity
- Venture capital and LBO transactions
- Introduction to LBO modelling
- Commodities
- Characteristics of real estate investing
- Mortgages and the credit crunch
- Introduction to hedge funds
- Selected hedge fund strategies
- Hedge fund selection and funds-of-funds
- Are hedge funds a threat to stability? Hedge fund disasters.

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p>The head start week presents the content that will be discussed in the module and encourages students to acquire an overview of alternative investments.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> Defining alternative asset classes and discussing their main economic and statistical characteristics and how these 	<p><u>Independent Study</u> <i>Key Reading:</i> Chapters 1 and 2 of Anson, M. (2006) <i>Handbook of Alternative Assets</i>, 2nd edition, John Wiley & Sons. Henceforth HAA. Jones, C., (2008) <i>The Intelligent portfolio</i>. pp 212-219 Risk: Haslett Chapter 24</p>
Topic 1	<p><u>Overview of Alternative Assets and Introduction to Private Equity Investments</u></p> <p>This week will discuss the role of alternative assets in modern asset allocation and survey examples of such assets currently being considered by sophisticated investors worldwide. It will also initiate the study of private equity investments.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> Discussing how alternative assets classes can hedge and expand the investment opportunity set in a portfolio context Discussing the largest alternative asset classes: private equity, hedge funds, commodity and managed futures and real estate Briefly presenting additional alternative asset classes: corporate governance funds, natural resources, art, antiques, gems and collectibles 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 16 and 17 of HAA. <i>Key Reading:</i> Chapter 33 of Brealey, R., Myers, S. & Allen, F. (2008) <i>Principles of Corporate Finance</i>, McGraw-Hill/Irwin. Henceforth BMA. <i>Task:</i> Answer Quiz questions from Chapter 33 of BMA.</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Tutor presentation on the economic and statistical properties of returns of several alternative asset classes. <i>Workshop Activity 2:</i> Tutor presentation and examples on how alternative assets classes can improve the risk-return relationship of diversified portfolios by increasing abnormal expected returns of such portfolios.</p>

Topic 2	<p><u>Introduction to Private Equity Investments</u></p> <p>This week will discuss the role of alternative assets in modern asset allocation and survey examples of such assets currently being considered by sophisticated investors worldwide. It will also initiate the study of private equity investments. This will concentrate on:</p> <ul style="list-style-type: none"> • Describing the stages in venture capital investing • Understanding main characteristics of venture capital investments • Discussing the challenges in venture capital valuation and performance measurement • Surveying the history of leveraged buyouts (LBO) • Analyzing the design of LBO funds and how such transactions are financed • Examining LBO returns and the J curve 	<p><u>Session</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on venture capital investing.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and analyses of recent LBO transactions.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Topic 3	<p><u>Debt Related - Private Equity Investments</u></p> <p>This week will focus on an implementation of a complete LBO valuation model as well as on developing your knowledge of debt-related types of private equity investments, particularly mezzanine and distressed debt. This will concentrate on:</p> <ul style="list-style-type: none"> • Discussing characteristics of mezzanine and distressed securities investing • Presenting • Presenting examples of LBO valuation models • Detailing a case study of a LBO transaction • Examining the economics of private equity investments 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapters 18, 19 and 20 of HAA; Jensen (1986); Metrick and Yasuda (2009).</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on LBO valuation models.</p> <p><i>Workshop Activity 2:</i> Directed discussion and analysis of a LBO transaction (case study.)</p> <p><i>Workshop Activity 3:</i> Tutor presentation and examples on mezzanine debt and distressed securities.</p> <p><i>Workshop Activity 4:</i> Tutor presentation on the economics of private equity investments.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>

<p style="text-align: center;">Topic 4</p>	<p><u>Commodities and Real Estate Investments</u> This week will be devoted to the analysis of commodity investments as a distinct asset class. It will also cover the first principles of real estate investing and comment on how mortgage derivative securities were a central element to the financial crisis of 2007/2008. This will concentrate on:</p> <ul style="list-style-type: none"> • Surveying of the managed futures industry • Analyzing trading in commodities futures and introducing commodity benchmarks. • Understanding the role of commodity futures within a portfolio framework 	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 13, 14 and 15 of HAA; Chapters 1, 2, 6 and 16 of Real Estate Perspectives, henceforth REP. <i>Task:</i> Work on –Test Yourself problems on Chapter 2 of REP.</p> <p><u>Session</u> <i>Workshop Activity 1:</i> Tutor presentation on commodity investing and the managed futures industry. <i>Workshop Activity 2:</i> Tutor presentation and examples on how the inclusion of this asset class improves the risk-return profile of a portfolio by analyzing the changes in the mean-variance efficient frontier.</p>
<p style="text-align: center;">Topic 5</p>	<p><u>Commodities and Real Estate Investments</u> This week will be devoted to the analysis of commodity investments as a distinct asset class. It will also cover the first principles of real estate investing and comment on how mortgage derivative securities were a central element to the financial crisis of 2007/2008. This will concentrate on:</p> <ul style="list-style-type: none"> • Forms of real estate investment and its characteristics as investable asset class • Description of real estate valuation techniques • Real estate indices and funds • Examining mortgage backed securities and their role in the 2007/2008 financial crisis 	<p><u>Independent Study</u> Chapter 18 Pilbeam <i>International Finance for Mortgage-backed Securities and the Credit Crisis</i></p> <p><u>Session</u> <i>Workshop Activity 1:</i> Tutor presentation on basic aspects of real estate investing and examples on real estate valuation methodologies. <i>Workshop Activity 2:</i> Tutor presentation on mortgage backed securities and directed discussion of their role in the 2007/2008 financial crisis.</p> <p><u>Independent Study:</u> <i>Task:</i> Weekly problem set.</p>

Topic 6	<p><u>Introduction to Hedge Funds</u></p> <p>This week will focus on increasing your understanding of the hedge fund world. This will concentrate on:</p> <ul style="list-style-type: none"> • The history and evolution of the hedge fund industry • The hedge fund investment model and how it contrasts with the mutual fund model: fee structures, regulation, compensation, high watermark and hurdle rates • Analyzing common hedge fund strategies: equity long/short, equity market neutral, statistical arbitrage, risk arbitrage, relative value, fixed income arbitrage, global macro • Statistical properties of hedge fund returns 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapters 3 and 8 and Sections 4a and 4b of HAA. <u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on the hedge fund industry.</p> <p><i>Workshop Activity 2:</i> Tutor presentation and examples on hedge fund strategies: equity long/short, equity market neutral, statistical arbitrage.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation and examples on hedge fund strategies: risk arbitrage, relative value, fixed income arbitrage, global macro.</p> <p><i>Workshop Activity 2:</i> Tutor presentation on the statistical properties of hedge fund returns and how hedge funds can contribute to a diversified portfolio.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Topic 7	<p><u>Hedge Fund Analysis and Performance Evaluation</u></p> <p>This week discusses the important issue of hedge fund due diligence and performance evaluation. The module is concluded with an analysis of the many risks embedded in hedge fund investing. Recent hedge fund disasters will be used as an illustration of such risks. This will concentrate on:</p> <ul style="list-style-type: none"> • Hedge fund selection: the due diligence process • Funds of funds: benefits and drawbacks • Hedge fund performance evaluation and benchmarks • Understanding hedge funds' alphas and betas 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapters 5, 6, 7 and 9 of HAA; Chincarini (2007), Jorion (1999), Gregoriou and Lhabitant (2009).</p> <p><u>Session</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on the hedge fund due diligence process and on the advantages and drawbacks on investing in hedge fund fund-of-funds.</p> <p><i>Workshop Activity 2:</i> Tutor presentation on how hedge funds generate superior abnormal returns and how these can be measured and evaluated.</p>

Topic 8	<p><u>Hedge Fund Analysis and Performance Evaluation</u></p> <p>This week discusses the important issue of hedge fund due diligence and performance evaluation. The module is concluded with an analysis of the many risks embedded in hedge fund investing. Recent hedge fund disasters will be used as an illustration of such risks.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> • Biases in performance measurement and their effects on reported return and risk measures of hedge fund databases • Hedge fund risks: extreme events, leverage, liquidity, complex instruments, fraud. • Hedge fund blunders and their effect on the global financial markets 	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 8 Hefferman, S., (2005) <i>Modern Banking</i></p> <p>Chapter 20 Haslett <i>Risk management</i></p> <p><u>Session</u></p> <p><i>Workshop Activity 1:</i> Tutor presentation on the importance of risk management in hedge fund investing.</p> <p><i>Workshop Activity 2:</i> Directed discussion on recent hedge fund disasters: LTCM, Amaranth and the Madoff case.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Weekly problem set.</p>
Extension & Consolidation	<p>Preparation for examination based on course content in weeks 1-5</p>	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 5.</p>

INTERNATIONAL BUSINESS

General Information

School		Business School
Level		Level 6
Credit Value		15 Credits
Contact Hours		30 hours
Programme		BSc (Hons) Banking & Finance BSc (Hons) Business Management BSc (Hons) Business Management with Finance BSc (Hons) Accounting and Finance BSc (Hons) Accounting and Finance [Top Up] BSc Study Abroad Short Course Award
Module Leader		Simon Cheung
Related Modules	Pre-requisites	Commercial Awareness Business Economics
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

We live in a world where economic activity is global in scale. National boundaries now matter very little to decisions about where goods are made and services provided: your PC might be made in Taiwan; when you contact a call centre the person answering your call might be living in India; and when you come to BPP you will meet staff and students from all over the world.

By studying international business you will understand how this has come about, and what it means for today's business world. You will acquire the skills and knowledge to develop your own career in this new and challenging work environment, whether you are planning to work in a multi-national corporation or to set up your own business.

Educational Aims

This module aims to:

Develop your understanding of the impact of a diverse and changing international environment on the international organisation	 
Enable you to critically evaluate international opportunities and strategies open to organisations	 
Develop your appreciation of the socio-economic, environmental, ethical and sustainability issues facing international organisations	
Enable you to evaluate the challenges of managing global organisations	 
Develop your understanding of the impact of global brands	

Learning Outcomes

After this module you will be able to:

- 1 Critically evaluate the interaction between an organisation and its international environment.
- 2 Interpret and respond to the diverse factors which impact and affect international strategies at functional and organisational level.
- 3 Identify the ethical challenges that organisations face whilst operating internationally and critically evaluate their approach to CSR.
- 4 Critically analyse the challenges of managing global functions including Operations, HR and leadership, production and innovation and marketing/branding

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	✓	✓	✓	✓
Cognitive (thinking) skills	✓	✓	✓	✓
Professional skills and attitudes	✓	✓		✓
Transferable skills				✓

Mode of Assessment

This module is assessed through the completion of a 2,500 word investigative assignment based on a given case study scenario.

The case study scenario will be issued in Week 5 of the module and the submission date will be provided at the start of the module.

The assessment will be marked according to the Level 6 (Undergraduate) Marking Criteria contained in your programme handbook.

In addition to the summative element, the module contains the following formative elements:

Formative Elements

Please note: These elements do not count towards your final module grade:

Formative Element 1: (Week 4)

Either undertake a written task formalising your views on ethical decision making; or
Undertake a macro and micro environment analysis for a given organisation

Formative Element 2: (Week 7)

A written task where you will explain and apply theory to enable deeper understanding

Indicative Reading

Seminal Works

Rugman & Collinson (2012), *International Business* (6th Ed), Pearson

Books and Texts

Hamilton, Leslie, Webster, Philip (2012), *The International Business Environment* (2nd ed): OUP Oxford

Briscoe, D. R., Schuler, R. S. & Claus, L. (2008); *International Human Resource Management: Policies and Practices for Multinational Enterprises* (3rd ed., London): Routledge Ltd

Cavusgil, S. Tamer, Gary Knight, and John R. Riesenberger (2009), *International Business: Strategy, Management, and the New Realities*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

O'Sullivan, Arthur, Steven Sheffrin, Stephen Perez. (2009) *Survey of Economics. Principles, Applications, and Tools*: International Edition Pearson Education. (4th Ed).

Academic and Professional Articles

Students will be strongly encouraged to use academic and professional articles to support their research and studies, for example:

- The Economist
- Business Week
- Financial Times

Internet and database resources

Students will be encouraged to undertake extensive individual research.
Sample resources include:

The World Bank: www.worldbank.org/

The United Nations: www.un.org/news/

International Business Statistics (Michigan State Univ.): www.globaledge.msu.edu/resourceDesk/

Organisation for Economic Co-operation and development (OECD): www.oecd.org/

International Labour Organization (ILO – UN): www.ilo.org/

Office for National Statistics (ONS-UK): www.statistics.gov.uk/

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Syllabus:

- The drivers of globalisation
- The international business environment
- International strategy
- Managing sustainability and ethics in an international context
- International operations
- International leadership and management & development
- Creativity and Innovation
- International marketing and branding
- Emerging economies

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed. Key topics and resources.</p>	<p><u>Preparation Session: 60 minutes</u></p> <p>Online Recording: Delivered by the Module Leader</p> <p>Podcast: Assessment News</p> <p>Begin preparation work for session 1</p>
Session 1	<p><u>Globalisation and the challenges of International Business</u></p> <p>In this topic we will explore the factors and forces that have driven and shaped global businesses today. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Explain the process of globalisation in business • Evaluate the drivers of business on an international scale • Assess the costs and benefits of business on an international scale 	<p><u>Reading:</u> <i>Chapter 1, Rugman & Collinson, (2012) International Business 6th Edition, Pearson</i></p> <p><u>Discussion Forum:</u> <i>Is strategic thinking different at global and domestic levels?</i></p> <p><u>Online Recorded Lecture:</u> Lecture presentation exploring the key drivers of globalisation using real world examples</p> <p><u>Independent Study:</u> Conduct research on a global organisation of your choice – how did it grow and what were the drivers of its success? Synthesis research with a reflective piece posted to a discussion forum. (for example, Tesco’s international growth strategy)</p> <p><u>Seminar Activity 1:</u> Factors influencing and driving globalisation Task: <i>facilitated class discussion</i></p> <p><u>Seminar Activity 2:</u> Cost Benefit Analysis Task: <i>pair/group work on various scenarios to examine globalisation from numerous angles. Applying research to a given scenario to identify the feasibility of globalisation.</i></p> <p><u>Reflection:</u> Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p> <p><u>Follow up:</u> reading Chapters 2 & 3 of core text</p>
Session 2	<p><u>International Business Environment</u></p> <p>In this section we examine the political, socio-cultural, economic, financial, legal, and technological environments from an international perspective. At the end of this section you will be able to:</p> <ul style="list-style-type: none"> • Identify relevant international business environment issues and assess their potential implications for organisations • Identify the key trading regions of the world and the role and 	<p><u>Reading:</u> <i>Chapters 4, 5 and 6 of the core text - International Business, Rugman & Collinson, 6th Edition, Pearson</i></p> <p><u>Discussion Forum:</u></p> <p><u>Online Recorded Lecture:</u> international business environment</p> <p><u>Independent Study:</u> <i>Global successes and failures – real world examples of successful international expansion and failures to adapt to culture, economics, politics, etc.</i></p> <p><u>Seminar Activity 1:</u></p>

	<p>explore/explain trade agreements, restrictions and controls and the role and contributions of organisations like the EU.</p> <ul style="list-style-type: none"> Assess the considerations made by organisations as they expand internationally or are born global. 	<p>Ted Talk video plus Q&A on international politics, economics and culture.</p> <p>Seminar Activity 2: Case studies and mini presentations on topical international organisations and the macro environmental challenges they are facing.</p> <p>Task: <i>present findings to class and feedback</i></p> <p>Reflection: Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p>
<p>Session 3</p>	<p>International Business Strategies</p> <p>In this topic we will explore the different mechanisms for international strategic growth. At the end of it you will be able to:</p> <ul style="list-style-type: none"> Evaluate different alliance methods, e.g. mergers and acquisitions, collaboration, strategic alliances, franchising Assess the feasibility of internal growth versus alternative development methods, for example off shoring and outsourcing Appreciate the significance of new trade theory Critically evaluate the different strategic approaches – national, transnational and international strategies 	<p>Reading: <i>Key Reading - Please read Chapters 8 and 9 of the core text, Rugman & Collinson, International Business, 6ed, Pearson, 2012</i> <i>Guided reading – professional journals and case studies</i></p> <p>Discussion Forum: Online Recorded Lecture: international growth methods</p> <p>Independent Study: <i>Global expansion – real world examples</i> <i>Case study, e.g. Lenovo goes global</i></p> <p>Seminar Activity 1: Emerging Markets – Growth models Task: <i>group work to assess different markets and growth models used, e.g. Nokia, Ikea</i></p> <p>Seminar Activity 2: Mini Presentations Task: <i>present findings to class and feedback</i></p> <p>Reflection: Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p> <p>Follow Up: Additional study material on understanding and assessing market attractiveness</p>
<p>Session 4</p>	<p>Sustainability, ethics and natural resources</p> <p>In this session we will research the impact that Corporate Social Responsibility has on organisations paying particular attention to the ecological and sustainability issues. At the end of it you will be able to:</p> <ul style="list-style-type: none"> Explain the global concerns around resources and sustainability Evaluate the initiatives at a local and international level aimed at supporting such concerns Recognise the impact of ethical decision making on strategic choices for international business 	<p>Reading: <i>Guided reading – professional journals and case studies</i></p> <p>Discussion Forum: <i>Does global business help or harm developing countries?</i></p> <p>Online Recorded Lecture: The Ecology Problem – everyone's concern</p> <p>Independent Study: <i>Responsibility and Accountability – investigate the impact (positive and negative) of organisations in developing countries, for example garment industry in Bangladesh, Unocal in Myanmar</i></p> <p>Seminar Activity 1: Ecology Debate – The role of business in sustainability and environmental degradation Task: <i>students are given a scenario and must build an argument for or against a global development initiative</i></p> <p>Seminar Activity 2:</p>

		<p>Ecology/sustainability Debate</p> <p>Task: <i>students present their arguments for and against. Feedback and discussion</i></p> <p>Reflection:</p> <p>Formative assessment – write up a case for ethics in business and submit to your tutor for feedback.</p>
<p>Session 5</p>	<p><u>International Innovation.</u></p> <p>In this session we will discuss the history and emerging trends in global innovation. At the end of you it you will be able to:</p> <ul style="list-style-type: none"> • Identify the location of innovation activities in the MNE • Recognise the process of innovation in International small- and medium-sized enterprises (SMEs) • Analyse international business theory and international new ventures • Assess the dynamic capabilities of small firms and large firms • Assess the practical challenges for internationalizing SMEs. 	<p>Reading::</p> <p><i>Key Reading - Chapter 11, International Business, Sixth Edition, Rugman & Collinson, Pearson 2012</i></p> <p><u>Online Recorded Lecture:</u> International Innovation</p> <p><u>Seminar Activity 1:</u></p> <p>International economic and trade models</p> <p>Task: Interactive <i>session examining the key principles, concepts and characteristics underlying global economics and introducing students to the key international economic and trade models.</i></p> <p><u>Seminar Activity 2:</u></p> <p>Topical issues</p> <p>Task: <i>Discussion of topics such as the changing global demographic patterns and the effect on international flows of capital (human, financial), and the change of economic power with the rise of India and China.</i></p> <p>Reflection:</p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p>
<p>Session 6</p>	<p><u>International leadership and development</u></p> <p>In this session we will analyse the challenges of management, leadership and development in a global context. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate the role of global HR policy and practices • Assess the impact and benefits of establishing a global mindset and cultural values • Appreciate the issues of management development and performance management and expectations in different cultures 	<p>Reading:</p> <p><i>Key Reading - Chapter 14, International Business (6th Edition) Rugman & Collinson, Pearson, 2012</i></p> <p><u>Discussion Forum:</u></p> <p><i>How important is a global organisational culture?</i></p> <p><u>Online Recorded Lecture:</u> Global Management Strategies and approaches</p> <p><u>Independent Study:</u></p> <p><i>Investigate global and local HR strategies in organisations – what approaches seem to work best?</i></p> <p><u>Seminar Activity 1:</u></p> <p>Performance management</p> <p>Task: <i>Individual task to assess a given case study and feed back to the class e.g. training & development or International Executive Search</i></p> <p><u>Seminar Activity 2:</u></p> <p>Leadership and Culture</p> <p>Task: <i>In pairs students define cultural values appropriate for a global organisation including management styles in various cultures</i></p> <p>Reflection:</p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p>

<p style="text-align: center;">Session 7</p>	<p><u>International Operations Management</u></p> <p>In this session we will focus on the challenges of managing operations across international boundaries. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Evaluate the issues of managing a global supply chain • Assess the importance of location in operations management • Appreciate the religious, cultural and ethical impact of operating across international boundaries • Appreciate the competing pressures of cost management and quality in a global supply chain 	<p><u>Reading:</u></p> <p><i>Chapter 12, Production Strategy, International Business, Rugman & Collinson, Pearson 2012</i></p> <p><i>Porter, M. E. (1996). What is strategy? Harvard Business Review, November–December, 61-78. The value chain</i></p> <p><u>Discussion Forum:</u></p> <p><i>The importance of domicile – discuss the implications with regard to multi-nationals such as Google, Amazon</i></p> <p><u>Online Recorded Lecture:</u> Global sourcing and supply chain management.</p> <p><u>Independent Study:</u></p> <p><i>Research into the significance of competitive advantage in the supply chain</i></p> <p><u>Seminar Activity 1:</u></p> <p>Supply Chain</p> <p>Task: group work to evaluate a sourcing strategy and identify an appropriate supply chain system</p> <p><u>Seminar Activity 2:</u></p> <p>Competitive Advantage of Nations</p> <p>Task: Evaluation of theory in the context of a current global organisation/industry, for example the garment industry in Bangladesh</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further research. Post to a discussion forum. Share reflective practice.</p> <p>Formative assessment – analyse and explain a key theory such as Porter’s competitive advantage of nations</p>
<p style="text-align: center;">Session 8</p>	<p><u>International Marketing and the globalisation of markets and brands</u></p> <p>In this session we will discuss the implications of global branding on organisational decision making and operations. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Appraise the additional considerations for international marketing • Evaluate the opportunities of global branding • Appreciate the cultural barriers associated with branding and marketing • Evaluate and recommend appropriate distribution and communication strategies • Appreciate the implications of pricing strategies 	<p><u>Reading:</u></p> <p>Case studies and journal articles, for example Proctor and Gamble</p> <p><u>Discussion Forum:</u></p> <p>The power of global brands</p> <p><u>Online Recorded Lecture:</u> Global market analysis, including segmentation and product attributes</p> <p><u>Independent Study:</u></p> <p>Investigate distribution strategies in different markets</p> <p><u>Seminar Activity 1:</u></p> <p>Developing a Global Brand</p> <p>Task: group work to build a global brand/communication strategy</p> <p><u>Seminar Activity 2:</u></p> <p>Pricing in a global context</p> <p>Task: Evaluation pricing theory/models in the context of a current organisation or market, for example Drugs/healthcare</p> <p><u>Reflection:</u></p> <p>Reflect on the topic. Have you achieved the learning outcomes? Identify areas where you require further</p>

		research. Post to a discussion forum. Share reflective practice
Coursework Preparation	<p><u>Coursework preparation</u></p> <p>In this session, we will bring together the various concepts and principles developed over the course. At the end of it you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of all key syllabus areas. • Plan time appropriately in order to meet the submission deadline. • Breakdown the requirements of the task with reference to the mark allocation. • Communicate the key issues clearly and concisely. • Develop a line of reasoning and draw a conclusion. 	<p><u>Workshop:</u></p> <p>Coursework development workshop. Discussion with students on the research they have completed, the completion of the assignment and the next steps.</p> <p><u>Webinar:</u> Coursework Skills Research Techniques Harvard Referencing Report Writing Portfolio</p>

ACADEMIC SKILLS AND EMPLOYABILITY 3

General Information

School		Business School
Level		Level 6
Credit Value		Non-credit bearing
Contact Hours		10 hours
Programme		BSc (Hons) Banking & Finance BSc (Hons) Business Management BSc(Hons) Business Management with Finance BSc (Hons) Accounting and Finance BSc (Hons) Accounting and Finance [Top Up]
Module Leader		Dominic Fennell
Related Modules	Pre-requisites	ASE 1 & 2
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Educational Aims

This module aims to:

Develop your understanding of how to enhance employability	
Provide an understanding of recruitment selection processes	
Consider how to produce a personal promotion video	
Develop your understanding of social media used in a business context	

Learning Outcomes

At the end of this module you will be able to:

- 1 Formulate your USP to enhance your employability
- 2 Prepare for common recruitment selection processes
- 3 Create your personal promotion video
- 4 Utilise social media in a business context

Mode of Assessment

As a non-credit bearing module there is no summative assessment. However, activities in each session are designed to be formative, and students will continue developing their Personal Development Plan begun in term 3 as a record of their learning journey at the end of term.

Furthermore, students completing all three elements (ASE 1, 2 and 3) over terms 1, 3 and 5 with 80% attendance will receive a certificate of completion.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be used throughout the module.

Seminal Text

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability* (2nd edn.) Palgrave Study Skills, Skills for Success, London, Palgrave MacMillan

Useful websites

<http://www.skillsyouneed.com/general/employability-skills.html>

<https://www.barclayslifeskills.com/>

<http://www.howtostudy.org/>

<http://www.examtime.com>

<http://www.getrevising.co.uk>

<http://www.mystudylife.com>

<http://www.palgrave.com/studentstudyskills/page/presentation-skills/>

<http://www.palgrave.com/studentstudyskills/>

<http://sixminutes.dlugan.com/>

Topic	Content	Learning and Teaching Strategy
Week 1	<p><u>Topic Title: Developing your USP</u></p> <p>This session looks at the steps you will take to develop your personal USP. We will examine different USPs and how they are presented by outstanding candidates. By the end of it you will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of having a personal USP • Compare USPs from different job candidates • Carry out a personal audit to discover your own USP 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discover how important personal USPs are Analyse USPs from a range of job applicants</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Start producing your own personal USP</p>
Week 2	<p><u>Topic Title: Interview Skills</u></p> <p>In this topic we will examine the key skills necessary to maximise your chances of success in an interview. By the end of it you will be able to:</p> <ul style="list-style-type: none"> • Research key facts about an organisation prior to interview • Prepare for competency-based interview questions • Consider how to optimise your appearance • Utilise body language to engage your interviewer 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Carry out research on your desired employer Predict answers to competency-based interview questions</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Conduct a practice interview</p>
Week 3	<p><u>Topic Title: Assessment Centres</u></p> <p>In this session we will look at the growing importance of assessment centres. We will discover why employers hold them and how to maximise your performance when you attend them. By the end of the session you will be able to:</p> <ul style="list-style-type: none"> • Explain what assessment centres are • Appraise your own job skills • Formulate a plan to optimise your performance at assessment centres 	<p><u>Seminar Activity 1:</u> Employability and Career Skills Task: Discover what assessment centres are and which employers use them Research assessment centres from a given list to discover their requirements</p> <p><u>Seminar Activity 2:</u> Skills Assessment Task: Produce a plan to attend and perform to your potential in an assessment centre</p>

<p style="text-align: center;">Week 4</p>	<p><u>Topic Title: Using social media to enhance employability</u></p> <p>This session will look at how the main social media platforms can be a tool to improve employability and contribute to your professional online image.</p> <p>By the end of it you will be able to:</p> <ul style="list-style-type: none"> • Maximise your visibility on LinkedIn through the use of SEO keywords • Optimise your LinkedIn profile to give showcase your skills and achievements • Utilise Twitter to advertise yourself in the job market 	<p><u>Seminar Activity 1:</u> Employability and Career Skills</p> <p>Task: Discover the uses of LinkedIn and the key sections Draft a summary, experience section and skills list</p> <p><u>Seminar Activity 2:</u> Skills Assessment</p> <p>Task: Discover how Twitter is used to enhance employability Practise a range of techniques to improve visibility and employability on Twitter</p>
<p style="text-align: center;">Week 5</p>	<p><u>Topic Title: Preparation for Video – STAR model – ‘Who am I?’</u></p> <p>In this session we will continue making your ‘Who am I?’ video. By the end of the session you will be able to:</p> <ul style="list-style-type: none"> • Continue producing your video • Appraise your video • Use editing software to develop your video 	<p><u>Seminar Activity 1:</u> Employability and Career Skills</p> <p>Task: Review your video so far and critique other students’ videos</p> <p><u>Seminar Activity 2:</u> Skills Assessment</p> <p>Task: Continue developing your video: adding more material or editing</p>

FINANCIAL SERVICES PROJECT PART 2

General Information

School		Business School
Level		6
Credit Value		15 Credits
Contact Hours		30 hours
Programme		BSc (Hons) Banking and Finance [Top Up]
Module Leader		Kevin Amor
Related Modules	Pre-requisites	Financial Services Project Part 1
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

The Financial Services Project Part 2 (FSP2) is the second of two final year modules requiring you to undertake a business orientated project aimed at improving your employability as well as providing a platform for your own potential commercial venture

This module requires you to produce an individually written project that gives you the opportunity to not only consolidate your learning on the programme, but also to pursue a financial services issue of particular interest to you. This is a great opportunity to gain a real personal benefit from your academic studies.

Firstly, you can write a detailed and substantive case study or report that identifies and addresses a financial services issue, problem or question, providing a platform for the further development of your major employability skills such as self-management and research. Importantly, it also gives you an opportunity to gain in-depth knowledge of the specific financial services industry or market. This can give you a significant advantage in interview situations.

Alternatively, you may choose to write a full, coherent, researched business plan. The ability to write an effective business plan is essential to secure funding for any future business project you may get involved in. It also provides a clear template for you to assess the viability of the idea itself and is an opportunity for you to show your commercial awareness, another key employability skill.

Whereas FSP1 affords you the chance to develop your team working skills, FSP2 gives you the opportunity to show your own strengths and skills of self-management and initiative.

The outcome of your endeavours will build on FSP1, focussing on real, practical business solutions or propositions, where you will be able to demonstrate your professional credibility. This module gives you the opportunity to use your academic and business skills in a professional context.

Educational Aims

This module aims to:

1	Allow you to demonstrate your ability to utilise and contextualise significant amount of group-directed research, applying investigatory and analytical skills to present meaningful outcomes within a defined time-frame	
2	Demonstrate the ability to present, a sustained piece of writing that address a business issue or opportunity in the financial services sector	
3	Create an opportunity for you to develop a range of skills associated with research including analysis, interpretation, written expression, formal report writing, and self-managed study	
4	Allow you to work on a complex, integrated activity that will consolidate and integrate previous skills and learning	
5	Provide you with a 'showcase' that allows you to demonstrate your ability to apply the knowledge and skills you have acquired throughout the course to a significant and specialised task	

Learning Outcomes

Learning Outcomes

On successfully completing this module, you will be able to:

1. Demonstrate a comprehensive understanding of the main concepts, frameworks and processes that need to be considered when addressing organisational issues or business opportunities.
2. Utilise research skills contiguous with an organisational issue or possible business opportunity.
3. Take responsibility for initiating and controlling your own work and learning experience, demonstrating a high degree of personal effectiveness in order to manage your professional development

4. Source and utilise relevant information from a range of sources to support critical analysis, evaluation and problem solving

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Knowledge and understanding	√			
Cognitive (thinking) skills		√		√
Professional skills and attitudes	√	√	√	√
Transferable skills			√	√

Mode of Assessment

Formative Elements

1. Formative 1: Written proposal outline – you must submit an outline of your proposed project.

Deadline: Week 4

2. Formative 2: Draft project –a draft of their project for feedback and direction

Deadline: Week 9

On-going support and feedback will be provided throughout the module as well as these formative requirements

Please Note: These elements do not count towards your final module grade.

Summative Element

Please Note: You must achieve a pass (40%) in the following element to pass the module.

The project can be either of the following:

- A Business Plan, OR
 - This option must comply with the requirements of a full business plan, and show evidence of appropriate research in support of the proposition.

- A Contemporary Financial services Case Study or Report
 - This option embraces primary and/or secondary research in meeting the project objectives.

Though you can select the same project type (business plan or report) as used in BIP1, you cannot replicate the subject topic or business idea.

The assessment is marked according to the Level 6 Marking Criteria contained in your programme handbook.

For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.).

Below is an indicative list of reading that you may find helpful in your studies; more specific readings will be determined by the type of project, and subject area.

NOTE – there is no core text for this module

Books and Texts

Barrow, C., Barrow, P. and Brown, R (2008) *The Business Plan Workbook*, 6th edition, London: Kogan Page.

Cottrell, S., (2014) *Dissertations and Project Reports: A Step By Step Guide*, 1st edition, Palgrave MacMillan

Evans, V.,(2011) *FT Essential Guide To Writing A Business Plan*, 1st edition, Pearson Education

Thomas, G., (2011) *How To Do Your Case Study: A Guide For Students and Researchers*, 1st edition, Sage Publications

Williams, S. (2009) *The Financial Times Guide to Business Start Up*, 5th edition, Harlow: Pearson Education Limited.

Online Resources that may be useful:

www.hmrc.gov.uk/startup/
www.bytestart.co.uk
www.newbusiness.co.uk
www.britishchambers.org.uk
www.startups.co.uk
www.cim.co.uk
www.mintel
www.euromonitor
www.berr.gov.uk (for market intelligence)

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Business Integration Project Part 2

Syllabus:

- Writing a business plan – Refresher (covered in BIP1)
- Writing a case study or report – Refresher (covered in BIP1)
- Research skills – Refresher (covered in BIP1)

Topic	Content	Learning and Teaching Strategy
Introduction	<p><u>Module Introduction</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed.</p>	<p>Online Recording:</p> <p>Delivered by the Module Leader</p> <ol style="list-style-type: none"> 1) Overview of the module. 2) Assessment information.

<p>Week 1</p>	<p><u>Introduction to BIP2</u></p> <p>A formal group session that aims to:</p> <ul style="list-style-type: none"> • Discuss the project options • Identify the key dates and stages of the group project • Establish group memberships 	<p>Activity 1 A review of the requirements of the individual project, covering the project options</p> <p>Activity 2 An opportunity to review and discuss their project ideas</p> <p>Activity 3 Supervisor allocation</p>
<p>Week 2</p>	<p><u>Research Skills</u></p>	<p>Activity 1 A formal session clarifying appropriate research approach and methodology. A key issue will be establishing what is appropriate and feasible within the constraints of the module</p> <p>Activity 2 Students will put together a research plan relevant to their group projects</p>
<p>Week 3-5</p>	<p><u>No organised content</u></p>	<p>Students will be expected to continue with self-managed work, and to use this time to arrange for supervisor meetings</p> <p>WEEK 4 – Draft Project Proposal Submitted</p>
<p>Reading Week</p>	<p><u>Reading Week</u></p>	<p>Students will be expected to continue with self-managed work, and to use this time to arrange for supervisor meetings.</p>
<p>Weeks 6-10</p>		

	<u>No organised content</u>	Students will be expected to continue with self-managed work, and to use this time to arrange for supervisor meetings WEEK 9 – Draft Project Submission
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FINANCIAL DERIVATIVES

General Information

School		Business School
Level		Level 6
Credit Value		15 Credits
Contact Hours		30 Hours
Programme(s)		BSc (Hons) Banking and Finance BSc (Hons) Business Management with Finance
Module Leader		Kevin Amor
Related Modules	Pre-requisites	Corporate Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
Awarding Body		BPP University

Introduction

Welcome to Financial Derivatives. In this module you will be introduced to the exciting world of financial derivatives. The module will seek to cover basic terminology, tools and strategies of risk management using such instruments as options, forwards, futures and swaps.

In a Berkshire Hathaway annual report for 2002, Warren Buffett wrote “The derivatives genie is now well out of the bottle, and these instruments will almost certainly multiply in variety and number until some event makes their toxicity clear. Central banks and governments have so far found no effective way to control, or even monitor, the risks posed by these contracts. In my view, derivatives are financial weapons of mass destruction, carrying dangers that, while now latent, are potentially lethal.”

Anyone reading and taking the view that derivatives are “financial weapons of mass destruction” due to their complexity and obscure nature may find it difficult not to place derivatives right at the heart of the cause of the recent US subprime housing market bubble and the deep and devastating financial markets crisis that following and saw significant, determined and measured intervention from central banks and Governments around the developed world. Yet this is one side of the multifaceted debate of what caused the recent Financial Markets crisis of 2007/2008 and the role that Financial Derivatives may have played.

Despite the fact that some of the greatest problems capital markets faced in recent years can be attributed to Financial Market innovations linked to the use of financial derivatives, financial derivatives still play an important economic role in today’s globalized economy.

This module seeks to cover the building blocks of the derivatives markets and explores how derivative instruments can assist business managers in mitigating and eliminating financial risk. You will understand how these products work, how they are used, how they are priced, and how financial institutions hedge their risks when they trade them. Practical applications of derivatives by corporations will also be discussed.

Educational Aims

The module aims to provide students with an understanding of the relationships between derivative and ‘underlying’ markets and of the ways individuals and organisations of various kinds can use derivatives of different types to achieve specified objectives. These objectives are further summarised as follows;

<p>Discuss and analyse financial derivatives commonly encountered in today’s capital markets</p>	 
<p>Present a solid theoretical framework with which such derivatives can be valued and hedged</p>	 
<p>Impart students with the knowledge and understanding of the many risks inherent in derivative instruments and the importance of proper risk management and control systems by organisations that use derivatives.</p>	 

Learning Outcomes

By studying this module you will be able to;

1. Demonstrate detailed knowledge of the role and types of derivative contracts particularly futures, forward, swaps and options.
2. Demonstrate detailed knowledge of the fundamental valuation frameworks and hedging techniques of financial derivatives

3. Apply fundamental valuation principles confidently in the calculation of the fair value of standard financial derivatives.
4. Formulate effective hedging strategies based on futures, forwards, swaps and options.
5. Be able to identify simple arbitrage opportunities and suggest strategies based on those.

Main Topics of Study:

1. Introduction to futures
2. Futures Pricing
3. Introduction to interest rate swaps
4. Other swaps
5. Revision
6. Options – Introduction and payoffs
7. Binomial Theory
8. Interest rate trees and Black Schole Merton model
9. Real options
10. Revision

Learning Resources and Recommended Reading**Indicative Reading**

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Hull, J. (2009) Options, Futures and Other Derivatives, 8th Edition, Upper Saddle River, USA: Pearson Education.

Books and Texts

Bodie, Z., Kane, A., and Marcus, A. (2008) Essentials of Investments, McGraw-Hill/Irwin.
Brealey, R., Myers, S. and Allen, F. (2008) Principles of Corporate Finance, 9th Edition, McGraw-Hill/Irwin.
Chicago Board Options Exchange (1994) Characteristics and Risks of Standardized Options
Lind, D., Marchal, W., Wathen, S. (2009) Statistical Techniques in Business and Economics, 14th Edition, McGraw-Hill/Irwin.
Merchant, R., Goffinet, R. and Koehler, V. (2006) Basic Statistics using Excel for Office XP, 13th Edition, McGraw-Hill/Irwin.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research.

These may include articles extracted from the following sources, which are not exhaustive:

Risk Magazine

Journal of Portfolio Management

Wilmott Magazine

Online Resources

CME Group: <http://www.cmegroup.com>

Chicago Board Options Exchange: <http://www.cboe.com>

NYSE Euronext: <http://www.nyse.com>

London Metal Exchange: <http://www.lme.com>

International Swaps and Derivatives Association: <http://www.isda.org>

Mode of Assessment

This module is assessed through the completion of one (1) independent task [the summative element.] In addition to the summative element, the module contains one (1) task to assist you in evaluating your progress in the module [the formative element].

Formative Element

The formative element of the module assessment is as detailed below. Please note that this element does not count towards your final module grade.

1. Weekly problem sets.
2. Mocks exams with feedback at weeks 5 and 10.

Summative Element

Please Note: You must achieve a pass in the following element to pass the module.

1. An exam which will constitute 100% of Module Grade.

The exam will test your knowledge of the key module learning outcomes and the concepts learned in the module. This element will typically seek to test your ability to apply the concepts learned to the resolution of business challenges and also your ability to interpret and explain any suggested solutions.

The summative element is awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook and detailed in this module guide.

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Topic	Content	Learning and Teaching Strategy
<p align="center">Topic 1</p>	<p><u>Introduction to Derivatives and futures</u></p> <ol style="list-style-type: none"> 1. Define a derivative 2. Describe the types of derivatives and the underlying assets 3. Describe the differences between market based and OTC products 4. Describe the differences between hedging and speculative activities 5. Be able to apply the Law of One Price and show how it leads to arbitrage activity 6. Be able to discuss the basic features of a future 7. Describe the features of a futures contract 8. Understand what is meant by basis and basis risk 9. Be able to describe using futures in a hedging strategy 10. Understand what is meant by 'minimum hedge variance ratio' 11. Describe stock index futures 	<p>In this session we explore the key characteristics of derivatives: how they differ from spot products, how they are traded. Terminology is introduced as well as a review of the products and underlying assets.</p> <p>Independent study: Read chapters 1, 2 and 3 of the core text, Hull.</p> <p>Video lectures:</p> <ol style="list-style-type: none"> 1. Introduction 2. Futures 3. More futures <p>In-class discussion</p> <p>Problem sheets</p> <p>Notes provided</p>
<p align="center">Topic 2</p>	<p><u>Futures pricing</u></p> <ol style="list-style-type: none"> 1. Deal with known yields 2. Value forward contracts 3. Value share index futures 4. Value currency futures 5. Value commodity future 	<p>This session focuses on valuing futures. We start with a basic future and then add complexities. At all times we consider how these products might be used for hedging purposes.</p> <p>Independent study: Read chapter 5 of the core text, Hull.</p> <p>Video lectures:</p> <ol style="list-style-type: none"> 1. Basic pricing 2. Further pricing <p>In-class discussion</p> <p>Problem sheets – futures and stock index hedging</p> <p>Notes provided</p>

<p>Topic 3</p>	<p><u>Swaps</u></p> <ol style="list-style-type: none"> 1. Explain the mechanics and purpose of an interest rate swap 2. Explain the mechanics and purpose of foreign exchange swaps 3. Explain what is meant by the term 'comparative advantage' 4. Explain the mechanics and purpose of credit default swaps 	<p>This session focuses on valuing swaps. We start with a basic swap, with no intervening parties and then add complexities. At all times we consider how these products might be used for hedging purposes. A review of CDS is included.</p> <p>Independent study: Read chapters 7 and 24 of the core text, Hull.</p> <p>Video lectures:</p> <ol style="list-style-type: none"> 1. Swaps 2. Credit swaps 3. Other <p>In-class discussion</p> <p>Problem sheets</p> <p>Notes provided</p>
<p>Topic 4</p>	<p><u>Other swaps</u></p> <p>Review of non-vanilla swaps, including accruing, seasonal, commodity etc.</p>	<p><u>Having covered the mechanics of swaps we review here how they are altered to allow hedging in a variety of real-world situations.</u></p> <p>Independent study: Read chapters 7 and 24 of the core text, Hull.</p> <p><u>In-class discussion</u></p> <p><u>Problem sets</u></p> <p><u>Notes provided</u></p>
<p>Topic 5</p>	<p><u>Revision and mock exam</u></p>	<p>Mock exam</p> <p>Review</p> <p>Feedback</p>
<p>Topic 6</p>	<p>Options #1</p> <ol style="list-style-type: none"> 1. Describe the different types of options: call/put, American/European 2. Describe the payoff relationships of a long call, short call, long put and a short put 	<p>In this session we start our review of options. The mechanics of options (payoff diagrams, for example) are introduced as well as pointing out some of the differences between options and the other products met.</p> <p>Independent study: Read chapters 9 and 10 of the core text, Hull.</p> <p>Video lectures</p> <ol style="list-style-type: none"> 1. Introduction to options 2. Strategies

<p style="text-align: center;">Topic 7</p>	<p><u>Binomial Theory</u></p> <p>Using the Binomial theory to value options</p> <p>Risk neutral approach</p> <p>Replicating portfolios</p>	<p>In this session we use binomial theorem to value basic (European) options. This is applied to both put and call options. We can also use this technique to make a decision about the early exercise of American options.</p> <p>Independent study: Read chapter 12 of the core text, Hull.</p> <p>Video lectures:</p> <ol style="list-style-type: none"> 1. Binomial trees 2. More trees <p>In-class discussion</p> <p>Problem sheets</p> <p>Notes provided</p>
<p style="text-align: center;">Topic 8</p>	<p><u>Interest rate trees and BSM Model</u></p> <p>Using BT to value: Bonds Caps , floors and collars Review BSM model</p>	<p>In this session we use last week's theories to value a number of money market products.</p> <p>Independent study</p> <p>Video lectures:</p> <ol style="list-style-type: none"> 1. Interest rate trees 2. Black-Schole-Merton model <p>In-class discussion</p> <p>Problem sets</p> <p>Notes provided</p>
<p style="text-align: center;">Topic 9</p>	<p>Review of real options</p> <p>Option to defer</p> <p>Option to abandon</p> <p>Option to expand</p> <p>Option to change operational approach</p>	<p>Our final teaching session. We review real options – a relatively new area in corporate finance whereby options are identified in real;-world transactions. We therefore can value those transactions as including the value of the embedded option.</p> <p>Independent study</p> <p>Video lecture</p> <p>In-class discussion</p> <p>Problem sheets</p> <p>Notes provided</p>
<p style="text-align: center;">Topic 10</p>	<p><u>Revision and mock exam</u></p>	<p>Review of Topics 6-9</p> <p>Mock exam</p> <p>Revision</p> <p>Feedback</p>

THE FINANCIAL ANALYST

General Information

School		Business School
Level		Level 6 (Honours Level)
Credit Value		30 credits
Contact Hours		60 hours
Programme(s)		BSc (Hons) Banking & Finance
Module Leader		Justin Thomas
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

This module gives students the unique chance to study for the Level 1 of the Chartered Financial Analyst qualification, while continuing to study towards the BSc Banking and Finance. The module covers all the knowledge needed for the CFA exam and will be delivered mainly by BPP Professional Education, which has a well established reputation as a top CFA training institution in the UK. These classes are open not only to BPP students but also to other students and professionals, thus widening the range of learning interactions and opportunities. Other classes will be offered specifically to BPP students in order to further their preparation, improve their problem solving skills and address specific aspects of the course. Students will also have access to an extensive range of learning material and will be comprehensively prepared for both the summative assessment counting towards the overall grade of their BSc (Hons) in Banking and Finance and the external Level 1 Chartered Financial Analyst exam. Meanwhile, the thoughtfully designed training contents and scheme will complement the rest of the BSc programme and strengthen their understanding of both fundamental and advanced knowledge of investment analysis.

Students should note that they will be responsible for entering for the external CFA Level 1 examination and the payment of any fees or subscriptions required to enter this exam.

Educational Aims

This module aims to:

- Provide students with an in-depth training in the skills necessary for financial and investment analysis
- Develop students' understandings of comprehensive knowledge in finance, especially in areas such as investment analysis, portfolio management, derivatives and fixed income
- Help students build a working knowledge of the main principles across core areas of the investment industry, from quantitative analysis and economics to portfolio management and asset valuation
- Equip students to pursue a career in finance with a wide range of responsibilities

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Fundamental knowledge of quantitative techniques essential to financial analysis
K2	Deep understanding of the information revealed by financial statements
K3	Knowledge of the various accounting policies applied to some specific categories of assets and liabilities and understanding of the impacts caused on the measures of firms' financial performance
K4	Critical understanding of the economic environment and policies on the individual industries

Cognitive Skills

Ref	B. Students should be able to:
C1	Have a critical understanding of economic and financial factors which can be applied to analyze various companies
C2	Undertake a critical analysis of the available information about an industry/company by selecting the relevant data
C3	Critically evaluate and select appropriate valuation models to provide a recommendation
C4	Rigorously evaluate the links between the growth prospects of a company and its financial situation, targeting an analyst-style recommendation

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Apply relevant quantitative tools to economics and financial problems
P2	Apply and deploy various tools and techniques to perform financial analysis
P3	Show an awareness of the range of alternative approaches in accounting and financial analysis
P4	Conduct financial projects independently with demonstrated skills in financial analysis

General Transferable Skills

Ref	D. Students should be able to:
T1	Critically analyze problems by combining accounting, financial and economics skills
T2	Make appropriate use of the available learning resources, including journal articles
T3	Interpret financial and managerial problems in the light of established techniques
T4	Effectively present and discuss the results of your analyses in both academic and practical contexts

Mode of Assessment

This module is assessed through the completion of two (2) independent tasks [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly exercises

Every week the students will be given exercises to complete in class; some of them will involve computations, others multiple choice questions similar to the actual CFA level 1 paper

Summative Elements

Please Note: You must achieve a pass in both the following elements to pass the module.

1. 2,000 word assignment [50% of Module Grade]:

For example, demonstrating your understanding of a business case study.

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

2. 3 hour closed book exam (CFA mock exam) [50% of Module Grade]:

For example, testing your knowledge of the key areas of investment management

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

The formative and graded elements are awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Key Reading

To develop your skills in finding, accessing and analysing financial information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

CFA level 1 Schweser 2009 Notes (books 1-9)

Background Reading

Listed below are texts which provide background to the concepts and content of the module and which may be used for reference either during the course or in your subsequent professional roles.

Books

R. A. Defusco, D. W. Mcleavey, J. E. Pinto & D. E. Runkle (2001), Quantitative Methods for Investment Analysis, AIMR Publications.

G. I. White, A. C. Sondhi & D. Fried (2002), The Analysis and Use of Financial Statements, 3rd Edition, Wiley.

T. R. Robinson, J. H. van Greuning, R. E. Henry & M. A. Broihahn (2008), International Financial Statement Analysis, Workbook Edition, Wiley.

F. K. Reilley & K. C. Brown (2002), Investment Analysis and Portfolio Management, 7th Edition, South-western College Pub.

M. Parkin (1994), Economics, 2nd Edition, Addison Wesley Longman

J. C. van Horne & J. M. Wachowicz (2005), Fundamentals of Financial Management, Financial Times Press.

Journal Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The CPA Journal

Commercial Lending Review

The International Journal of Accounting

Corporate Finance Journal

Journal of Applied Corporate Finance

Web Resources

Recommended throughout the module

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: The Financial Analyst**Syllabus**

Coverage of the CFA syllabus material. For example:

- Financial Maths fundamentals
- Income statement and balance sheet
- Cash flow statement
- Financial analysis techniques
- Analysis of inventories and durable assets
- Financing liabilities, leases and off balance sheet debt
- Analysis of income tax, revenue recognition, international standard convergence
- Microeconomics
- Macroeconomics
- Corporate finance

Topic	Content	Learning and Teaching Strategy
Topic 1	<p><u>Fundamentals of statistics</u> This week will focus on statistics and quantitative methods. This will concentrate on: Frequency distribution, lognormal distribution, binomial distribution and Bayes theorem Shortfall risk, Roy's safety first criterion Chebyshev's inequality, coefficient of variation Hypothesis testing, two types of errors, one and two-tail tests Review of sampling and estimation Review on discounted cash flow</p>	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> introduction to statistics <i>Workshop Activity 2:</i> discussion on the relationship between normal and log-normal distribution and asset prices</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> application of one and two-tail tests <i>Workshop Activity 2:</i> DCF model <i>Workshop Activity 3:</i> calculating and comparing portfolio performance using the Sharpe ratio and Roy's safety first criterion</p>
Topic 2	<p><u>Financial statement analysis</u> This week will focus on understanding financial statements This will concentrate on:</p> <ul style="list-style-type: none"> • Format and components of the income statement • General principles of revenue recognition, expenses and accruals • Analysis of non-recurring items and changes in accounting standards • Format and component of the balance sheet 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introduction to financial statements <i>Workshop Activity 2:</i> Discussion on the main principles of financial statement analysis and their implications</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understand how to evaluate a company's financial position and performance using common-size income statements and financial ratios <i>Workshop Activity 2:</i> Constructing an income statement from sample transactions</p>
Topic 3	<p><u>Cash flow analysis</u> This week will focus on understanding and classifying cash flows This will concentrate on:</p> <ul style="list-style-type: none"> • Classification of cash flows from operating, investing and financing activities • Direct and indirect methods • Free cash flow • Relationship among cash flow statement, income statement and balance sheet • Analyzing cash flows • Comparison of International financial reporting standards and US GAAP • Common-size statements 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding cash flows and discussing their relevance for financial performance <i>Workshop Activity 2:</i> Emphasizing the difference between direct and indirect cash flows</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Computing cash flows using income statement and balance sheet <i>Workshop Activity 2:</i> Analysing and interpreting cash flows statements <i>Workshop Activity 3:</i> Preparing cash flow statements using both the direct and the indirect method</p>

<p style="text-align: center;">Topic 4</p>	<p><u>Financial performance analysis</u> This week will look at financial ratios and their importance to assess a company's performance This will concentrate on:</p> <ul style="list-style-type: none"> • Liquidity ratio • Operating efficiency ratio • Solvency ratio • Profitability ratio • DuPont analysis (the decomposition of return on equity) • Limitations of ratio analysis • Earnings per share (EPS), basic and diluted EPS • Projecting future earnings and cash flows based on analysis of past financial statements 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding what types of data are used to calculate financial ratios <i>Workshop Activity 2:</i> Discussion on how to assess a company's performance using financial ratios</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Calculate and interpret ratios for financial and credit analysis <i>Workshop Activity 2:</i> Earnings per share and diluted EPS <i>Workshop Activity 3:</i> Discussion on the relationship between a company's financial performance and strategy</p>
<p style="text-align: center;">Topic 5</p>	<p><u>Inventories</u> This week will look at inventories and at the various valuation techniques to record them This will concentrate on:</p> <ul style="list-style-type: none"> • Inventory valuation using FIFO, LIFO and weighted average cost methods • Reporting inventories in the financial statements • Comparison of FIFO and LIFO and analysis of the impact of different methods on the company's financial ratios • Different depreciation methods for long-lived tangible assets • Analytical issues related to long-lived assets 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture - A project will be handed out during this lecture for the students to undertake individually</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding how inventories are reported in financial statements and explaining the impact that different accounting methods can have <i>Workshop Activity 2:</i> Discussing the effects of different depreciation methods</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Exercise on the impact of price changes using different inventory valuation methods <i>Workshop Activity 2:</i> Analysis of accounting methods related to long-lived assets and discussion on asset retirement obligations</p>

<p style="text-align: center;">Topic 6</p>	<p><u>Debt financing</u> This week will focus on debt financing and accounting treatment This will concentrate on:</p> <ul style="list-style-type: none"> • Debt instruments • Capital lease • Operating lease • Introduction to off-balance-sheet financing 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introducing different types of debt instruments and their accounting treatment <i>Workshop Activity 2:</i> Discussing the impact of different debt instruments on financial statements <i>Workshop Activity 3:</i> Introducing different types of lease and their classification <i>Workshop Activity 3:</i> Analyzing how take-or-pay contracts and sale of receivables affect financial statements and ratios</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Introduction to off-balance-sheet financing <i>Workshop Activity 2:</i> Discussion on the motivations for leasing</p>
<p style="text-align: center;">Topic 7</p>	<p><u>Taxes</u> This week will focus on taxes and taxable income This will concentrate on:</p> <ul style="list-style-type: none"> • Accounting net income • Taxable income • Tax assets and liabilities • Arrangements for deferred taxes • Different methods for recognizing revenue • Comparison between US GAAP and IFRS 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on tax assets and liabilities <i>Workshop Activity 2:</i> Recognizing profits</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussion on the main international accounting standards and their differences <i>Workshop Activity 2:</i> Identifying the tax base of a company's assets and liabilities <i>Workshop Activity 3:</i> Comparing the financial statements under different accounting standards – GAAP and IFRS</p>

<p style="text-align: center;">Topic 8</p>	<p><u>Microeconomics</u> This week will look at the main microeconomics topics This will concentrate on:</p> <ul style="list-style-type: none"> • Demand and supply curves • Price elasticity • Cost related concepts and production function • Profit maximization • Market structures (perfect competition, monopoly, oligopoly) 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introduction to demand and supply functions <i>Workshop Activity 2:</i> Understanding the concept of elasticity <i>Workshop Activity 3:</i> Discussing different types of costs and understanding the relation between the various cost curves</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understanding the three different market structures and their characteristics <i>Workshop Activity 2:</i> Analyzing the factors affecting demand and supply <i>Workshop Activity 3:</i> Presenting an oligopoly game such as the prisoner's dilemma and its applications</p>
<p style="text-align: center;">Topic 9</p>	<p><u>Macroeconomics</u> This week will focus on macroeconomics topics This will concentrate on:</p> <ul style="list-style-type: none"> • Aggregate demand and supply models • Unemployment, inflation and business cycles • The Phillips curve • Fiscal policy • Money and the banking system • Monetary policy 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding the aggregate demand and supply and how different factors can influence the market equilibrium <i>Workshop Activity 2:</i> Discussing the relationship between inflation and unemployment and the Phillips curve <i>Workshop Activity 3:</i> Emphasizing the effects of fiscal policies on the market</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Discussion on monetary policy and money supply <i>Workshop Activity 2:</i> Case study on the relationship between inflation, unemployment and business cycles in the US <i>Workshop Activity 3:</i> Discussing UK's fiscal and monetary policies</p>

Topic 10	<p><u>Corporate Finance</u> This week will look at the main topics of corporate finance This will concentrate on:</p> <ul style="list-style-type: none"> • Capital budgeting • NPV, IRR and rate of return • Cost of capital and WACC • Working capital management 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture <u>Session 1:</u> <i>Workshop Activity 1:</i> Principles of capital budgeting <i>Workshop Activity 2:</i> Discussing different evaluation criteria, like IRR, NPV and RR <u>Session 2:</u> <i>Workshop Activity 1:</i> Define and calculate cost of capital and understand how taxes can affect a company's cost of capital <i>Workshop Activity 2:</i> Analysis of a company's working capital <i>Workshop Activity 3:</i> Determining the optimal capital budget and calculating WACC</p>
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BANKING; PERSONAL & ORGANISATIONAL ETHICS

General Information

School		Business School
Level		Level 6
Credit Value		15 Credits
Contact Hours		30 Hours
Programme		BSc (Hons) Banking and Finance
Module Leader		Gokcen Erdem
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		Chartered Banker Institute

Introduction

Are bankers trusted? A survey by Which in 2012 interviewed over 2000 people found that the least trusted professions were bankers, journalists and politicians. Surely we should be able to trust the people who deal with our money, the Countries money and the national debt. (Taken from the BBC www.bbc.co.uk/news/business 12 Sept 2012)

The Chartered Institute of Bankers recognises the need to restore customer trust and is working with others to ensure the industry understands the need to professionalise and comply with a code of conduct. During this module you will review the academic themes behind any such code of conduct and consider both personal and institutional factors that cause ethical dilemmas.

Educational Aims

This module aims to:

- Examine the history and development of best practice in corporate governance
- Examine the range and complexities of internal control systems
- Introduce the wider academic debate that considers the meaning and appropriateness of ethical rules and decisions on a global scale
- Investigate the cultural influences that cause dilemmas in global business settings
- Investigate how these key principles are embedded in the Banking Industry

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to:
K1	Critically evaluate the current rules and research relating to corporate governance
K2	Describe and analyse a range of internal control systems
K3	Critically evaluate the different ethical strands used in professional rules and regulations

Cognitive Skills

Ref	B. Students should be able to:
C1	Present appropriate strategies for the use of control systems in a given scenario
C2	Critically evaluate the range of possible outcomes in ethical debate and regulatory decision making
C3	Empathetically evaluate the ethical decisions/conflicts arising in a global and multi-cultural environment

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Prepare a well written and concise report suitable for a target audience

General Transferable Skills

Ref	D. Students should be able to:
T1	Evidence their understanding of cultural influences in regulatory and ethical rule making

Mode of Assessment

This module is assessed through the completion of one summative element worth 100% of your grade.

In addition to the summative element, the module contains the following formative elements:

Formative Elements

A short report
MCQ's and short answer questions to consolidate your knowledge

Please Note: These elements do not count towards your final module grade.

Summative Element

Please Note: You must achieve a pass in the following task to pass the module.

1. MCQs (1 hour unseen exam) [50% of the module grade]
2. A 2500 word coursework (Work based assignment or Discussion Report) [50% of the module grade]

Example: Use a case study or current situation to critically review the options for a course of action, examining a range of recommendations with reference to the academic literature.

The assessments are marked according to the Level 6 Marking Criteria contained in your programme handbook.

For the classification of your degree the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

Core Text

Professionalism, Ethics and Regulation: BPP learning media 2013

Books and Texts

Goldin I. (2013) *Divided Nations: Why global governance is failing, and what we can do about it*; OUP Oxford

Keay A. (2012) *The enlightened shareholder value principle and corporate governance*, Routledge

Koslowski P. (2012) *The Ethics of Banking: Conclusion from the financial crisis (Issues in Business Ethics)*; Springer

O'Sullivan P. Smith M. Esposito M. (2012) *Business Ethics: A critical approach: integrating ethics across the business world*; Routledge

Naciri A. (2008) *Corporate Governance Around the World*; Routledge

Reynolds J. (2011) *Ethics in Investment Banking*; Palgrave Macmillan

Wetherly P. & Otter D. (2014) *The Business Environment: Themes and Issues in a Globalising World*; OUP Oxford

Risk management in Banking; BPP learning media 2012

Journal articles

Chartered Banker: Rebirth of a Big Idea (Special Edition)

Online Resources

www.cpbsb.org

www.charteredbanker.com

www.bankofengland.co.uk

www.bba.org.uk

www.bis.org

www.financial-ombudsman.org.uk

www.worldbank.org

www.imf.org

www.federalreserve.gov

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Banking: Personal and Organisational Ethics

Syllabus:

- The regulation of Banking
- Other legislation influencing the regulation of Financial Service Providers
- Ethical Theory
- Personal Ethics
- Professional Ethics
- Organisational Ethics
- Cultural Intelligence
- The real costs of complaints and compensation

Topic	Content	Learning and Teaching Strategy
INDUCTION	<p><u>Module Overview</u></p> <p>At the end of this session you will have an understanding of what you will learn by studying this module and how it will be assessed.</p>	<p><u>Preparation Session</u></p> <p>Online Recording: Introduction by the Module Leader which covers the aims and objectives of the module, assessment news and everything you need to know to start your learning journey.</p> <p>Pre-course Reading: Chap 1 & 2: Banks in Society & History and Development of Banking http://www.cfainstitute.org/learning/future/pages/index.aspx?WPID=Strategic_Home&PageName=Homepage</p> <p>Preparation Activity: The introductory reading will refresh your previous learning and highlight how the different learning outcomes of your programme relate to each other. Upon completion;</p> <ol style="list-style-type: none"> 1. What do you understand 'trust' to mean? 2. Who do you personally trust? 3. How much do you trust them? 4. Why is trust so important to any company? 5. Is it more important for a bank? <p>In Chapter 2 there is a case study: The Grays Building Society – critically review this case study adding depth to the detail provided and consider whether this could happen in a financial intermediary now. This work will need to be submitted.</p>
Topic 1	<p>Topic: The Regulation of Banking</p> <p>During this session you will learn the detail of the rules and regulations relating to UK banking and consider the impact and effect of the international regulatory bodies. As a level 6 module you will be expected to individually critically evaluate and analyse these regulations, understanding the commercial implications of changing regulations.</p> <p>Key functions of regulations are to protect customers and prevent criminal</p>	<p><u>Reading:</u> <i>Chapter 3 – Regulation</i> http://www.bis.org/review/r140319b.htm <i>Mark Carney; One Mission, One Bank. Promoting the good of the people of the United Kingdom. 18th March 2014</i></p> <p><u>Online Recorded Lecture:</u> The importance of regulation The scope of regulation The structure of UK regulation The impact of international regulation The Basle Accords</p> <p><u>Independent Study/preparation tasks:</u></p>

	<p>activity. Products and services become ever more complex and you will therefore need to consider whether banking regulation should be rules based or principles based, to monitor and control activity within the banking system.</p>	<p>Face to Face Sessions: <u>Session 1</u> <u>Session 2</u> <u>Reflection/consolidation</u></p>
<p>Topic 2</p>	<p>Topic: Other legislation that informs the regulation of financial services</p> <p>This week you will review other more general legislation that also impacts on the way banks behave toward their customers, employees and wider stakeholders. You will need to critically evaluate the relationship between these statutes and common laws with regard to the professional banker code of conduct.</p> <p>In later sessions you will consider how these laws may meet or differ from your own personal ethical and moral base. Recognising your personal responsibility is fundamental to the effective implementation of these laws and regulations.</p> <p>The companies act 2006 will be reviewed to establish the particular responsibilities now embodied in law for Directors.</p>	<p>Reading: Chap 4 & 5: Other legislation affecting financial service providers & Common Law Accountabilities</p> <p>Online Recorded Lecture: An introduction to the range of laws that protect consumers, employees, stakeholders and other businesses with a particular focus on the implication for banks</p> <p>Contractual and non-contractual obligations</p> <p>The duties of company directors and company officers</p> <p>Independent Study/preparation tasks:</p> <p>Face to Face Sessions: <u>Session 1</u> <u>Session 2</u> <u>Reflection/consolidation</u></p>
<p>Topic 3</p>	<p>Topic: Ethical Theory</p> <p><i>This and the following sessions will build on your ethics module in term 1; please review to refresh your previous study</i></p> <p>You will learn about the different theories behind ethical practice in academic terms and consider the different implications for individual behaviour and organisational ethos as a result of these.</p> <p>Being able to compare and contrast the various modules you will then be able to evaluate how they may impact on decision making from a personal and business stance.</p>	<p>Reading: Chapter 7</p> <p>Online Recorded Lecture: Ethics: The philosophy The theory Absolutism vs Relativism Deontological or Teleological approach Ethical influences Morals and Ethics</p> <p>Independent Study/preparation tasks:</p> <p>Face to Face Sessions: <u>Session 1</u> <u>Session 2</u> <u>Reflection and consolidation</u></p>
<p>Topic 4</p>	<p>Topic: Professional Ethics</p> <p>What is a profession and therefore what defines a professional code of conduct?</p>	<p>Reading: <i>Chapter 8; Professional Ethics</i></p> <p>Online Recorded Lecture:</p>

	<p>You will review and analyse the reasoning behind professional codes of conduct, consider the implications for personal reputation and review a range of professional codes, looking for similarities and divergence.</p> <p>Following on from your understanding of the theory you will critically evaluate the Chartered Banker Code of Practice.</p>	<p>Description and explanation defining a professional</p> <p>The need for integrity</p> <p>The relevance of personal reputation</p> <p>Professional body codes of conduct</p> <p>International comparisons</p> <p>A code of practice: rules vs principles</p> <p>The Chartered Banker Code</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
Topic 5	<p>Topic: Personal Ethics</p> <p>This week you will evaluate ethical considerations from a personal stance. How were your personal values formed and how closely do they comply with professional expectations.</p> <p>You will consider concepts like ‘moral DNA’ and potential conflicts of interests. You will learn how some professional bodies supply frameworks to help individuals deal with these situations, and consider how you and your peers may react differently when placed in an ethical conflict.</p>	<p><u>Reading:</u></p> <p><i>Chapter 9: Ethics and the Individual</i></p> <p><i>Chapter 10: Putting ethical frameworks into practice</i></p> <p>http://www.whistleblower.org/home</p> <p><u>Online Recorded Lecture:</u></p> <p>Personal values & Piaget</p> <p>Moral reasoning & Kohlberg</p> <p>Moral DNA & Steare</p> <p>Defining conflicts of interest and ethical dilemmas</p> <p>Frameworks to resolve conflicts of interest</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
Topic 6	<p>Topic: Organisational Ethics</p> <p>This week you will need to understand the strategic objectives of organisations and the theories that inform these strategic decisions. You will need to evaluate the way strategy may vary between organisational type and international placement. This will then enable you to evaluate the role of Corporate Social Responsibility within the Banking industry and consider the relationship between organisations, customers, shareholders and stakeholders.</p> <p>Critically in this period the influence of social media has greatly increased the power of customers and stakeholders.</p>	<p><u>Reading:</u></p> <p><i>Chapter 11; Ethics and the Organisation</i></p> <p><i>Chapter 12: Direction, Ownership and Management</i></p> <p>Creating Shared Value; Michael E Porter and Mark R. Kramer. <i>Harvard Business Review January 2011</i></p> <p>http://hbr.org/2011/01/the-big-idea-creating-shared-value/ar/1 for video</p> <p><u>Online Recorded Lecture:</u></p> <p>The role and definition of strategic objectives</p> <p>Theoretical models from e.g. Ansoff, Schein, Handy, Deal & Kennedy,</p> <p>The role of Stakeholders</p> <p>The importance of CSR</p>

	<p>You will analyse the impact this has had (or not) on the ethical stance of banks and financial intermediaries</p>	<p>The current implications for the banking sector</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 7</p>	<p>Topic: Cultural Intelligence</p> <p>We all live and work in an increasingly global culture. This week you will review current literature on cultural intelligence and reflect on how this informs the studies you have completed so far in terms of regulation and ethics. Re-visiting some of your previous case studies you will consider the impact of different social constructs and how these may affect the outcomes in different cultural environments.</p> <p>During this session you will also reflect on unconscious bias and the positive and negative effects this may lead to.</p> <p>Finally you will review your learning to date in terms of a global banking industry evaluating the role of CSR and shareholder value from a range of cultural perspectives.</p>	<p><u>Reading:</u></p> <p>Terence Brake; (2014) Cultural Intelligence; TMA world, borderless learning</p> <p>Michael Doucin; (2011) Corporate Social Responsibility: Private Self-Regulation is Not Enough. https://openknowledge.worldbank.org/bitstream/handle/10986/11072/661030BR10Box365730B00PUBLIC00PSO0240CSR.pdf?sequence=1</p> <p>CFA Global market sentiment survey 2014 http://www.cfainstitute.org/about/research/surveys/Documents/2014_gmss_detailed_results.pdf</p> <p><u>Online Recorded Lecture:</u></p> <p>What is cultural intelligence</p> <p>International application of UK regulation</p> <p>International regulation in Banking</p> <p>Unconscious bias</p> <p>Global bank case studies; similarity and disparity</p> <p><u>Independent Study/preparation tasks:</u></p> <p><u>Face to Face Sessions:</u></p> <p><u>Session 1</u></p> <p><u>Session 2</u></p> <p><u>Reflection and consolidation</u></p>
<p>Topic 8</p>	<p>Topic: The real cost of customer complaints and compensation</p> <p>This session will initially review the rules regulating customer complaints procedure within a bank and investigate how this becomes an organisational complaints policy. You will then evaluate the role of an 'ombudsman' and the effectiveness of the 'financial services compensation scheme'.</p> <p>Following your understanding of these practical regulations, you will analyse the wider implications for both individual banks and the banking industry when customers complain, or</p>	<p><u>Reading:</u></p> <p><i>Chapter 6: Customer complaints</i></p> <p><i>Risk management in Banking; BPP learning media 2012; chap 9, defining operational risk</i></p> <p><i>Hilary Osborne; 2013 PPI mis-selling 'double cost of Olympics' to banks: The Guardian, 1st August 2013</i></p> <p><u>Online Recorded Lecture:</u></p> <p>The rules and regulations for dealing with customer complaints</p> <p>The role of an ombudsman</p> <p>The cost and function of the financial services compensation scheme</p>

	financial service providers are deemed to have behaved unfairly or unethically. This will develop and use your understanding of organisational ethics introduced in session 6 and further apply theory from your work on cultural understanding.	Examples of the cost of customer complaints <u>Independent Study/preparation tasks:</u> <u>Face to Face Sessions:</u> <u>Session 1</u> <u>Session 2</u> <u>Reflection and consolidation</u>
Reading week	Review of material to date Formative assignment – Mock for summative assignment Opportunity to sit MCQs for final assessment	
Session 10	Preparation and review for assignment submission	
Revision/consolidation	In this session we will review key topics in preparation for the final assessment	

CORPORATE FINANCE TECHNIQUES AND THEORY

General Information

School		Business School
Level		Level 6 (Honours Level)
Credit Value		30 credits
Contact Hours		60 hours
Programme(s)		BSc (Hons) Banking & Finance (Top up)
Module Leader		Ioannis Mantzaris
Related Modules	Pre-requisites	Corporate Finance
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

The CISI is the professional body of choice for professionals in the securities and investment industry in the UK and in a growing number of major financial centres globally. Formed in 1992 by London Stock Exchange practitioners, it serves a global community of more than 40,000 members in 121 countries and last year more than 41,000 CISI exams were sat in 73 countries.

The CISI Diploma in Corporate Finance is one of the leading professional qualifications in finance. The Corporate Finance Techniques and Theory module will focus on the areas of financial statement analysis, valuation, debt & equity, mergers & acquisitions and regulation, governance and ethics.

The students will have access to extensive learning material, which will offer unparalleled preparation not only for this paper of the Diploma but also for the rest of the BSc and more in general for their financial education.

Educational Aims

This module aims to:

- Provide students with an in-depth training in the skills necessary to conduct business either as a Financial Services advisor, Corporate Finance expert in all of the financial markets.
- Develop students' understandings of comprehensive knowledge in finance, especially in areas such as fixed income securities, equities and related derivatives.
- Help students build a working knowledge for the analysis and evaluation of companies, and corporate actions such as mergers and acquisitions.
- Equip students with a solid understanding of the UK regulatory authorities and legal considerations in the M&A market.

Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Fundamental knowledge of the form and structure of financial statements
K2	Detailed understanding of the effect of debt and equity in the financing of the business
K3	Knowledge of current levels and recent trends of the main valuation techniques
K4	Understanding and ability to apply various methods to analyse, value and construct mergers and acquisitions
K5	Awareness of regulatory aspects and ethical considerations in the mergers and acquisition markets

Cognitive Skills

Ref	B. Students should be able to:
C1	Apply economic and financial factors to analyse securities markets
C2	Undertake an analysis of the available information about company valuation by selecting the relevant data
C3	Evaluate and select appropriate m&a models to provide a recommendation

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Apply relevant quantitative tools to financial problems
P2	Apply and deploy various tools and techniques to perform financial analysis
P3	Conduct financial projects independently with demonstrated skills in financial analysis

General Transferable Skills

Ref	D. Students should be able to:
T1	Analyze problems by applying the appropriate knowledge and methods
T2	Make appropriate use of the available learning resources, including journal articles
T3	Can communicate effectively and defend in a professional manner the results of undertaken tasks
T4	Effectively present and discuss the results of their analyses in both academic and practical contexts

Mode of Assessment

This module is assessed through the completion of two (2) independent tasks [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Weekly exercises

Every week the students will be given exercises to complete in class; some of them will involve elementary as well as advanced computations, while others will require essay based answers and explanations.

Summative Elements

Please Note: You must achieve a pass in both the following elements to pass the module.

1. 2,000 word assignment [50% of Module Grade]:

For example, evaluation of a company involved in a merger or acquisition

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

2. 3 hour closed book exam (CISI Diploma mock exam) [50% of Module Grade]:

For example, testing your knowledge of the key areas of corporate finance techniques and theory

Coursework Handout: Day, Date, Month, Year

Coursework Due Date: Time, Day, Date, Month, Year

The formative and graded elements are awarded a percentage grading according to the Level 6 (Honours) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (**First, Upper Second, Lower Second, or Third Class**) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Key Reading**Indicative Reading**

To develop your skills in finding, accessing and analyzing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

Seminal Works

Brealey, R. A., Myers, S. C., Allen, F. (2009) *Principles of Corporate Finance*, 9th edition, McGraw-Hill.

Books and Texts

Arnold, G. (2008) *Corporate Financial Management*, 4th edition, FT Prentice Hall.

Pike, R., Neale, B. (2009) *Corporate Finance and Investment*, 6th edition, FT Prentice Hall.

Academic and Professional Articles

Students will be strongly encouraged to use journal articles relevant to their areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Financial Times

The Economist

The Wall Street Journal

Online Resources www.oft.gov.uk www.thetakeoverpanel.org.uk www.competition-commission.org.uk

www.ft.com www.economist.com www.bloomberg.com www.thomsonreuters.com www.imf.org

www.worldbank.org www.icmagroup.org

www.londonstockexchange.com www.publicprivatefinance.com www.bis.org

www.bvca.co.uk

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Corporate Finance Techniques and Theory

Syllabus

Coverage of the techniques, theories and issues found within the CISI Diploma. For example:

- High level financial statement analysis
- Value a range of undertakings across industry sectors
- Advanced analysis of debt and equity requirements
- Value created in mergers, disposals and acquisitions
- Relevance of UK and EU regulatory requirements to current situations

Week	Content	Learning and Teaching Strategy
Topic 1	<p><u>Financial Statement Analysis</u> Students will be able to undertake an advanced level of financial statement analysis and will be able to recognise the particular analytical problems of different types of domestic and international industry sector and business entity.</p> <p>(a) use ratio analysis and other techniques on the financial statements of single companies and groups, including the use of cash to measure return</p> <p>(b) interpret financial statements of single companies and groups, and explain the implications of accounting standards in the financial statements</p>	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u> <i>Workshop Activity</i> : Introduction to financial statement analysis. Application of ratio analysis. Implications of accounting standards in the financial statements. Indicators Use of public companies' financial reports for analysis purposes</p>
Topic 2	<p><u>Financial Statement Analysis</u> This week will focus on understanding the following aspects and issues in the analysis of financial statements:</p> <ul style="list-style-type: none"> • revenue recognition • revenue recognition principles in different sectors • reporting deferred and accrued income • revenue recognition versus cash flow • off-balance-sheet financing • operating versus finance leases • informative notes to the financial statements • group accounting, including intra-group activity and taxation • accounting for acquisitions, disposals 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Examine issues in financial statements. Reporting techniques that affect the reported revenue and profit.</i></p> <p><u>Session 2:</u> <i>Accounting for groups of companies. Consolidated financial statements</i></p>

<p>Topic 3</p>	<p><u>Valuation</u> Students will be able to undertake an advanced level of valuation and will be able to recognise the particular valuation problems of different domestic and international industry sectors and types of business entity. Students will be required to: (a) use and appraise methods of equity analysis for different types of business entity and industry sectors, indicating each methods' problems and limitations: (b) Traditional methods:</p> <ul style="list-style-type: none"> • Earnings per share (EPS) • Return on capital employed (ROCE) • Price/book, price/sales and the price/earnings ratios • Adjusted traditional methods 	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding valuation techniques. Use of comparable multiples</p> <p><i>Workshop Activity 2:</i> Measuring the cost of debt and the cost of equity with the use of real companies data.</p>
<p>Topic 4</p>	<p><u>Valuation</u> Weighted average cost of capital (WACC)</p> <ul style="list-style-type: none"> • Calculation and limitations • Gearing and its impact on WACCs and values • Free cash flow (FCF) • Applying discounted cash flow (DCF) techniques to FCF • FCF for equity holders • FCF for the enterprise • Key economic assumptions used to structure a forecast • The treatment of synergies • Terminal values and their derivation from both multiples and DCF • Sensitivity analysis 	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding Weighted Average Cost of Capital <i>Workshop Activity 2:</i> Apply Discounted Cash Flows models to value companies</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Apply dividend valuation models and the concept of Economic Value Added (EVA)</p>
<p>Topic 5</p>	<p><u>Debt & equity</u> Students will be able to explain and evaluate advanced aspects of domestic and international debt instruments and equity issues, to judge when and where to use debt and/or equity, the appropriate mix of debt and equity, and when to use certain types of debt instrument. Students will understand how to: (a) summarise the terms, rights, conditions of use and the factors concerning value of the following instruments: ••• Ordinary shares ••• Preference shares ••• Debt ••• Convertible loans ••• Warrants ••• Options ••• Bonds including debt capital markets. (b) critically evaluate unquoted sources of finance</p>	<p><u>Independent Study:</u> Pre-reading instructions and hand outs will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding debt and equity markets and instruments <i>Workshop Activity 2:</i> Critically evaluate unquoted sources of finance.</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Pricing of convertible bonds</p>

<p>Topic 6</p>	<p><u>Debt & equity</u> Students will be able to evaluate the appropriateness of unquoted finance for the following:</p> <ul style="list-style-type: none"> • Start-ups/early stage • Development capital • Management buy-outs/buy-ins • Public companies. <p>and determine financing options, including rights issues, placings and vendor placings, for a company</p> <ul style="list-style-type: none"> • by evaluating a company's financing needs and determine financing options for a company by examining the financial implications of pension schemes. 	<p><u>Independent Study</u> Pre-reading instructions and hand outs will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Examine the use of company's pension schemes <i>Workshop Activity 2:</i> Discussing the impact of the derivative markets; products and pricing</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Application to management buy-outs and public companies</p>
<p>Topic 7</p>	<p><u>Mergers, Acquisitions and Disposals</u> Students will be able to assess how, and whether, value is created by domestic and international mergers, acquisitions and disposals, including the effect on a group's financial statements (including IBO's, management buy-outs and other variants), In the assessment, candidates may be required to:</p> <p>(a) evaluate or construct commercial and financial rationale for acquisitions and disposals in a given scenario. (b) explain in detail how the disposal processes are carried out.</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussing the importance of the sale process and the auction process as steps in a merger. <i>Workshop Activity 2:</i> Discussion on real m&a transactions</p>
<p>Topic 8</p>	<p><u>Mergers, Acquisitions and Disposals</u> explain in detail how the following stages in an acquisition are carried out and apply this knowledge to a given scenario:</p> <ul style="list-style-type: none"> • Identifying potential acquisition targets • Initial evaluation of targets • Approaching the target: considerations and best practice <p>and explain in detail the following aspects of mergers, acquisitions and disposals and apply this knowledge to a given scenario</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on the stages in an acquisition. Assess a real scenario.</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understanding preferences and constraints of the main investor classes <i>Workshop Activity 2:</i> Understanding the specific investment requirements of the different investor classes and identification of suitable securities</p>

Topic 9	<p><u>Regulation, Governance and Ethics</u> Candidates will be able to describe UK regulation and the regulatory regimes in different jurisdictions, recognise the applicability of regulation in given scenarios and apply that knowledge to given scenarios. Students will understand about Specific rules and practice statements will be tested. Also candidates should be able to describe aspects of the Takeover Code and assess their relevance to a given scenario</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1: Due diligence</i> <i>Workshop Activity 2: Public deals overview</i></p> <p><u>Session 2:</u> <i>Workshop Activity 1: Understanding the legal documentation and the deal structuring behind a merger</i></p>
Topic 10	<p><u>Regulation, Governance and ethics</u> Student will be able to understand Listing: (i) describe the following aspects of the FCA Listing Rules and assess their relevance to a given scenario Describe the following areas relevant to corporate finance activity and assess their relevance to a given straightforward scenario Students should also be able to demonstrate an awareness of US and other extraterritorial regulations which might impact upon a UK transaction</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1: Discuss aspects of the takeover code and assess the relevance to a given scenario</i></p> <p><u>Session 2:</u> <i>Workshop Activity 1: discuss aspects of the Financial Conduct Authority prospectus rules and Listing rules. Assess the relevance to a given scenario.</i></p>
Extension & Consolidation	<p>Preparation for examination based on course content in weeks 1-10</p>	<p><u>Independent Study:</u> <i>Task: Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</i></p>

CORPORATE FINANCE STRATEGY AND ADVICE

General Information

School		Business School
Level		Level 6 (Honours Level)
Credit Value		30 credits
Contact Hours		60 hours
Programme(s)		BSc (Hons) Banking & Finance (Top up)
Module Leader		Ioannis Mantzaris
Related Modules	Pre-requisites	Corporate Finance Techniques and Theory
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

Introduction

The CISI is the professional body of choice for professionals in the securities and investment industry in the UK and in a growing number of major financial centres globally. Formed in 1992 by London Stock Exchange practitioners, it serves a global community of more than 40,000 members in 121 countries and last year more than 41,000 CISI exams were sat in 73 countries.

The CISI Diploma in Corporate Finance is one of the leading professional qualifications in finance. The Corporate Finance Strategy and Advice module will focus on the areas of corporate strategy, mergers and acquisitions, and corporate performance and reconstructions..

The students will have access to extensive learning material, which will offer unparalleled preparation not only for this paper of the Diploma but also for the rest of the BSc and more in general for their financial education.

Educational Aims

This module aims to:

- Provide students with an in-depth training in the skills necessary to conduct business either as a Financial Services advisor, Corporate Finance expert in all of the financial markets.
- Develop students' understandings of comprehensive knowledge in finance, especially in areas such as corporate strategy in a domestic and international environment.
- Help students build a working knowledge for the analysis and evaluation of complex business issues and provide advice upon them.

INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Corporate Finance Strategy and Advice

Syllabus

Coverage of the techniques, theories and issues found within the CISI Diploma in Corporate Finance. For example:

- Domestic and international corporate strategy
- Analyse and evaluate information relating to mergers and acquisitions of domestic and international businesses
- Analyse and evaluate information relating to corporate performance and reconstructions
- The role of private equity in mergers and acquisitions
- Relevance of UK and EU regulatory requirements to the activities of the advisory team

Week	Content	Learning and Teaching Strategy
<p>Topic 1</p>	<p><u>The strategic environment</u> Introduction Strategic Decisions Analysing the Environment The Macro-environment Macro-economic Change Porter's Diamond Industry and Sector Porter's Five Forces The Industry Life Cycle Implications of Strategic Theories on Company Action SWOT analysis Levels of Strategy in an Organisation Elements of Strategic Management</p> <p><u>Strategic Choices</u> Diversity of Products and Markets Related Diversification Unrelated Diversification International Diversification The Corporate Parent and Value Creation The Corporate Portfolio Business Unit Strategy: Generic Strategies Sustaining Competitive Advantage Using the Value Chain in Competitive Strategy</p>	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1</u> <i>Workshop Activity</i> : Introduction to financial statement analysis. Application of ratio analysis. Implications of accounting standards in the financial statements. Indicators Use of public companies' financial reports for analysis purposes</p>

Topic 2	<p><u>Cost of Capital</u> Cost of Equity Dividend Valuation Model (DVM) Constant Growth in Dividends Causes of Growth Non-Constant Growth Capital Asset Pricing Model (CAPM) Systematic and Unsystematic Risk Betas Assumptions and Limitations of CAPM The Effects of Gearing on Investment Appraisal Geared Betas 1 Arbitrage Pricing Theory Cost of Debt Effects of Taxation</p> <p><u>Capital Structure</u> How Capital Structure Affects WACC The Traditional Theory of Gearing Modigliani and Miller (M&M) The Pecking Order Theory of Gearing</p>	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Examine issues in financial statements. Reporting techniques that affect the reported revenue and profit.</i></p> <p><u>Session 2:</u> <i>Accounting for groups of companies. Consolidated financial statements</i></p>
Topic 3	<p><u>Debt and the Money Market</u> Bank Finance Leasing The Benefits of Leasing Lease Evaluation Money Market</p> <p><u>Private Equity</u> Types of Venture Capital Investment Buyouts – Regulatory Issues Venture Capital Organisations Approaching Investors – The Business Plan The Ideal MBO Candidate Illustration of a Venture Capital Deal Sources of Finance and Deal Structuring Exit Routes</p> <p><u>Public Equity</u> Applying for a Listing Methods of Bringing Securities to Listing Pre-Emption Rights Share Repurchases Secondary Listing Dual Listing</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1: Understanding valuation techniques. Use of comparable multiples</i></p> <p><i>Workshop Activity 2: Measuring the cost of debt and the cost of equity with the use of real companies data.</i></p>

<p style="text-align: center;">Topic 4</p>	<p><u>The listing rules</u> The Structure of the Listing Rules Standard and Premium Listings Minimum Requirements for Listing Prospectuses Pathfinder Prospectus Publication of the Prospectus Continuing Obligations Announcements to Shareholders Significant Transactions Related Party Transactions Summary Directors' Obligations</p> <p><u>The Advisory Team</u> Financial Adviser Stockbrokers Accountants Lawyers Public Relations Advisers Other Advisors/ Support Services</p>	<p><u>Independent Study:</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding Weighted Average Cost of Capital <i>Workshop Activity 2:</i> Apply Discounted Cash Flows models to value companies</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Apply dividend valuation models and the concept of Economic Value Added (EVA)</p>
<p style="text-align: center;">Topic 5</p>	<p><u>M&A strategies and Valuation issues</u> Mergers and Acquisitions as a Method of Corporate Expansion Evaluating the Acquisition Proposal Developing an Acquisition Strategy Explaining High Failure Rate of Acquisitions The Impact of an Acquisition or Merger upon the Risk Profile of the Acquirer Valuation of Type II Acquisitions Valuation of High Growth Start-ups Intangible Assets Firms with Product Options</p> <p><u>Deal structuring</u> Offer Consideration Earn Outs and Deferred Consideration Analysing Deal Effects Sharing of Merger Gains Calculating Control Premia Takeovers of Public Limited Companies Takeover Offer Schemes of Arrangement Agreed or Hostile Bid</p>	<p><u>Independent Study:</u> Pre-reading instructions and hand outs will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Understanding debt and equity markets and instruments <i>Workshop Activity 2:</i> Critically evaluate unquoted sources of finance.</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Pricing of convertible bonds</p>

<p style="text-align: center;">Topic 6</p>	<p><u>Takeover and disclosure rules</u> Disclosure Rules and Transparency Rules European Takeover Directive The Panel on Takeovers and Mergers When Does the Code Apply? The Spirit of the Code The Offer Process The Offer and Defence Documents The Offer Document The Defence Document Profit Forecasts and Earnings Enhancement Statements Restrictions on Share Dealings The Mandatory Offer The Voluntary Offer Conduct During the Offer Irrevocable Commitments Timetable of an Offer Restrictions Following Offers Conflicts of Interest and Management Buyouts Partial Offers</p>	<p><u>Independent Study</u> Pre-reading instructions and hand outs will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Examine the use of company's pension schemes <i>Workshop Activity 2:</i> Discussing the impact of the derivative markets; products and pricing</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Application to management buy-outs and public companies</p>
<p style="text-align: center;">Topic 7</p>	<p><u>Director's Duties and Corporate Governance</u> Separation of Ownership from Control Agency Theory Strategies for the Resolution of Stakeholder Conflict Corporate Governance US Corporate Governance: Sarbanes-Oxley Act Comparison between UK and USA Models Corporate Governance Internationally: Comparisons with Other Countries UK Corporate Governance Reform</p> <p><u>Investor Protection</u> Ethics Ethical Behaviour in Corporate Finance The Bribery Act 2010 Insider Dealing Misleading Statements and Practices Market Abuse Regulatory Change – Abolition of the FCA</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussing the importance of the sale process and the auction process as steps in a merger. <i>Workshop Activity 2:</i> Discussion on real m&a transactions</p>

<p>Topic 8</p>	<p><u>Dividend policy</u> What is Dividend Policy? The Dividend Valuation Model (DVM) Theoretical Views on Dividend Policy Investor Preference for Immediate Cash Practical Factors Affecting Dividend Payouts Deciding on Dividend Levels Methods of Paying Dividends</p> <p><u>Employee share option scheme</u> Approved Company Share Option Plans (CSOP) Savings Related Share Option Schemes Share Incentive Plans (SIPs) Enterprise Management Incentives (EMI) Profit Sharing Schemes</p> <p><u>Investor relations</u> Identifying the Investor Base Selling to the Investors International Investor Relations The Stewardship Code</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discussion on the stages in an acquisition. Assess a real scenario.</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understanding preferences and constraints of the main investor classes <i>Workshop Activity 2:</i> Understanding the specific investment requirements of the different investor classes and identification of suitable securities</p>
<p>Topic 9</p>	<p><u>Advanced Corporate Performance Techniques</u> Economic Value Added Capital Invested Net Operating Profit After Tax (NOPAT) Cost of Capital Calculating Economic Value Added Improving EVA Application of EVA EVA Return on Capital Market Value Added Reconciling EVA with MVA and Linking them to NPV Analysis Problems with Linking MVA and EVA Using EVA and MVA as Analysis Tools Using EVA and MVA to Identify Winners Cash Flow Return on Investment (CFROI) Real Options Evaluation Black Scholes</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Due diligence <i>Workshop Activity 2:</i> Public deals overview</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> Understanding the legal documentation and the deal structuring behind a merger</p>
<p>Topic 10</p>	<p><u>Reconstructions</u> Types of Reconstruction Unbundling and Firm Value</p>	<p><u>Independent Study</u> Pre-reading instructions and handouts will be posted on the VLE prior to the lecture</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Discuss aspects of the takeover code and assess the relevance to a given scenario</p> <p><u>Session 2:</u> <i>Workshop Activity 1:</i> discuss aspects of the Financial Conduct Authority prospectus rules and Listing rules. Assess the relevance to a given scenario.</p>

Extension & Consolidation	Preparation for examination based on course content in weeks 1-10	<u>Independent Study:</u> <i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10
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MARKING CRITERIA**Level 4 Assessment**

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
Knowledge & Understanding (a) <i>Systematic Understanding</i> (b) <i>Emerging thought</i>	(a) Thorough, explicit knowledge & understanding of the topic with some clear understanding of, and explicit links to, some aspects of a wider field of study. (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Very good knowledge and understanding of central topic issues explicitly identified with some appreciation of, and explicit links to, a wider field of study. (b) Application of recent emerging thought or practices from the discipline	(a) Good, partially implicit, knowledge and understanding of central topic issues with some appreciation of a wider field of study. (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Evidence of a sound factual and/or conceptual knowledge base and the ability accurately to use appropriate terminology. (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline.	(a) Some indications of a limited ability to identify appropriate ideas, concepts and principles. (b) Some evidence of the understanding of the thoughts and practices related to the discipline indicated.	(a) Signs of an emerging knowledge and understanding of topic issues but unable always to select or apply them appropriately. (b) Not clear or precise understanding of thoughts and practices related to the required discipline indicated	(a) Little knowledge or understanding of any of the central topic issues with numerous factual errors and use of a great deal of irrelevant material. (b) Significant gaps in the understanding of practices related to the discipline indicated
Argument (a) <i>Analysis, Synthesis & Evaluation</i> (b) <i>Numerical Analysis</i>	(a) Sustained and fully substantiated analysis including contrary perspectives. (b) Numeric analysis that is	(a) High level of awareness and the questioning of assumptions. (b) Numeric analysis that is complete and	(a) Ability to analyse drawing on a range of perspectives. Some questioning of assumptions.	(a) Some ability to analyse within guiding principles. Some evidence of critical thought. (b) Numeric analysis that is	(a) Largely descriptive but with some limited evidence of significant thought and with a growing awareness of assumptions.	(a) Generally descriptive and indecisive. May include generalisations and assumptions and may lack coherence.	(a) Wholly descriptive and insignificant with many generalisations, assumptions and illogical claims. Discussion

Criterion	PASS					FAIL	
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<i>(c) Independent Research</i>	complete and free from errors with application of methods that may be insightful or original (c) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated conceptually	mostly free from errors with fluent and appropriate application of methods. (c) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent evaluation conceptual	(b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods (c) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual evaluation	complete and mostly free from significant or critical errors with appropriate application of methods. (c) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual issues although this may not be consistent throughout	(b) Numeric analysis that is mostly complete but contains errors that have some limited effect, or methods that are not applied wholly appropriately (c) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.	(b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately (c) Over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question or area	irrelevant to the task set. (b) Numeric analysis is almost non-existent and also incorrect (c) Generally only a very restricted range of personal research which is not evaluated and is not directly related to the question
Presentation <i>(a) Structure</i> <i>(b) Referencing</i> <i>(c) Use of Language</i>	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes.	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes.	(a) Good structure and presentation (b) Full and appropriate references and notes with minor	(a) Adequate structure and presentation (b) Good references and notes with minor	(a) Adequate structure and presentation (b) Competent references and notes but may contain	(a) Poor structure and presentation (b) Poor references and notes with multiple inconsistencies, errors or omissions	(a) Very poor standard of basic English. Much more care needed with language construction and checking of the text. Very imprecise/ non-

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
	(c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.	(c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	or insignificant errors (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	or insignificant errors or omissions (c) Generally clear use of language sufficient for arguments to be readily understood and followed	inconsistencies, errors or omissions (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(c) Serious errors in the use of language which makes meaning unclear or imprecise	academic writing style. (b) Very limited or nil referencing with numerous errors and omissions (c) Extreme errors in use of language and an extreme lack of clarity

Marking Criteria

Level 5 Assessment Criteria

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
Knowledge & Understanding <i>a) Systematic Understanding</i> <i>b) Emerging Thought</i>	(a) Deep knowledge of the topic, explicitly related to comprehensive knowledge of the discipline(s). (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Thorough, explicit knowledge & understanding of the topic. Clear understanding of and explicit links to some aspects of a wider field. (b) Some application of recent emerging thought or practices from the discipline	(a) Very good knowledge and understanding of central topic issues explicitly identified. Some appreciation of and explicit links to a wider field. (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Good, increasingly explicit knowledge and understanding of central topic issues. Some appreciation of a wider field. (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline	(a) Basic and often implicit knowledge of central topic issues. Partial understanding. (b) Some evidence of the understanding and thoughts and practices related to the discipline indicated.	(a) Inadequate or poor knowledge or understanding of topic issues. (b) Not a clear or precise understanding of the thoughts and practices related to the required discipline indicated.	(a) Very poor knowledge or understanding of topic issues. (b) Significant gaps in the understanding of the practices related to the discipline indicated
Argument <i>a) Analysis, Synthesis & Evaluation</i> <i>b) Numerical Analysis</i> <i>c) Argumentation</i> <i>d) Independent Research</i>	(a) High level of ability to analyse critically using a range of perspectives. Excellent synthesis of elements of the argument including contrary views.	(a) Can present a coherent critical argument demonstrating the ability to synthesise concepts, theories and practice in a critical argument.	(a) Can present a coherent significant argument demonstrating the ability to form a defensible judgement. Some use of contrasting perspectives.	(a) Can decisively analyse a limited range of information within minimum guidance. Can select analytical methods appropriate to the task	(a) Some evidence of essential awareness but much reliance on description and some assumption. May be some difficulty in balancing and	(a) Work is descriptive and uncritical. Contains generalisations, unsubstantiated assertion and exaggeration.	(a) Work wholly descriptive and uncritical. Contains many generalisations, unsubstantiated assertions and exaggeration.

	PASS					FAIL		
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%	
	<p>(b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original</p> <p>(c) Extremely strong and consistent argument making a convincing whole with evidence of originality. Impressive ability in the use of information gathered to support the argument.</p> <p>(d) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated conceptually</p>	<p>(b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.</p> <p>(c) Extremely strong and consistent argument that convincingly addresses issues including uncertainties and conflicts. Excellent use of information gathered which to support and further the argument</p> <p>(d) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent</p>	<p>(b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.</p> <p>(c) Evidence of an argument that is generally convincing with a good internal consistency and addresses most issues. Very good use of information gathered to support the argument.</p> <p>(d) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems</p>	<p>(b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.</p> <p>(c) Evidence of an overall convincing argument but may have weaknesses, gaps or inconsistencies. Clear use of information gathered but may have some weaknesses in the integration into the argument.</p> <p>(d) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual issues although</p>	<p>(b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.</p> <p>(c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.</p> <p>(d) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of</p>	<p>substantiating points.</p> <p>(b) Numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately</p> <p>(c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.</p> <p>(d) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of</p>	<p>(b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately</p> <p>(c) Lack of consistency or structure in the argument.</p> <p>d) Over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question</p>	<p>(b) Numeric analysis is almost non-existent and also incorrect</p> <p>c) Totally lack of consistency or structure in the argument. Very serious weaknesses in the integration of evidence and no awareness of the limitations or weaknesses of the research</p> <p>d) Generally only a very restricted range of personal research which is not evaluated and is not directly related to the question</p>

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
		conceptual evaluation	with consistency in the conceptual evaluation	this may not be consistent throughout	information gathered but may not be sufficient to sustain		
Presentation <i>a) Structure</i> <i>b) Referencing</i> <i>c) Use of Language</i>	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes (c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes. (c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	(a) Good structure and presentation (b) Full and appropriate references and notes with minor or insignificant errors (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	(a) Adequate structure and presentation (b) Good references and notes with minor or insignificant errors or omissions (c) Generally clear use of language sufficient for arguments to be readily understood and followed	(a) Adequate structure and presentation (b) Competent references and notes but may contain inconsistencies, errors or omissions (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(a) Poor structure and presentation (b) Poor references and notes with multiple inconsistencies, errors or omissions (c) Serious errors in the use of language which makes meaning unclear or imprecise	(a) Extremely poor structure and presentation (b) Very limited or nil referencing with numerous errors and omissions (c) Extreme errors in use of language and an extreme lack of clarity

Marking Criteria

Level 6 Assessment Criteria

Criterion	PASS					FAIL	
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
Knowledge & Understanding <i>a) Systematic Understanding</i> <i>b) Emerging Thought</i>	(a) Very deep knowledge of the topic, explicitly related to extremely comprehensive knowledge of the discipline(s). Evaluation and contribution to current knowledge (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Deep knowledge of the topic, explicitly related to comprehensive knowledge of the discipline(s). Evaluation of current knowledge (b) Application of recent emerging thought or practices from the discipline	(a) Very good, thorough and explicit knowledge & understanding of the topic. An appreciation of and explicit links to a wider field. (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Good knowledge and understanding of central topic issues, some explicitly identified. Some appreciation of a wider field. (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline.	(a) Some knowledge and understanding of central topic issues. (b) Some evidence of the understanding of the thoughts and practices related to the discipline indicated.	(a) Inadequate, poor or very poor knowledge or understanding of central topic issues. (b) Not clear or precise understanding of thoughts and practices related to the required discipline indicated	(a) Little or no knowledge or understanding of central topic issues. (b) Significant gaps in the understanding of practices related to the discipline indicated

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<p>Argument</p> <p><i>a) Analysis, Synthesis & Evaluation</i></p> <p><i>b) Numerical Analysis</i></p> <p><i>c) Argumentation</i></p> <p><i>d) Independent Research</i></p>	<p>(a) Consistently high levels of ability to analyse critically using a wide range of appropriate criteria, sources and perspectives. Excellent synthesis of elements of the argument including contrary views.</p> <p>(b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original</p> <p>(c) Extremely strong and consistent argument making a convincing whole with evidence of originality. Impressive ability in the use of</p>	<p>(a) A high level of ability to analyse critically using a range of perspectives. Excellent synthesis of elements of the argument including contrary views.</p> <p>(b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.</p> <p>(c) Extremely strong and consistent argument that convincingly addresses issues including uncertainties and conflicts. Excellent use of information gathered which to support and</p>	<p>(a) Presentation of a coherent critical argument demonstrating the ability to analyse, synthesise and evaluate to form a balanced and supportable judgement. Use of contrasting perspectives.</p> <p>(b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.</p> <p>(c) Evidence of an argument that is generally convincing with a good internal consistency and addresses most issues. Very good use of information</p>	<p>(a) The development of a critical analysis without guidance. Some ability to synthesise concepts, theories and practice. Application of a range of analytical methods appropriate to the task.</p> <p>(b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.</p> <p>(c) Evidence of an overall convincing argument but may have weaknesses, gaps or inconsistencies. Clear use of information</p>	<p>(a) Evidence of some critical awareness. There is analysis which is structured within guidelines. Some difficulty in balancing and substantiating points made.</p> <p>(b) Numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately</p> <p>(c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.</p>	<p>(a) Work is descriptive and uncritical. Generalisations, unsubstantiated assertions and exaggeration.</p> <p>(b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately</p> <p>(c) Lack of consistency or structure in the argument. Serious weaknesses in the integration of evidence and/or no awareness of the limitations or weaknesses of the research.</p> <p>(d) Over reliance on very restricted range of personal</p>	<p>(a) Work is wholly descriptive and uncritical. Contains numerous generalisations, unsubstantiated assertions and exaggeration.</p> <p>(b) Numeric analysis is almost non-existent and also incorrect</p> <p>(c) Total lack of consistency or structure in the argument. Nil or limited integration of evidence and no awareness of the limitations or weakness of research</p> <p>(d) Generally only a very restricted range of personal research which is not evaluated and is not directly</p>

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
	<p>information gathered to support the argument.</p> <p>(d) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated conceptually</p>	<p>further the argument</p> <p>(d) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent evaluation conceptual</p>	<p>gathered to support the argument.</p> <p>(d) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual evaluation</p>	<p>gathered but may have some weaknesses in the integration into the argument.</p> <p>(d) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual issues although this may not be consistent throughout</p>	<p>(d) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of information gathered but may not be sufficient to sustain</p>	<p>or secondary research much of which may not be evaluated and may not be directly related to the question</p>	<p>related to the question</p>

Criterion	PASS					FAIL	
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
Presentation <i>a) Structure</i> <i>b) Referencing</i> <i>c) Use of Language</i>	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes. (c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes. (c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	(a) Good structure and presentation (b) Full and appropriate references and notes with minor or insignificant errors (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	(a) Adequate structure and presentation (b) Good references and notes with minor or insignificant errors or omissions (c) Generally clear use of language sufficient for arguments to be readily understood and followed	(a) Adequate structure and presentation (b) Competent references and notes but may contain inconsistencies, errors or omissions (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(a) Poor structure and presentation (b) Poor references and notes with multiple inconsistencies, errors or omissions (c) Serious errors in the use of language which makes meaning unclear or imprecise	(a) Extremely poor structure and presentation (b) Very limited or nil referencing with numerous errors and omissions (c) Extreme errors in use of language and an extreme lack of clarity

STAFF CONTACTS

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PROGRAMME REGULATIONS

PROGRAMME REGULATIONS: BSC (HONS) BANKING & FINANCE

1. Authority

These regulations are made under the authority of the University's General Academic Regulations, Part A, Paragraph 7, and in accordance with these provisions, are cited as the BSc (Hons) Business Management with Finance Programme Regulations.

2. Conflict with the General Academic Regulations

The Academic Council has no specifically approved derogations for this programme, therefore in the event of a conflict between these regulations and the General Academic Regulations, and its sub-regulatory instruments, the latter shall prevail.

3. Conditions for Admission

Students wishing to obtain the BSc (Hons) Banking & Finance will require:

- Admission to the 3 year programme requires 300 UCAS points and a grade C at GCSE in English and Mathematics. Admission to the accelerated programme requires 320 UCAS points and a grade C at GCSE English and Mathematics. OR
- Have a recognised and equivalent qualification (examinations and experience will be considered) and apply following the Accredited Prior Learning and / or Accredited Prior Certified Learning procedure

AND

- Applicants whose first language is not English and who do not hold an honours degree that was delivered in English, shall be required to provide certified proof of ability in written and spoken English to, at least, IELTS level 6.0 (overall) or equivalent, plus a minimum of 6.0 in writing.
- Students with an overall IELTS of 6.0 or equivalent shall be required to undertake a compulsory in-session English/Academic English course during the first term of their studies.

4. Conditions of Acceptance

An offer of a place on the programme is subject to the terms and conditions stated in the documentation accompanying the offer, these regulations and the General Academic Regulations, as in force at the time of interpretation. The acceptance of the offer is taken as agreement to these regulations.

5. Changing Modules or Specialisations

Subject to the approval of the Director of Programmes, a candidate may be permitted to change from one module or specialisation to another at an appropriate point in the programme.

6. Conditions for Progression

The programme is divided into three stages: Stage 1: Certificate of Higher Education (Business Studies); Stage 2: Diploma of Higher Education (Business Studies); Stage 3: Honours Degree.

A student may be permitted to progress from term to term or stage to stage carrying failure in up to 30 credits but must attempt to retrieve that failure at the next available assessment sitting.

7. Reassessment of Failed Assessment(s)

- a) A student who fails an assessment should resit that assessment at the next assessment opportunity.
- b) Where an assessment is divided into more than one component, a student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).
- c) A student shall be permitted three attempts at each assessment component; one first sit and two resits. Further attempts may only be permitted in accordance with the regulations on appeals and the rules on concessions.
- d) Where a student resits and passes an assessment component the component mark shall be capped at the pass mark. The capped mark shall be aggregated with the original mark(s) of the other component(s) and the aggregated mark shall appear on the transcript.

8. Conditions for the Granting of Awards

- a) No students shall be entitled to enrol for an award other than the BSc (Hons) Banking & Finance.

- b) A student, who completes an approved programme of study, as described in the Diagram of Outcomes Leading to Award and Programme Learning Outcomes, shall be awarded a BSc (Hons) Banking & Finance.
- c) Those students who choose to exit the Programme without completing it may nevertheless be entitled to exit with an award of either a:
- Certificate of Higher Education (Business Studies) (with either Pass or Distinction classification) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook.
 - Diploma of Higher Education (Business Studies) (with either Pass or Distinction classification) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook
- d) Candidates will be awarded an Honours Degree according to the procedures set down in the Manual of Procedures Part H, Section 2.

9. Condonation

A student may be condoned by the Board of Examiners twice:

- a) once in one module at stage 1 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules; and,
- b) once in one module at either stage 2 or stage 3 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules at stage 2 or 3.

A student who completes a Certificate of Higher Education (Business Studies) may be condoned by the Board of Examiners once in one module at stage 1 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules.

Condonation will only be granted prior to the final Board of Examiners where the student has exhausted all permitted attempts at the assessment and would otherwise be required to withdraw permanently from the University.

10. Classification of Award

The following classification will be adopted for the overall award:

First Class	70% or above
Upper Second Class	60%-69%

Lower Second Class	50% - 59%
Third Class	40% - 49%
Fail	Below 40%

11. Confidentiality

A student's assessment results shall be confidential to the student, however the terms and conditions of the programme will allow results to be shared with the UKVI for the purpose of monitoring student progress for visa compliance purpose

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 4)

			Commercial Awareness	Professional Practice & Ethics	Understanding Financial Statements	Business Mathematics
Assessment			Controlled assessment pre seen case study	Group Presentation, online submission and Portfolio	Controlled assessment pre seen case study	Examination
Programme Learning Outcomes	Knowledge and Understanding	1	X	X	X	X
		2			x	x
		3	X	X	X	x
		4	X	X	X	
	Cognitive Skills	1	X		x	x
		2	X		x	x
		3	X		x	
		4	X		x	x
	Professional Skills	1		X		
		2	X	X		
	General Transferrable Skills	1	X	X	X	x
		2		X		x
		3		X		x
		4				
		5	x	x	x	x

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 4)

			Business Economics	Business Finance	Commercial & Investment Banking	The Professional Banker
Assessment			Coursework	Examination	Coursework	Coursework
Programme Learning Outcomes	Knowledge and Understanding	1		x		
		2	X	x	x	x
		3				
		4	X	x	X	X
	Cognitive Skills	1	X	x	x	x
		2	X	x	x	x
		3	X	x	x	x
		4	X		x	x
	Professional Skills	1				
		2	X	x	x	x
	General Transferable Skills	1	X	x	X	X
		2				
		3		x		
		4	X	x		
		5			x	x

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 5)

			Macroeconomics and the Banking System	Financial Markets and Institutions	Probability and Statistics	Investment Management Certificate	Investment, Risk and Taxation	Corporate Finance	Credit and Lending
Assessment			Examination	Examination	Coursework	Examination	Examination	Examination	Examination
Programme Learning Outcomes	Knowledge and Understanding	1	X	X		X			x
		2	X	X	X	X	X	X	x
		3	X	X	X		X	X	x
		4	X	X		X	X	X	x
	Cognitive Skills	1	X			X	X	X	
		2	X	X	X	X	X	X	x
		3		X	X	X	X	X	x
		4		X	X	X	X	X	x
	Professional Skills	1	X	X	X	X	X	X	x
		2	X	X		X	X	X	x
	General Transferrable Skills	1	x	X		X	X	X	
		2		X					
		3				X	X	X	x
		4		X	X				x
		5					x	x	x

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 5)

			UK Regulation and Professional Integrity	Portfolio Management	Mergers and Acquisitions	Behavioural Economics, Leadership and Organisational Cultures
Assessment			Examination	Examination	Coursework	Examination
Programme Learning Outcomes	Knowledge and Understanding	1	X	X		X
		2	X	X	X	X
		3	X		X	
		4	X		X	
	Cognitive Skills	1	X	X	X	X
		2	X	X	X	X
		3			X	
		4			X	
	Professional Skills	1	X	X	X	X
		2			X	
	General Transferrable Skills	1	X	X	X	x
		2				
		3			X	
		4				
		5			x	

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 6)

			Financial Services Project 1	Financial Risk Management	Securities	Alternative Investments	International Banking	Corporate Finance Techniques and Theory	
Assessment			Group Project and Reflective Report	Examination	Examination	Coursework	Examination	Coursework & Examination	
Programme Learning Outcomes	Knowledge and Understanding	1	X		X	X	X	X	
		2	x	X	X		X	X	
		3	x	X	X	X	X	X	
		4		X	X	X			
	Cognitive Skills	1	x	X	X	X	X	X	X
		2		X	X	X	X	X	X
		3	x	X	X	X	X	X	
		4	x	X	X	X		X	
	Professional Skills	1		X	X	X	X	X	X
		2	x	X	X	X	X	X	X
	General Transferrable Skills	1	x	X				X	
		2	x				X		
		3	x	X					X
		4	x			x	x	X	X
		5			X			x	X

			Financial Services Project 2	Banking: Personal & Organisational Ethics	Financial Analysis	Financial Derivatives	Corporate Finance Strategy and Advice	International Business
			Coursework	Coursework & Examination	Coursework & Examination	Examination	Coursework	Coursework
Programme Learning Outcomes	Knowledge and Understanding	1	X	X	X	X	X	X
		2	X	X	X	X	X	X
		3	X	X		X	X	X
		4		X		X	X	
	Cognitive Skills	1	X	X	X		X	X
		2	X	X	X		X	X
		3	X	X		X	X	X
		4	X	X			X	
	Professional Skills	1	X	X	X	X	X	X
		2	X			X	X	X
	General Transferrable Skills	1	X		X			X
		2				X		X
		3				X		X
		4	X	X		X	X	
		5	x	X				

ASSESSMENT/CURRICULUM MAP - BSc (Hons) Banking and Finance (Level 6)