



Post-Graduate Certificate in Higher Education (PGCHE)

Module 2: Academic Practice in Banking & Finance

(Part-time)

**ifs SCHOOL OF FINANCE
MODULE SPECIFICATION**

1. Title	Academic Practice in Banking & Finance
2. Start date	2011
3. Level of module	Level 7 (within QAA Framework for Higher Education Qualifications)
4. Number of credits	20 credits
5. Status	Core module
6. Mandatory prior module	Module 1: Learning and Teaching in Higher Education
7. Programmes of study to which module contributes	Post-Graduate Certificate in Higher Education

8. Purpose/rationale/positioning

This module will explore higher education learning and teaching with specific reference to banking and finance subjects. There will be clear links to Module 1 which looks at the process of learning, teaching strategies and assessment techniques, but the focus will be on the subject-specific content of the learning and teaching.

This focus will enable participants to explore, examine and critically reflect on the application and relevance of learning theory within the context of specific teaching environments in relation to the banking and finance industry. This will provide participants with the opportunity to develop their specialist subject knowledge, skills and understanding, along with key concepts of learning theory against a backdrop of both ongoing educational initiatives and personal professional currency.

Participants will also develop a reflective and critical approach to their teaching within their specialist area.

To complete the PGCHE qualification, participants will undertake Module 3 – Individual Project.

9. Intended subject-specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

On completion of this module, participants will be able to:

1. Critically evaluate learning theories and principles as they pertain to the study of banking and finance;
2. Apply learning theories and principles to practice within a financial services industry context;
3. Reflect upon personal performance and plan future practice;
4. Evaluate the provision of personal support within the context of the financial services industry and their own students specifically;
5. Analyse their learners' performance and achievement and negotiate individual plans of action;
6. Undertake ongoing and current research to maintain awareness, by continuous professional development, of changes within the learning and teaching of banking and finance.

These intended module learning outcomes contribute to the following programme learning outcomes: K1, K2, K3, K4 and K5, together with the generic programme skills set out in sections B, C and D of the programme specification.

10. Intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

On completion of this module participants will be able to demonstrate achievement of the following generic learning outcomes:

1. Synthesise information from a variety of sources in order to gain a coherent understanding of educational theory and practice, and apply it within an academic environment;
2. Evaluate current research and scholarship in learning and teaching in banking and finance;
3. Critically evaluate and reflect on current governance issues in the higher education environment with particular reference to the banking and financial services industry;
4. Critically analyse and evaluate learning and teaching strategies for banking and finance both nationally and within a global context;
5. Design higher education programmes, modules or schemes of work;
6. Evaluate a wide range of learning and teaching methods and identify appropriate methods to use;
7. Evaluate a wide and appropriate range of assessment methods and identify appropriate methods to support student work and record achievement;
8. Take responsibility for independent learning and continuing professional development using a variety of academic resources;
9. Work independently, exercising initiative and personal responsibility to meet deadlines;
10. Communicate effectively in a range of media and in a manner appropriate for the audience.

These intended generic learning outcomes contribute to the following programme learning outcomes: B, C and D.

11. Learning & teaching

A: Study hours:

The module is the equivalent of 200 notional learning hours.

B: Learning materials and learning outcomes

The teaching and learning strategy is designed to ensure that the participants achieve the learning outcomes by the end of the module. The learning and teaching methods are via distance learning and include contact with the Module Leader and other participants through the VLE, private study of text and other supporting materials, formative assignments, a formal summative coursework assignment together with a Personal Reflective Journal, informal activities, both individual and group-based, and pooling of experience and knowledge through discussion via the VLE.

C. Reading

No set book will be provided with this module and participants will be expected to read and utilise a variety of sources relevant to this module. Lecturers will also recommend further reading throughout the module.

Indicative Reading

Educational theory and practice:

Armitage, A (1999) *Teaching and Training in Post-Compulsory Education*. Milton Keynes, Open University Press.

Gardner, H (1993) *Multiple Intelligences: The Theory in Practice*. New York, Basic Books.

Jarvis, M. (2005) *The psychology of effective learning and teaching*. Cheltenham, Nelson Thornes.

Jarvis, P. (2010) *Adult Education and Lifelong Learning: Theory and Practice*. 4th Edition. Oxford, Routledge Falmer.

Lave, J & Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge, University of Cambridge Press.

Megginson, D & Whittaker, V (2003) *Continuing Professional Development*. London, CIPD.

Moon, J (1999) *Reflection in Learning and Professional Development*. London, Kogan Page.

Petty, G (2009) *Evidence-based Teaching*. 2nd edition. Cheltenham, Nelson Thornes.

Petty, G (2004) *Teaching Today* 3rd edition. Cheltenham, Nelson Thornes.

Reece, I & Walker, S (2000) *Teaching, Training and Learning: a practical guide*. 4th edition. Sunderland, Business Education Publishers Limited.

Tummons, J (2005) *Assessing Learning in further education*. Exeter, Learning Matters.

Wallace, S (2005) *Teaching and supporting learning in further education*. Exeter, Learning Matters.

Banking and finance:

Alexander, K. Dhumale, R. & Eatwell, J (2006) *Global Governance of Financial Systems: The International Regulation of Systemic Risk*, Oxford, Oxford University Press

Barth, J. R., Caprio, G. & Levine, R. (2006) *Rethinking Bank Regulation: Till Angels Govern*. Cambridge. Cambridge University Press.

Brighthouse, D., Hontoir J. & Tyler. A. (2011) *Financial Markets and Risk*. Canterbury, **ifs** School of Finance.

Buckle, M. & Thompson, J.L. (2004) *The U.K. Financial System*. Manchester and New York, Manchester University Press.

Cable, V (2009) *The Storm: The World Economic Crisis and What it Means*. London, Atlantic Books.

Caouette, J. B., Altman, E. I., Narayanan, P. & Nimmo, R. W. J. (2008) *Managing Credit Risk: The Great Challenge for Global Financial Markets*, John Wiley & Sons Inc

Casu, B, Girardone, C & Molyneux, P (2006) *Introduction to Banking*. Harlow, FT Prentice Hall.

Davidson, P., (2002) *Financial Markets, Money and the Real World*. Cheltenham. Edward Elgar.

Gallati, R., R., (2003) *Risk Management and Capital Adequacy*. New York. McGraw-Hill

Howells, P & Bain K (2007) *Financial Markets and Institutions*. Harlow, Prentice Hall.

Howells, P & Bain, P (2008) *The Economics of Money, Banking and Finance: a European Text*. Harlow, FT Prentice Hall.

Kolb, R.W. & Overdahl, J. A. (2003) *Financial Derivatives*, Hoboken NJ, John Wiley & Sons Inc

Krugman, P (2008) *The return of depression economics and the crisis of 2008*. London, Penguin Books.

Levinson, M (2010) *Guide to Financial Markets*. 5th edition. London, The Economist.

Journals

Financial Executive

Financial Stability Report (Bank of England)

Financial World

Inflation Report (Bank of England)

Journal of Finance

Journal of Risk Finance

Prudential Risk Outlook (Financial Services Authority)

Quarterly Bulletin (Bank of England)

Retail Conduct Risk Outlook (Financial Services Authority)

The British Journal of Educational Studies

The Economist

The Journal of Banking and Finance

Websites

www.acca.org.uk

www.bankofengland.co.uk

www.bba.org.uk

www.bis.org

www.bournemouth.ac.uk

www.buttonwood.economist.com/

www.cii.co.uk

www.cimaglobal.com

www.cml.org.uk

www.competition-commission.org.uk

www.cvustock.dk/agma

www.europa.eu/ (Europa: Gateway to the European Union)

www.ecb.int

www.economist.com

www.financialworld.co.uk

www.fsa.gov.uk

www.heacademy.ac.uk

www.hm-treasury.gov.uk

www.iasc.org.uk

www.IfL.ac.uk

www.ifslearning.ac.uk

www.infed.org.uk

www.leeds.ac.uk

www.lloyds.com

www.londonstockexchange.com

www.lluk.org.uk

www.napier.ac.uk

www.qaa.ac.uk

www.simplypsychology.co.uk

www.tes.co.uk

Each student will have access to the Virtual Learning Environment (VLE) and to the *ifs KnowledgeBank* learning resources (an electronic library service).

12. Assessment

The assessment strategy is designed to support the orientation to practice-based authenticity with a mix of assessment tools in line with the *ifs's* Code of Practice for Quality Assurance.

Achievement of the learning outcomes for each core module is assessed in two ways:

- Formative assessments, both individual and group, to include online questions and activities and peer review and feedback.
- A summative assessment comprising a 2,000-word written assignment and an ongoing 2,000-word Personal Reflective Journal.

Pass Mark

50%

13. Syllabus overview

The module has been designed to enable participants to develop innovation within their teaching at higher education level, within the context of their particular professional banking and financial knowledge. It is expected that participants will have expertise in their particular specialism and they will be encouraged to keep their professional knowledge current.

It is a 14-week programme. Weeks 1-3 give an introduction to the module and then review the learning theories and concepts studied in Module 1, as applied to the unique financial context with which participants are familiar. In Weeks 5-11, they focus on and evaluate practical various aspects of teaching at the level of higher education, always within the banking context. In Weeks 12-14 they complete their journal and assignment brief.

14. Syllabus

1. Introduction

This section of the syllabus is dealt with in Week 1. It is designed to enable participants to familiarise themselves with the module learning outcomes, with the material they will be studying, with the methods by which learning and assessment will take place and with the setting of individual module goals. The following are core to this module:

- the ability to link theory with practice;
- personal reflection and critical reflection;
- specialist subject knowledge evolution;
- awareness and development of learning theory and current issues.

2. Learning theory

This section of the syllabus is dealt with in Weeks 2, 3 and 4 and focuses on Learning Outcome 1. It looks at how adults learn. It focuses on the following, within the context of post-compulsory teaching.

- a review of the pedagogy of adult learning;
- an evaluation of the ability of adults to be independent learners;
- a review and evaluation of evidence-based teaching and evidence-based practice.

The above theories will be applied to the context and uniqueness of practice within banking and finance.

3. Professional practice and currency

This section of the syllabus is dealt with in Week 5 and focuses on Learning Outcomes 2 and 6. It considers the need for those teaching post-compulsory education to be up-to-date with the subject matter of their specialist area. It includes the following within the context of banking and finance:

- a definition of the professional currency concept;
- an identification of the ways in which teachers establish, develop and maintain professional currency;
- a discussion and evaluation of the distinctions between academics and practitioners;
- the development of an action plan for maintaining professional practice.

4. Lesson planning

This section of the syllabus is dealt with in Week 6 and focuses on Learning Outcome 3. It looks at the planning of lessons within the context of the participant's own teaching environment and with particular reference to:

- the fundamentals of delivering structured lessons;
- a literature review of the benefits and effectiveness of using a Scheme of Work and supporting Lesson Plans;
- the preparation of an actual Lesson Plan for a specific session, to include teaching strategies, student activities and assessment techniques;
- the consideration of the effectiveness of lesson plans within the context of e-learning as opposed to face-to-face learning.

5. Assessment

This section of the syllabus is dealt with in Week 7 and focuses on Learning Outcome 5. It looks at the role of assessment in student performance and evaluates its effectiveness as part of the learning and teaching cycle. It focuses on the following issues:

- a range of assessment methods as used in the participant's own programmes;
- the fairness of these assessment methods;
- an evaluation of the extent to which they are able to demonstrate the quality of learning and teaching.

6. Student support

This section of the syllabus is dealt with in Week 8 and focuses on Learning Outcome 4. It explores student support within the specific organisational context and focuses on the following issues:

- a definition of the tutor's role in supporting student learning;
- an identification of the various student support mechanisms eg academic, study, pastoral, financial, personal, disability, culture and career guidance;
- an evaluation of student support with a consideration of boundary management;
- a consideration of the role of student support within the specific context of the participant's organisation.

7. Feedback

This section of the syllabus is dealt with in Week 9 and focuses on Learning Outcome 5. It looks at the role of feedback and considers effective feedback within the context of banking and finance. It focuses on the following issues:

- a definition of the role of feedback in the promotion of learning, teaching and assessment;
- a development of a set of guidelines for the effective giving and receiving of feedback;
- a consideration of the use made by students of the feedback given by their tutor;
- an evaluation of the effectiveness and value of feedback to student progression.

8. Communities of practice

This section of the syllabus is dealt with in Week 10 and focuses on Learning Outcome 4. It looks at the meaning of communities of practice and identifies the role of a lecturer in supporting communities of practice. It focuses on the following issues:

- a definition of communities of practice;
- an identification of the role of a lecturer in supporting communities of practice;
- a consideration of the media by which lecturers can interact with students eg classroom, electronic or a blend of both;
- an evaluation of the social relationship aspect of communities of practice.