



# **BA (Hons) Business (Finance) (Top-up) Programme Handbook**

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V9

# Introduction to the Programme

Programme structure

Welcome to the BA (Hons) Business (Finance) (Top-up) degree programme.

As you are studying a final year top-up programme you will be required to complete the level 6 modules.

Each 20-credit module is equivalent to 200 hours of self- guided learning.

## Core Modules

	Module	Credits	BA (Hons) Business	BA (Hons) Business (Finance)	BA (Hons) Business (HRM)	BA (Hons) Business (Marketing)	BA (Hons) Business (Tourism)
<b>Level 6</b>	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Research Methods and Dissertation	40	x	x	x	x	x

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

## Programme Specifications

## QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

BA (Hons) Business (Finance) (Top-up)

<b>1. Target Award</b>	BA (Hons) Business (Finance)
<b>2. Programme Title</b>	BA (Hons) Business (Finance) (Top-up)
<b>3. Exit Awards</b>	BA Business (Finance)
<b>4. Programme Leader(s)</b>	Alison Watson
<b>5. Delivery Model</b>	Online Blended
<b>6. Start date</b>	September 2015
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	General Business Management (2007)

### 10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Finance) (Top-Up) is to enable students to acquire knowledge, understanding and a range of skills relating to key business and financial disciplines which are applicable to a range of commercial and non-commercial sectors in diverse settings. More specifically it is the aim to develop skills and understanding specific to financial and management accounting and basic economics study including the design and operation of financial systems, structures and instruments and, in particular, to understand the pricing of financial assets, the measurement and management of risk, and the possibilities for value maximising behaviour by the firm and household from a variety of perspectives. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business and /or financial careers or further relevant study. More specifically it will:

- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.
- enable students to develop professional level skills in finance, accounting and economics, supplemented by an understanding of a range of business and management disciplines.
- promote understanding of the key aspects of current practice in the field of finance, accounting and economics while acknowledging current and emerging developments in related disciplines.
- equip students with the essential skills and tools to work professionally in a business, management and/or financial situation develop students ability to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- equip students with the subject specific knowledge and skills and to work within diverse settings and to appreciate the complexity of financial decision making in local, national and global contexts.
- provide a stimulating online academic environment in which students as independent learners can develop confidence, competence and skills as part of a community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example a HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>With due regard to the QAA Finance Benchmark Statement 2007 (Subject to consultation in October 2014), the intended programme learning outcomes are for students to:</p> <p>A1 Utilise financial statements, analyse and correctly interpret written, visual and graphical data.</p> <p>A2 Evaluate the appropriateness of the structures, functions, processes and management priorities of a business organisation including its governance to achieve its strategic objectives.</p> <p>A3 Interpret a range of financial data including that arising in the context of accounting statements and data generated in financial markets, and analyse and interpret written, visual and graphical data to improve business performance</p> <p>A4 An understanding of financial service activity in the economy, and an appreciation of how finance theory and evidence can be employed to interpret these services.</p> <p>A5 Apply the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical</p>	<p>Acquisition of knowledge and understanding (A1 – A6) at all levels is through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts</li> <li>• Narrated PowerPoint's</li> </ul> <p>Synchronous</p> <ul style="list-style-type: none"> <li>• Online seminars facilitated by VOIP's where theory and practice are integrated.</li> <li>• Live chats</li> <li>• Classroom based teaching (lectures, seminars &amp; tutorials)</li> </ul> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience supported by engagement with a specialist tutor and peer engagement.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy engages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area.</p> <p>Assessment methods include financial case study, production of financial statements and analysis of them, time constrained assessments, development of a targeted plans.</p>

<p>problems in a variety of contexts, local, national and global.</p>	<p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p><b>11b. Intellectual (thinking) skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>B1 Identify financial issues and formulate appropriate methods of investigation and evaluation to the solution of complex problems</p> <p>B2 Select, synthesise, and critically evaluate arguments and evidence from a variety of sources.</p> <p>B3 Analyse and draw reasoned conclusions concerning problems from a given set of financial data and applying theoretical concepts and practical techniques to problem solving.</p> <p>B4 Interpret and appraise quantitative and qualitative financial data, thereby displaying numeracy skills including data analysis, interpretation and extrapolation.</p>	<p>Acquisition of intellectual (thinking) skills (B1 – B5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts</li> <li>• Narrated PowerPoint's</li> <li>• Time constrained tests</li> </ul> <p>Synchronous</p> <ul style="list-style-type: none"> <li>• Online seminars facilitated by VOIP's where theory and practice are integrated.</li> <li>• Live chats</li> <li>• Classroom based teaching (lectures, seminars &amp; tutorials)</li> </ul>	<p>Assessment methods and strategies:</p> <p>Intellectual skills (B1 – B6) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual and cognitive development is further encouraged via formative assessment tasks including case study analysis, set briefs, in-module activities, and discussion with tutors and peers (in online forums/debates).</p> <p>All modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of problem solving, analysis, judgement and self-reflection in the development of solutions.</p>

<p>B5 Utilise communication and information technologies in acquiring, analysing and communicating financial information.</p>	<p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience supported by engagement with a specialist tutor and peer engagement.</p>	
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>C1 Select effective information collection methods and appropriate analytical tools.</p> <p>C2 Select and utilise financial management tools in the construction of financial projects and decision-making.</p> <p>C3 Plan effectively.</p> <p>C4 Articulate reasoned evidence and conclusions.</p> <p>C5 Demonstrate flexibility in adapting to different business contexts and financial systems and structures</p>	<p>Practical and professional skills are employed in the production of solutions to real life financial situations developed through set briefs, exercises and practical activities. The important modern day skills of managing projects, working within differing organisational and global contexts are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to financial management, decision making and reporting; management accounting; managing others; and managing knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in financial and accounting management skills required in differing contexts.</p>	<p>Assessment methods:</p> <p>To support the development of practical skills, students must supply worked materials and evidence in how conclusions are reached in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive formative feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p>
<p><b>11d. Transferable skills</b></p>	<p><b>The means by which these outcomes are achieved and demonstrated</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>D1 Communicate effectively through a variety of media.</p>	<p>Transferable skills (D1 – D6) are developed throughout the programme. The skills of communication, critical use of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Personal responsibility (D3) becomes an increasingly important skill as students’ progress, culminating in the writing of the Dissertation.</p>	<p>Assessment methods and strategies:</p> <p>To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently</p>

<p>D2 Utilise appropriate IT software and critically evaluate internet sources.</p> <p>D3 Work effectively on his/her own as an independent learner and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs in the spirit of critical and self-reflective enquiry.</p> <p>D4 Utilise financial problem-solving skills in a variety of theoretical and practical situations and diverse contexts including the areas of enterprise and entrepreneurship.</p> <p>D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.</p>	<p>Modules increasingly include content with regard to the global financial business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme.</p> <p>As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)</p>	<p>even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.</p>
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## **12. Graduate Attributes and the means by which they are achieved and demonstrated**

### **Graduate Attributes**

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

- E01 - Discipline Expertise
- E02 - Effective Communication
- E03 - Responsible Global Citizenship
- E04 - Professional Skills
- E05 - Reflective Practitioner
- E06 - Lifelong Learning

All six attributes are relevant to this programme, particularly E01, E02 and E04.

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

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

## **13. Learning and teaching methods and strategies**

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

### Asynchronous

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

### Synchronous

- Online seminars facilitated by VOIP's where theory and practice are integrated.
- Lectures, seminars & tutorials both on line and via classroom based input.

Based upon the variety of student undertaking our programmes and our wishes to provide equal opportunity for engagement no matter what their preferred method of learning styles of the student, our strategy has been designed to enable students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

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

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

#### 14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area. Assessment methods include production of financial statements, case study analysis, interactive formative time constrained tests, sector report production, preparation of a targeted sector plan, etc.

#### 15. Employability

Our approach is based upon the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation.

#### 16. Entry Requirements

The criteria for admission to the BA (Hons) Business top-up programme are:

- HND in Business or equivalent
- English language competence equivalent to IELTS 6.0

In the case of an equivalent award where this was not studied in English the candidate must demonstrate an ability in English equivalent to IELTS 6.0 (no less than 5.5 in any element). The equivalent award must also be approved through the APL process. Such an award must have provided the applicant with a prior learning consistent with Level 5 of the functional areas of business underpinning the programme. These should include: finance; marketing; HRM; and Operations Management. It is expected that such students will have a familiarity with basic Microsoft Office applications and no other IT skills are required.

#### 17. Programme Structure

##### Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Assignment
BUS6002	Strategic Management	20	Core	Assignment
HRM6001	Managing Self and Others	20	Core	Assignment
FIN6001	Financial Decision Making	20	Core	Assignment
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

#### 18. Subject:

**N340 Financial Management**

#### *Select from:*

<https://www.hesa.ac.uk/component/content/article?id=1787>

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

		Programme Learning Outcomes																			
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Modules																					
Level 6	Contemporary Management Issues		x	x	x			x					x	x		x	x		x		x
	Strategic Management							x		x		x		x	x	x	x		x		x
	Managing Self and Others	x			x	x	x					x	x	x	x		x	x	x		x
	Financial Decision Making	x	x	x	x	x	x	x	x	x		x	x		x	x			x	x	x
	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	x