Programme specification

1. Overview/ factual information

|  |  |
| --- | --- |
| **Programme/award title(s)** | BSc (Honours) in Corporate Law and Finance |
| **Teaching Institution** | South West College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | September 2020 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | March 2025 |
| **Credit points for the award** | 360 credits |
| **UCAS Code** | Not applicable |
| **Programme start date and cycle of starts if appropriate.** | September 2020 |
| **Underpinning QAA subject benchmark(s)** | Accounting 2019; Business and Management 2019; Economics 2015; Finance 2019; Law 2019 |
| **Other external and internal reference points used to inform programme outcomes.**  **For apprenticeships, the standard or framework against which it will be delivered.** | Draft Programme for Government  Government Industrial Strategy – Economy 2030  Northern Ireland Skills Barometer 2019  South West College Development Plan 2018-2021  QAA UK Quality Code for Higher Education, Part A  Feedback from Industry and Student Focus Groups |
| **Professional/statutory recognition** | Propose to request Chartered Institute of Securities and Investment/Law Society of Northern Ireland accreditation. |
| **For apprenticeships fully or partially integrated Assessment.** | N/A |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face)**  **Apprenticeship** | FT, PT – Mix of DL and Face to Face |
| **Duration of the programme for each mode of study** | Full Time – 3 years (2 semesters per year)  Part Time – 4.5 years (2 semesters per year; 1 semester final year) |
| **Dual accreditation (if applicable)** | N/A |
| **Date of production/revision of this specification** | February 2020 |

|  |
| --- |
| **Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**  **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**  **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.** |
| 2.1 Educational aims and objectives |
| Northern Ireland has become a leading global location for financial and legal/professional services investment, with 6,555 employed in legal services and 39,287 employed in financial services (source: Invest NI, Nov 2019).  This programme is aimed at those students who have attained a level 3 qualification and who wish to pursue a career in the legal and financial sector. The BSc (Hons) in Corporate Law and Finance will be an important addition to the financial sector suite of programmes currently on offer at SWC. The degree has a focus on the areas of corporate finance, financial investment and analysis, financial maths and statistics, financial services law, corporate law, intellectual property, corporate governance, risk management and financial crime. The programme is aimed at those who wish to pursue a career as a legal executive looking at contract negotiation, e-discovery or as finance executives with particular focus on governance of pension schemes, stock analysts, compliance and risk investigators. Specialist expertise in fund administration, investment operations, risk management and regulatory compliance are essential to the functioning of these organisations.  The overall aim of the BSc Honours in Corporate Law and Finance is to provide a sufficiently broad education in legal and financial services that will ensure that degree holders are well equipped for further career enhancement. To meet these objective students will not only cover a broad base of subjects in both corporate law and finance, but will also have access to opportunities afforded to those who undertake higher education studies at SWC. Opportunities include guest speakers, industry visits and projects, Erasmus+ openings and access to real-life problem solving. To assist in this aim, students will undertake a programme that combines technical skills, academic knowledge and transferable skills that employers locally are demanding. On-going consultation through the College’s Industrial Advisory Board ensures the industrial relevance of the programme and will guarantee that suitable ranges of career paths are available to the graduate.  The rationale for choosing the BSc (Hons) in Corporate Law and Finance came from the course planning team who felt that graduates would gain the leadership, interpersonal, technical and analytical skills that are needed to start a career in this rapidly growing sector. The course team also, in consultation with a number of professionals within the sector, feel that Corporate Law and Finance would be an appropriate pathway given that this sector has been identified as having a skills deficit. Students who study in both the legal and financial fields possess a rare skillset which is highly sought after by employers. The programme focuses on the law affecting major global financial markets and their regulation. In Northern Ireland we have access to legal/financial centres in both Belfast and Dublin. Students will gain a thorough knowledge of how law works, as well as how finance shapes leadership and risk management within organisations.  In the SWC catchment area, the main industries are manufacturing, engineering and construction. However, these do not operate solely in this area, they have a global presence. There is a demand for business functions to support these services, and in particular legal and financial. The content has been selected based on the requirements of local and global finance and legal firms, and is relevant to business practice.  The BSc (Honours) Degree in Corporate Law and Finance seeks to:   * Equip students with a sound knowledge and critical understanding of the established principles underlying legal and financial processes and practice. * Enable students to use, compare, analyse and evaluate a range of formal and informal techniques, theories and methods applied to the solution of legal and financial problems. * Develop the students’ ability in the critical evaluation of the appropriateness of different approaches to solving problems and how these solutions will be applied in a legal and financial context. * Develop students’ ability to apply their knowledge and skills during a programme of supervised work within a team. * Instil in students an understanding of good communication and practice within the professional and ethical framework of legal and financial practice and the need for continuing professional development. * Develop students in a range of key skills, personal qualities and attitudes essential for lifelong learning leading to successful performance in working life.   Students will learn and cultivate skills through a range of activities and modes of assessment. They will be introduced to the legal and financial concepts relevant to this programme, and consideration will be given to how these are applied in the corporate world through real life case studies, case law and problem-solving scenarios. Students will undertake group work to identify, explore and challenge. The skills attained at level 4 will be further encouraged and developed in levels 5 and 6, where students will undertake more complex legal and financial challenges. The application of theory to practice through the use of the trading room software will develop further their analytical skills while teaching them how to build portfolios of assets in a heavily regulated environment, through booms and crashes. This cultivates teamwork, time management and self-motivation.  At level 4 the modules provide a foundation layer in both finance and law to support the development at higher levels. The modules at levels 5 and 6 examine the corporate world from a number of aspects: the formation and financing of a company, how this company sits within the economy and the risks associated with operating in the current financial climate. The impact of decisions on the governance structure of a company and the risk of global financial crime. |

|  |
| --- |
| 2.2 Relationship to other programmes and awards  (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction) |
| The College offers the following courses from which students may progress, after successful completion to the BSc (Honours) in Corporate Law and Finance. Entry is at year 1:  Pearson BTEC 90 Credit Diploma in Business  Pearson BTEC Extended Diploma in Business  Pearson BTEC Diploma in Civil Engineering  Pearson BTEC Diploma in Engineering  Pearson BTEC Extended Diploma in Engineering  Pearson BTEC Extended Diploma in Computing  Access Diploma/Degree (General)  In general, there is a significant volume of A level students attending Grammar and Secondary Schools that our courses have also attracted over the last number of years. This course will be very attractive to a large number of A level students that currently travel out of the South West region to undertake law and finance related undergraduate programmes.  Within this BSc Honours programme there will be a built in award at level 5.  Upon successful completion of all level 4 and level 5 modules students will have attained the award of Diploma of Higher Education.  Successful completion of the programme will allow students to graduate with a BSc Honours Degree in Corporate Law and Finance. Progression will be to a Postgraduate qualification or employment within the sector. |

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

|  |
| --- |
| 2.4 List of all exit awards |
| Certificate of Higher Education upon successful completion of 120 credits at Level 4.  Diploma of Higher Education upon successful completion of 240 credits at Levels 4 and 5.  These are exit awards only and allow students to take advantage of Accreditation of Prior Certificated Learning (APCL) should they wish to return to their studies. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. Programme structure and learning outcomes**  ***(The structure for any part-time delivery should be presented separately in this section.)*** | | | | | |
| **Programme Structure - LEVEL 4 Full Time** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Legal Skills  Principles of Economics  Introduction to Law  Financial Mathematics and Statistics  Contract Law  Financial Markets and Institutions | 20  20  20  20  20  20 | None |  | Yes  Yes  Yes  Yes  Yes  Yes | Y1 S1  Y1 S1  Y1 S1  Y1 S2  Y1 S2  Y1 S2 |

| **Programme Structure - LEVEL 4 Part Time** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Legal Skills  Principles of Economics  Introduction to Law  Financial Markets and Institutions  Contract Law  Financial Mathematics and Statistics | 20  20  20  20  20  20 | None |  | Yes  Yes  Yes  Yes  Yes  Yes | Y1 S1  Y1 S1  Y1 S2  Y1 S2  Y2 S1  Y2 S1 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 4 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1 Demonstrate basic knowledge and understanding of essential facts, concepts and practices, and deploy appropriate theories in a work context for the legal and financial sectors.  A2 Show a knowledge of quantitative technicques and ability to understand underlying principles appropriate to the financial services environment.  A3 Explain the structure, role and purpose of the financial markets and institutions.  A4 Describe how underlying micro and macro principles affect the economic environment.  A5: Demonstrate an ability to understand the doctrines, principles and values underpinning legal practice, and to undertake research. | **Learning and Teaching Methods:**  Subject related qualities are acquired mainly through lectures, seminars, practicals in the Trading Room and classroom based activities, directed reading, podcasts, IT resources, discussions, case studies and experiential learning. Group critiques and individual tutorials promote reflective learning and the development of generic skills. Project based learning and competitions also provide vehicles for learning and teaching.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, examinations, class tests, seen case studies, reports and presentations.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| B1: Identify and solve a range of problems using appropriate theoretical principles.  B2 Exercise appropriate judgement in the location, extraction and presentation of information, methods or resources with appropriate acknowledgement and referencing.  B3 Structure ideas, proposals and designs effectively using rational and reasoned arguments for presentation to a range of audiences.  B4 Be guided by the professional, legal, moral and ethical principles relevant to the legal and financial sectors. | **Learning and Teaching Methods**  Intellectual qualities are developed mainly through lectures, seminars,  tutorials, coursework, assignements, experimental work and projects.  **Assessment Methods:**  Assessment focuses on the coursework submissions, examinations, class  tests and presentations.  Assessment strategies offer students clear guidance with reference to  future development. Self-reflection and peer evaluation cnstitutes an  important part of formative assessment. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1: Conduct research and apply knowledge to financial and legal issues.  C2: Work effectively under direct supervision individual and/or as part of a team.  C3: Make presentations using a variety of media and reporting formats suitable for a range of audiences.  C4: Demonstrate a capacity for thinking creatively and identifying practical solutions within the legal and financial context. | **Learning and Teaching Methods:**  The learning and teaching methods place emphasis on lectures, experential learning, team projects, ideas generation and solution development. Project briefs simulating real practice also contribute.  **Assessment Methods**  Testing of the knowledge base is principally through coursework assignemnts, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1 Communicates orally, in writing and by other basic media to selected audiences, applying literacy and/or numeracy in understanding, analysing and presentation.  D2 Use fundamental Information Communication Technology software and skills.  D3 Formulate fundamental personal learning and development, time management, personal organisation and continuing professional and educational development. | **Learning and teaching Methods:**  Transferable and key skills are delivered throughout the course in the form of lectures, coursework assignments and financial laboratory work. The teaching and learning of ICT skills will be within the course structure. Additionally workshops will include demonstrations such as ICT skills, PowerPoint presentations and Library research Skills. Effective learning and teaching methodologies include staff and students sharing experiences as partners in the process of learning, peer learning, team-teaching and demonstration.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignemnts, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| **Programme Structure – Full Time LEVEL 5** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Corporate Law  Risk Management  Corporate Finance  Financial Services Law  Markets and the Economy  Tort Law | 20  20  20  20  20  20 |  |  | Yes  Yes  Yes  Yes  Yes  Yes | Yr 2 S1  Yr 2 S1  Yr 2 S1  Yr 2 S2  Yr 2 S2  Yr 2 S2 |
| **Programme Structure – Part Time LEVEL 5** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Markets and the Economy  Tort Law  Corporate Law  Risk Management  Corporate Finance  Financial Services Law | 20  20  20  20  20  20 |  |  | Yes  Yes  Yes  Yes  Yes  Yes | Yr 2 S2  Yr 2 S2  Yr 3 S1  Yr 3 S1  Yr 3 S2  Yr 3 S2 |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1**: Know the essential legisalation, concepts and practices, and deploy appropriate theories in a corporate context for the legal and financial sectors, global business and economy.  **A2**: Be able to demonstrate risk identification, management and to understand how to minimise threats and maximise opportunities.  **A3**: Examine the theory and practice of financing corporate investment.  **A4**: Demonstrate the importance of legal, reguatory and economic principles to the financial markets and overall economy.  **A5**: Evaluate the concepts, policies and case law relevant to modern tort law as a means of compensating victims through the critical analysis and problem solving of real cases. | **Learning and Teaching Methods:**  Subject related qualities are acquired mainly thorugh lectures, seminars, tutorials, finance labroatory based exercises, directed readign, podcasts, IT based resources, case studies and legislation. Group critiques and individual tutorials promote reflective learning and the development of generic skills. Project based learning and competitions are also vehicles for learning and teaching.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, examinations, class tests, seen case studies, reports and presentations.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1**: Plan for and exercise appropriate judgement in the location, extraction and presentation of information, methods or resources.  **B2:** Provide a reasoned appraisal and application of appropriate data from multiple sources.  **B3**: Formulate ideas, proposals and designs effectively using rational and reasoned arguments for presentation to a range of audiences.  **B4**: Use own initiative and approach tasks, issues and problems in a creative manner. | **Learning and Teaching Methods**  Intellectual qualities are developed mainly through lectures, seminars,  tutorials, coursework, assignements, experimental work and projects.  **Assessment Methods:**  Assessment focuses on the coursework submissions, examinations, class  tests and presentations.  Assessment strategies offer students clear guidance with reference to  future development. Self-reflection and peer evaluation cnstitutes an  important part of formative assessment. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1**: Use information technology in particular applications for the presentation and analysis of financial data suitable for a range of audiences.  **C2**: Conduct research and thinking creatively, identifying practical solutions formulate conclusions on financial and legal issues.  **C3**: Apply knowledge in the context of a changing financial and legal environment.  **C4**: Work effectively under direct supervision individual and/or as part of a team. | **Learning and Teaching Methods**  Professional/Practical skills are developed mainly through tutor-directed tutorials, student-led seminars, guest speakers, case studies, computer-assisted learning, problem-based learning scenarios including coursework assignemnts, projects, examinations, practitioner master classes and workshops.  **Assessment Methods**  Assessment will focus mainly on coursework submissions, project reports, presentations and application of theory to real-life scenarios. Some of these skills are also assessed in formal examinations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Use effectively a range of learning resources and information retrieval skills and demonstrate numeracy, literacy and the ability to manipulate data and information to solve problems.  **D2:** Demonstrate personal skills including initiative, independence, and effective self-management together with the ability to solve problems, making decisions and time-management.  **D3:** Demonstrate appropriate interpersonal skills for effective performance within a team environment.  **D4:** Utilise information technology skills and software packages to locate, analyse and present information. | **Learning and Teaching Methods**  Transferable skills will be acquired and developed through a variety of methods including lectures, group seminars, blended approach, Work-based Learning, intensive workshops and technology-assisted delivery of the curriculum. Experience gained in the professional environment is an important aspect in developing professional/practical qualities.  **Assessment Methods**  Assessment will focus mainly on coursework assignments, practical reports, reflective reviews, oral presentations, problem-solving and case study scenarios and “real-life” projects. Some of the skills will also be assessed by formal examinations. |

| **Programme Structure – Full Time LEVEL 6** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Corporate Governance and Ethics  Finance Investment and Analysis  Intellectual Property  Financial Crime  Research and Dissertation | 20  20  20  20  40 |  |  | Yes  Yes  Yes  Yes  Yes | Yr 3 S1  Yr 3 S1  Yr 3 S1  Yr 3 S2  Yr 3 S2 |
| **Programme Structure – Part Time LEVEL 6** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Corporate Governance and Ethics  Finance Investment and Analysis  Intellectual Property  Financial Crime  Research and Dissertation | 20  20  20  20  40 |  |  | Yes  Yes  Yes  Yes  Yes | Yr 4 S1  Yr 4 S1  Yr 4 S2  Yr 4 S2  Yr 5 S1 |

**Intended learning outcomes at Level 6 are listed below:**

| Learning Outcomes – LEVEL 6 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1:** Recognise contemporary professional, legal, regulatory and ethical issues and practices including an awareness of issues applicable to the legal and financial sectors, particularly in relation to corporate governance.  **A2:** Evaluate the theory and practice of investment and analysis, and its implications on the financial markets.  **A3:** Examine the concepts, principles, policies and legal doctrine associated with intellectual property law.  **A4:** Demonstrate knowledge and understanding of the legal and regulatory environment surrounding financial crime and investigations from both a domestic and global perspective.  **A5:** Demonstration of ability to carry out an original investigation into an area of interest developing and acquiring knowledge as a result of this investigation. | **Learning and Teaching Methods**  Subject-related knowledge and understanding are developed by lectures, tutorials, seminars, case studies, experiential learning, guest speakers, directed and independent study. Students will also have online support with appropriate teaching and learning materials available on the College’s Virtual Learning Environment (Canvas). A blended approach and technology-assisted delivery of materials and support will be integral to this qualification to promote student participation and enhance their learning.  **Assessment Methods**  Testing of the knowledge base is principally through coursework assignments, examinations, investigative reports, “real-life” projects, subject-specific essays and oral presentations, using both individual and group projects, and interactive technology for formative and summative assessment. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1:** Analyse information through the thorough scrutiny of a financial services sector organisation and creatively propose a range of solutions.  **B2:** Using own initiative, exercise appropriate judgement in the location, extraction and presentation of information, methods or resources, using rational and reasoned arguments for presentation to a range of audiences.  **B3:** Assess the professional, legal, moral and ethical principles relevant to the financial and legal sector.  **B4:** Undertake research to reflect skills of formulating research questions, synthesising and analysing data, drawing insights and conclusions, and written communication. | **Learning and Teaching Methods**  Intellectual skills are developed mainly through tutor-directed tutorials, student-led seminars, guest speakers, case studies, computer-assisted learning, problem-based learning scenarios including coursework assignments, projects, examinations and placements. Experience gained in the professional environment is an important aspect in developing intellectual qualities.   1. **Assessment Methods** 2. Assessment will focus mainly on coursework assignments, practical reports, reflective reviews, projects and application of theory to real-life scenarios, work placement portfolio and oral and written submissions. Some of the skills will also be assessed by formal examinations. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1:** Conduct research into financial and/or legal-related issues.  **C2:** Use appropriate models for the interpretation and analysis of information relevant to the financial and legal environment.  **C3:** Applying knowledge and analytical skills in the context of a changing legal/financial environment, demonstrate a capacity for thinking creatively and for proposing creative, yet practical solutions within a legal and/or financial context.  **C4:** Make presentations and be competent communicators using a variety of media and reporting formats suitable for a range of audiences. | **Learning and Teaching Methods:**  Professional/practical skills are developed mainly through tutor-directed tutorials, student-led seminars, guest speakers, case studies, computer-assisted learning, problem-based learning scenarios including coursework assignments, projects, examinations, practitioner master classes and workshops.  **Assessment Methods:**  Assessment will focus mainly on coursework submissions, project reports using individual and group projects, oral presentations, application of theory to real-life scenarios and work placement portfolio. Some of these skills are also assessed in formal examinations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1:** Use effectively a range of learning resources and information retrieval skills and demonstrate numeracy, literacy and the ability to manipulate data and information to solve problems.  **D2:** Demonstrate personal skills including initiative, independence, and effective self-management together with the ability to solve problems, make decisions and time-management.  **D3:**Communicate effectively using various media and for a variety of audiences.  **D4:** Demonstrate appropriate interpersonal skills for effective performance within a team environment. | **Learning and Teaching Methods**  Transferable skills will be acquired and developed through a variety of methods including lectures, group seminars, blended approach, Work-based Learning, intensive workshops and technology-assisted delivery of the curriculum. Experience gained in the professional environment is an important aspect in developing professional/practical qualities.  **Assessment Methods**  Assessment will focus mainly on coursework assignments, practical reports, reflective reviews, oral presentations, problem-solving and case study scenarios and “real-life” projects. Some of the skills will also be assessed by formal examinations. |

**Students who successfully complete all modules at levels 4, 5 and 6 will achieve a BSc (Honours) Degree in Corporate Law and Finance.**

|  |
| --- |
| **4. Distinctive features of the programme structure**   * **Where applicable, this section provides details on distinctive featurs such as:** * where in the structure above a professional/placement year fits in and how it may affect progression * any restrictions regarding the availability of elective modules * where in the programme structure students must make a choice of pathway/route * **Additional considerations for apprenticeships:** * how the delivery of the academic award fits in with the wider apprenticeship * the integration of the ‘on the job’ and ‘off the job’ training * how the academic award fits within the assessment of the apprenticeship |
| * This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 3 qualifications including BTEC, A Level and Level 4 qualifications to the BSc Honours degree in Corporate Law and Finance.South West College will be one of the first regional colleges in the Northern Ireland to provide this type of opportunity. * Consultation on the BSc in Corporate Law and Finance is subject to high levels of employer engagement, via the Industrial Advisory Board, in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and employment on an ongoing basis. * Innovative technology such as Global Investor Sims software will be used to enhance learning. * Learners will engage in Personal and Professional Development (PPD). * Access to a range of Innovation Centres and dedicated staff to aid project based learning and research. * Strong teaching team in terms of variety of industry experience, academic and professional qualifications supporting high quality teaching and learning.   The Trading Room and software has introduced collaborative, competitive games that bring the world of Finance and Business together in a simulated learning environment. Applied learning solutions that transform trading on the financial markets into rewarding collaborative learning experiences are utilised in teaching practice. |

|  |
| --- |
| 5. Support for students and their learning.  *(For apprenticeships this should include details of how student learning is supported in the work place)* |
| As part of the OU Institutional Approval, all SWC policies and procedures are aligned to the OU regulations.  Within its Development Plan, the College has identified ‘support for students’ as a key strategic curriculum challenge. As such, the College has developed a comprehensive programme of student support which it recognises contributes to student retention and success. Students and their learning are supported in a number of ways:  **Induction process**  A series of phased Induction sessions provide timely advice on the key aspects of the course and services provided by the College. The Manager of the Centre for Excellence in Higher Education carries out induction to all Higher Education students covering Higher Education in SWC. Induction is then delivered by members of staff from the Course Team and the College Student Support staff (Student Services/Finance/Careers/Learning Resource Centre).  Students returning to year 2/3 undertake a refresher induction. Induction includes:   * Introduction to the teaching team (Meet and greet). Who’s who (Course director, Deputy/Head of School, Head of Faculty etc.). * A tour of the campus facilities. * Access and contact information for students to the Course Director and academic staff, Student Services, Finance. * Introduction to the Course, Course Outline, Structure and Content. * A College Higher Education Handbook provides a guide to life as a student within the College. It welcomes students to the College, gives detailed information on College structure, staff contact information, teaching and learning resources, health and safety, student support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education. Printed versions are distributed to each student and are also available electronically from the VLE. * A Course Handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules to be studied and the course calendar. It contains the course specification and the current course. Printed versions are distributed to each student and are available electronically from the VLE. * Module Handbooks describe the content of each module delivered in a particular year. These provide students with the module teaching and assessment schedules and a list of the recommended texts. Skills are identified in the individual module booklets and highlighted to students at each module induction by the lead tutor. These are again re-emphasised on distribution of assessment material. Printed versions are distributed to each student and are available electronically from the VLE. * Academic demands of the course. Requirements from students and staff. * Past students’ experiences. Where are they now? * An outline of how students will be assessed for the duration of their course and what assessment methods will be used. * Outline opportunities for students to gain tutor formative and summative feedback. * Outline course regulations: Assessment Policy, Plagiarism Policy, and Internal Moderation Policy. * Academic Appeals Policy, Complaints Procedure, Submission of Course Work, Examination Process and 1st Sits/ Resits, Extenuating Circumstances. * The role of the External Examiner. * Opportunities for students to give feedback (Post Induction Surveys, Module Evaluations, South West College and Ulster Students Staff Consultative Meetings, Annual Course Reviews). * Outline Students Services and Support Available – including information of Further Education Award (Full-time and Part-time), Hardship Fund, and South West College Bursaries). * Outline of the Tutorial support system. * The role and nomination of class representatives. * Outline of the VLE to support teaching, learning and assessment, Library and Learning Resource Centre. * Progression Routes.   **Course Director**  A course director provides a single first point of reference for both new and continuing students. The course director is an experienced member of staff with the responsibility of assisting students in their personal and career development. The Course Director will monitor student achievement in all modules, conduct staff/student meetings and document the teaching team response to all matters raised by students. Students will be informed of their grades by the course director and may raise issues with the course director at any stage.  The Course Director is responsible for the organisation of the Course to include the development of a Staff/Student Consultative Committee which will meet each semester and in accordance with the College’s Higher Education Quality Cycle.  The Course Director is responsible for the implementation of the programme’s Tutorial programme and, as such, plays a pivotal role in providing academic and pastoral support as well as signposting students to other relevant forms of support available within the College. The Course Director will also liaise with Module Coordinators and Lecturers in event that a student(s) needs subject-specific guidance and support.  **Course Team**  The Course Team provide on-going support to students. This is made possible given the size of each cohort. Students are actively encouraged to participate in class discussions and to clarify understanding during lectures. Students know from Induction that they can approach lecturers to discuss any aspect of the module and all staff provide students with their email address. The Course Team also makes effective use of seminars to engage students in learning and as a means of providing additional support for learning where required. Each member of the Course Team uploads their module booklets and learning and teaching materials to Canvas (Virtual Learning Environment). This provides students with access to additional materials that support their learning and understanding.  **Study Skills**  Tutorial sessions provide students with guidance and support in terms of academic writing skills, managing study, rules for referencing and using library sources. This enables students to reflect on their learning and helps them to identify areas where support is required. Students also receive study skills support in the seminar sessions. Student access to Canvas and the Higher Education Academic Advisors help to provide a comprehensive programme of support.  **Personal Development Planning**  The Higher Education Academic Support service offers various types of academic support to Higher Education students across all campuses. This may take the form of scheduled workshops or specialised one-to-one support. A Personal Development Plan is agreed for each student by the Course Director/Personal Tutor. This process starts at induction.  **Career Development Centre**  A centralised Careers Service is available through the student support unit to help students determine their future career and support their applications for employment. South West College has a dedicated Careers Officer based at each of its campuses. Students will discuss career options during meetings with their class tutor. This provides advice and direction to students and enables them to make meaningful use of the careers service during the year.  **Diploma Supplement**  Students will exit with a Diploma Supplement detailing all modules and marks attained throughout the programme.  **Learning Resource Centre (LRC)**  The Learning Resource Centre’s exist to support the information needs of all members of the College including students, lecturers, managers and support staff. The LRC’s offer an excellent range of services and facilities designed to provide access to both the latest technology and traditional learning resources. Experienced staff are available to answer enquiries, to help users’ access information and resources.  To support Higher Education students in their research all centres provide a range of mentoring services either in ‘group sessions’ or ‘one to one’ including the following:   * Getting ready for academic study * Student Inductions-introduction to College Systems. * Referencing- ‘how to reference’ and referencing tools. * Researching projects/assignments - using Discovery. * Understanding plagiarism and copyright. * Microsoft Office Suite: email, Word, PowerPoint, Excel, Publisher. * Library Resources * Books, Journals and Magazines. * E-books. * Databases. * Newspapers. * Reports. * Heritage Online Library Service. * Inter Campus Loans Service. * I.T. Facilities * Computer Suite equipped with a wide range of software. * High Speed Internet access and Wi-Fi. * Web based learning resources. * Blackboard learning environment. * Printing, Photocopying and Scanning. * Laptop loans for use in the Learning Resource Centre.   **Information Services Department**  SWC has a dedicated technical services team based on each campus. This team is responsible for the day-to-day running, maintenance and troubleshooting all IT and Technical Support. This team locally support the Trading Room labs and setup and prepare labs for use and order equipment and components.  **Student Support Department**  A dedicated student support team who support both academic staff and students. The student support team support students through personal or academic difficulties through the implementation of college induction, class representative training, organising of ad hoc training and information events, learning support, careers, enrolment, health, finance and pastoral care.  A centralised Counselling Service is available to students who are experiencing problems with aspects of their lives. If these problems are affecting their studies or academic progress the course tutor and appropriate members of the course team, co-operate to provide recommended help and advice to the student concerned. This service is provided by the college student services on each campus in the Student Services Office.  As the College’s Higher Education provision has expanded this has been reflected in the expansion of Student Support Services. An example of this is the introduction of Higher Education Academic Advisors who are available in all campuses. These advisors provide students with one-to-one support in relation to study skills and academic guidance. They also organise a series of workshops throughout the year in response to the student voice e.g. Harvard Referencing and Report Writing. Support is also available to students online via the Student Hub on Gateway. This provides students with online access to information on careers and employability, Higher Education and Student Support.  Support for any particular educational needs is provided to meet SENDO requirements. This may take the form of one-to-one additional support or in certain instances additional time allocation for specific coursework as agreed by the Course Team. This is in accordance with the College’s Submission of Coursework Policy.  **Sport and Recreation Department**  As South West College students, the students have full access to the various clubs and societies internally and externally to the College.  **Students’ Union**  SWCSU – South West College Students’ Union  South West College Students’ Union (SWCSU) is a democratically run organisation that actively works to ensure that the students of South West College are getting the most from their experience. There are four key components of our Union that make up the activities that we do: Democracy and Representation, Student Activities and Events, Societies and a Student Welfare Service.  **Student Representation**  Each cohort elects a Student Representative(s). This individual/group of students play a key role in advocating for their peers and in ensuring they have access to appropriate arrangements for support where required. Students are encouraged to make their voice heard.  **Feedback opportunities**  Feedback is both a formal and an informal process. Students receive both written and verbal feedback on each submission and at the end of each semester on academic progress.  **Student Email**  Email accounts and full access to the internet and VLE services. Remote student login to gain access to all module software and resources.  **Student Tutorial**  Tutorial classes and creating and updating an electronic individual learning plan (e-ILP) monitoring and actioning during tutorial sessions and one to one with the Course Director. |

|  |
| --- |
| 6. Criteria for admission  *(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)* |
| **Entry point - Year 1:**  All applications will be individually considered. Successful applicants must have normally studied at level 3 or above for a minimum of two years. Applicants should possess a minimum of five GCSEs grades A, B, C that should include English and Maths in addition to one of the following:   * successful completion of an advanced diploma; * successful completion of a BTEC Extended Diploma/Diploma/Sub Diploma/Certificate in a related subject; * successful completion of A-level study; * successful completion of OCR Level 3 Cambridge Technicals; * equivalent qualifications such as Scottish Certificate of Education or International Baccalaureate, a European Baccalaureate, Irish Leaving Certificate with grade C or above in four subjects at higher level; * qualifications deemed equivalent to the above; * UCAS tariff score of 56 or above is desired for entry to this programme, entry can also be made from national certificate/diploma, HE access, NVQ’s or by the college’s policy relating to APEL.   **Recognised Prior Learning**  Students may gain admission through Recognised Prior Learning (RPL).  RPL is the process by which the college can identify, assess and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for RPL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.  APEL is where applicants can gain admission to a program on the basis of their experiential learning. At the ‘application stage’ applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.  **International Students**  International students must meet the general entrance requirements for admission to any College First Degree, Foundation Degree or Higher National Diploma.  English language requirements for international applicants is Academic IELTS 6.0 with no band score less than 5.5. Trinity ISE – Pass at Level 3 also meets this requirement for Tier 4 visa purposes. |

|  |
| --- |
| 7. Language of study |
| English |

|  |
| --- |
| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Not applicable |

|  |
| --- |
| 9. For apprenticeships in England End Point Assessment (EPA).  *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)* |
| Not applicable |

|  |
| --- |
| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2014) the following processes are in place:   * Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process. * The Course Committee considers learner feedback from each module. * Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort. * Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans. * Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme. * Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member. * The College will annually complete the OU course review & evaluation documentation if applicable. * The College has a Staff Development Programme, which facilitates specific training/development for staff. * All staff are encouraged to complete Information & Learning Technology qualifications. * Views of external examiners are considered and SWC/OU reporting mechanisms are/will be followed. * Informal views and formal written feedback is considered from Employers via the Industrial Advisory Board. * Learner performance data and career progression is annually monitored. * Peer observation and assessment has been introduced to assessment matrix.   All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching and Learning Mentors and additional peer observations. |

|  |
| --- |
| 10. Changes made to the programme since last (re)validation |
| Not applicable |

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** |  |  |  | **B1** | **B2** | **B3** | **B4** |  |  |  |  | **C1** | **C2** | **C3** | **C4** |  |  |  |  | **D1** | **D2** | **D3** |  |  |  |  |
| 4 | Legal Skills |  |  |  |  | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| Principles of Economics | ✓ |  |  | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
| Introduction to Law | ✓ |  |  |  | ✓ |  |  |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |
| Financial Markets and Institutions |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
| Contract Law | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ |  | ✓ |  |  |  |  |
| Financial Mathematics and Statistics | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** |  |  |  | **B1** | **B2** | **B3** | **B4** |  |  |  |  | **C1** | **C2** | **C3** | **C4** |  |  |  |  | **D1** | **D2** | **D3** | **D4** |  |  |  |
| 5 | Corporate Law | ✓ |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| Risk Management | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
| Corporate Finance |  |  | ✓ |  |  |  |  |  | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| Financial Services Law | ✓ |  |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| Markets and the Economy | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |
| Tort Law | ✓ |  |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** |  |  |  | **B1** | **B2** | **B3** | **B4** |  |  |  |  | **C1** | **C2** | **C3** | **C4** |  |  |  |  | **D1** | **D2** | **D3** | **D4** |  |  |  |
| 6 | Corporate Governance and Ethics | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  |  |
| Finance Investment and Analysis |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ |  |  |  |
| Intellectual Property |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| Financial Crime |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| Research and Dissertation |  |  |  |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |

**Annexe 2: Notes on completing programme specification templates**

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes mustalso reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.