

UNIVERSITY OF KENT AT CANTERBURY

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 he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [either by following the links provided or in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title Foundation Degree in Banking Practice and Management/ Professional Diploma in Banking Practice and Management

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	<i>ifs School of Finance</i>
3. Teaching Site	Distance or Flexible Learning and approved academic centres
4. Programme validated by:	University of Kent
5. Final Award	Foundation Degree FdSc / Professional Diploma
6. Programme	Banking Practice and Management
7. UCAS Code (or other code)	---
8. Relevant QAA subject benchmarking group(s)	Business & Management; Finance
9. Date of production/revision	March 2011
10. Applicable cohort(s)	May 2011 entry onwards

11. Educational Aims of the Programme

All aims were designed to meet criteria 41-46 contained in the *Foundation Degree Qualification Benchmark*; pp8-9; © The Quality Assurance Agency for Higher Education 2004, and are referenced below (SB) to the *Subject Benchmark Statement(s) for General Business & Management* © and *Finance* © The Quality Assurance Agency for Higher Education 2007.

The level of achievement expected of students is specified in terms of performance capabilities to be shown on completion of the programme as benchmarked at Level 5 (Foundation Degree). The programme aims to:

1. Provide learning opportunities for learners both new to the financial services sector and those seeking continuing professional development opportunities (GBM3.1)
2. Provide an up-to-date body of learning regarding the financial services sector (using the UK financial services sector as a basis for illustrating core concepts), recognising that international students will seek to apply these core concepts to their particular environments (GBM3.7)
3. Develop abilities in the analysis and evaluation of information relating to the financial services sector (GBM3.9; F3.2)
4. Raise awareness of relevant issues within the financial services sector, e.g. moral/ethical, economic, environmental, etc (GBM3.5; F3.2)
5. Develop specialist knowledge and the ability to apply relevant knowledge within particular areas of the financial services sector (GBM3.7; F3.2)
6. Develop skills required for a managerial career in financial services (GBM3.8; F3.2 & 4.1)
7. Facilitate reflection upon the factors and context for strategic decision-making (GBM3.6)
8. Raise awareness of the range of different institutions within the financial services sector and their functions and how they interrelate. (GBM3.4; F3.2)
9. Develop an awareness and understanding of the ways in which regulation and legislation impact on, and are relevant to, an organisation and the financial services industry in general (GBM3.5; F3.2)
10. Provide an awareness of the need for, and the value of, effective customer service within the financial services sector (GBM3.7)
11. Develop an understanding of the measures commonly employed by financial services organisations to monitor performance in their core business sectors (GBM3.6; F3.2)
12. Enable students better to set and prioritise objectives, and prepare, implement and monitor plans for the achievement of organisational objectives in the light of available and required resources (GBM3.6)
13. Develop a range of practical, intellectual and transferable skills

14.	Facilitate opportunities for students to apply learning and skills in the working environment (GBM3.9; F3.2)	
15.	Educate individuals and thus improve the quality of management as a profession (GBM3.9)	
12. Programme Outcomes		
The programme provides opportunities for students to develop and demonstrate knowledge and critical understanding of the areas described in A1-13, together with the qualities, skills and other attributes described in B-D, in a manner appropriate to FHEQ Level 5 studies and as set out in the <i>Foundation Degree Qualification Benchmark</i> © The Quality Assurance Agency for Higher Education 2004.		
Knowledge and Understanding On completion of the programme, graduates should have knowledge and critical understanding of the key underlying principles and concepts related to the following:		Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
A. Knowledge and Understanding of:		
1.	Financial services organisations, the external environment within which they operate and how they are managed (GBM3 .2,3.4-6; F3.2)	<p>Students are required to follow an approved course of study, which provides them with learning support.</p> <p>Student induction Students enrolled on the programme will be provided with induction materials, including a learning style questionnaire and guidance on how to study effectively. The student induction materials will be available online and in printed format. The online materials will be accessible through the <i>Myifs</i>LE learning environment.</p> <p>Tuition support The level of tuition support provided to students will vary according to whether the module is a 15-credit or 30-credit module. Full details are provided in each module specification.</p> <p>Learning Materials Learning materials will be developed to meet the learning outcomes of each module. The materials will be available electronically and supplemented with e-learning activities that are linked with learning outcomes and topics. Students will be provided with access to the <i>Myifs</i>LE Learning Environment that contains the materials and access to the <i>ifs</i> KnowledgeBank, (the latter through <i>Myifs</i>Learning). Links to appropriate readings sourced from the <i>ifs</i> KnowledgeBank and with news feed links will be included.</p> <p>Assessment</p> <ul style="list-style-type: none"> ◆ Objective tests ◆ Written time-constrained examination papers* ◆ Summative coursework assignments ◆ Work based activities <p>* The 'Practice of Financial Advice' module is assessed via a written examination based around a customer 'fact-find' released to learners six weeks prior to the examination.</p>
2.	The various processes, procedures and practices for the effective governance and management of organisations (GBM3.6; F3.2)	
3.	The development and operation of markets for resources, goods and services (GBM3.7; F3.2)	
4.	The analysis of customer expectations and the provision and orientation of services and products to meet these expectations (GBM3.7)	
5.	The sources, uses and management of finance; the use of accounting and other information (GBM3.7; F3.2)	
6.	The management and development of people within organisations (GBM3.7)	
7.	The management of resources and operations (GBM3.7)	
8.	The use of information systems and their impact on organisations (GBM3.7)	
9.	The use of relevant communication and information technologies for application in business and management (GBM3.2 & 3.7)	
10.	The development of appropriate policies and strategies within a changing environment to meet stakeholder interests (GBM3.7; F3.2)	
11.	Current issues relating to the financial services sector and how they impact upon organisations (GBM3.7)	
12.	The range of measures, both qualitative and quantitative, that can be used to measure performance in core business areas (GBM3.6; F3.2 & 4.1)	
13.	The different types of risk and how these can be managed (GBM3.6)	

Learning outcomes A1-13 above have reference to the QAA subject benchmark statement(s) for i) business and management and ii) finance degrees	
<p>Skills and Other Attributes On completion of the programme, graduates should have developed the following skills:</p> <p>B. Intellectual Skills:</p>	
<p>1. Cognitive skills of critical thinking, analysis and synthesis. This includes the ability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and generalize appropriately (GBM3.9; F4.1)</p>	<p>Students are required to follow an approved course of study, which provides them with learning support.</p> <p>Student induction Students enrolled on the programme will be provided with induction materials, including a learning style questionnaire and guidance on how to study effectively. The student induction materials will be available online and in printed format. The online materials will be accessible through the <i>Myifs</i>LE learning environment.</p> <p>Tuition support The level of tuition support provided to students will vary according to whether the module is a 15-credit or 30-credit module. Full details are provided in each module specification.</p> <p>Learning Materials Learning materials will be developed to meet the learning outcomes of each module. The materials will be available electronically and supplemented with e-learning activities that are linked with learning outcomes and topics. Students will be provided with access to the <i>Myifs</i>LE Learning Environment that contains the materials and access to the <i>ifs</i> KnowledgeBank, (the latter through <i>Myifs</i>Learning). Links to appropriate readings sourced from the <i>ifs</i> KnowledgeBank and with news feed links will be included.</p> <p>Assessment</p> <ul style="list-style-type: none"> ◆ Objective tests ◆ Written time-constrained examination papers* ◆ Summative coursework assignments ◆ Work based activities <p>* The 'Practice of Financial Advice' module is assessed via a written examination based around a customer 'fact-find' released to learners six weeks prior to the examination.</p>
<p>2. Effective problem solving and decision-making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with capacity to apply ideas and knowledge to a range of situations (GBM3.9; F3.2&4.1)</p>	
<p>3. Learning through reflection on practice and experience (GBM3.9; F4.1)</p>	
<p>4. Ability to plan, work and study independently and use resources in a way that reflects best current practice and anticipated future practice (GBM3.9; F4.1)</p>	
<p>C. Subject-specific Skills:</p>	
<p>1. Numeracy and quantitative skills including the use of models of business situations (GBM3.9; F3.2 &4.1)</p>	<p>Students are required to follow an approved course of study, which provides them with learning support.</p> <p>Student induction Students enrolled on the programme will be provided with induction materials, including a</p>

<p>2. Integration of theory and practice by a variety of means including the encouragement of reflection on work experience (GBM3.3 & 5.2)</p>	<p>learning style questionnaire and guidance on how to study effectively. The student induction materials will be available online and in printed format. The online materials will be accessible through the <i>Myifs</i>LE learning environment.</p>
<p>3. Effective use of communications and information technology for financial services management (GBM3.9; F4.1)</p>	<p>Tuition support The level of tuition support provided to students will vary according to whether the module is a 15-credit or 30-credit module. Full details are provided in each module specification.</p>
<p>4. Ability to identify, find, record, organise and manipulate knowledge relevant to the development and management of organisations (GBM3.9; F4.1)</p>	<p>Learning Materials Learning materials will be developed to meet the learning outcomes of each module. The materials will be available electronically and supplemented with e-learning activities that are linked with learning outcomes and topics. Students will be provided with access to the <i>Myifs</i>LE Learning Environment that contains the materials and access to the <i>ifs</i> KnowledgeBank, (the latter through <i>Myifs</i>Learning). Links to appropriate readings sourced from the <i>ifs</i> KnowledgeBank and with news feed links will be included.</p> <p>Assessment</p> <ul style="list-style-type: none"> ◆ Objective tests ◆ Written time-constrained examination papers* ◆ Summative coursework assignments ◆ Work based activities <p>* The 'Practice of Financial Advice' module is assessed via a written examination based around a customer 'fact-find' released to learners six weeks prior to the examination.</p>
<p>D. Transferable Skills:</p>	
<p>1. Effective communication using a range of appropriate media that are widely used in business, for example the preparation and presentation of business reports (GBM3.9; F4.1)</p>	<p>Students are required to follow an approved course of study, which provides them with learning support.</p>
<p>2. Numeracy and quantitative skills including data analysis, interpretation and extrapolation (GBM3.9; F4.1)</p>	<p>Student induction Students enrolled on the programme will be provided with induction materials, including a learning style questionnaire and guidance on how to study effectively.</p>
<p>3. Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise (GBM3.9; F4.1)</p>	<p>The student induction materials will be available online and in printed format. The online materials will be accessible through the <i>Myifs</i>LE learning</p>

<p>4. Scanning and organising data; abstracting meaning from information and sharing knowledge (GBM3.9; F4.1)</p>	<p>environment.</p> <p>Tuition support The level of tuition support provided to students will vary according to whether the module is a 15-credit or 30-credit module. Full details are provided in each module specification.</p> <p>Learning Materials Learning materials will be developed to meet the learning outcomes of each module. The materials will be available electronically and supplemented with e-learning activities that are linked with learning outcomes and topics. Students will be provided with access to the My<i>ifs</i>LE Learning Environment that contains the materials and access to the <i>ifs</i> KnowledgeBank, (the latter through My<i>ifs</i>Learning). Links to appropriate readings sourced from the <i>ifs</i> KnowledgeBank and with news feed links will be included.</p>
	<p>Assessment</p> <ul style="list-style-type: none"> ◆ Objective tests ◆ Written time-constrained examination papers* ◆ Summative coursework assignments ◆ Work based activities <p>* The 'Practice of Financial Advice' module is assessed via a written examination based around a customer 'fact-find' released to learners six weeks prior to the examination.</p>
<p>All learning outcomes in Sections B – D above have reference to the QAA subject benchmark statement(s) for i) business and management and ii) finance degrees</p>	
<p><i>For more information on which modules provide which programme outcomes, see the module mapping grid at the end of this document.</i></p>	

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme specification should be read in conjunction with the relevant module specifications, published by *ifs*, which contain comprehensive details of each module's content and summarise the contribution each module makes to the achievement of the programme's intended learning outcomes.

The Foundation Degree programme is offered on both a full-time and part-time basis. The programme is divided into study blocks called modules. Each module is weighted by a measure of credits. One credit corresponds to ten hours of learning time. The programme is divided into two stages and modules are designated at one of two ascending levels, Stage 1 (certificate, level 4) and Stage 2 (diploma, level 5). Students will normally be required to satisfy specified requirements for level 4 before being permitted to proceed to the level 5. Failure in any module may not be compensated or condoned.

At Stage 1 students are required to obtain 120 Level 4 credits from the list of Stage 1 modules given below, subject to the specifications of the **Professional Certificate in Banking[®]** programme (*ifs School of Finance's* level 4 qualification). Compensation and trailing are not available for any Stage 1 level 4 module. However, students with appropriate accredited prior learning may be eligible for credit.

Code	Title	Level	Credits	Term(s)
Stage 1				
FMRI	Financial Markets & Risk	4	30	Part time
OAIN	Organisations & Individuals	4	30	Part time
CTNE	Customers & Their Needs	4	30	Part time
MEAP	Measuring Performance	4	30	Part time
CCBL	Corporate, Commercial and Business Lending	4	30	Part time
MCBR	Managing Corporate and Business Relationships	4	30	Part time
PFA	Practice of Financial Advice	4	30	Part-time
IBF1	Foundations of Islamic Banking and Finance	4	15	Part time
IBF2	Practice of Islamic Banking and Finance	4	15	Part time
PLCR	Principles of Lending and Credit	4	15	Part time
CCRM	Consumer Credit Risk Management	4	15	Part time
RAWM	Relationship and Wealth Management	4	15	Part time
RMAN	Retail Management in Financial Services	4	15	Part time
IWBL	Introduction to Work Based Learning	4	15	Part time

Module	Professional Certificate in Banking [®]
FMRI	Core
OAIN	Option Module
CTNE	Option Module
MEAP	Option Module
CCBL	Option Module
MCBR	Option Module
PFA	Option Module
IBF1	Option Module
IBF2	Option Module
PLCR	Option Module
CCRM	Option Module
RAWM	Option Module
RMAN	Option Module
IWBL	Option Module

Programme	Regulations
Professional Certificate in Banking®	Students need to achieve 120 level 4 credits by completing the core module, <i>Financial Markets and Risk</i> , at least one other 30-credit module and any further modules in order to obtain 120 credits. Where students study <i>Islamic Banking 2</i> they are expected first to have completed <i>Islamic Banking 1</i> .

Certificate in Higher Education:

Students successfully completing Stage 1 (level 4) of the programme who do not successfully complete Stage 2 may be eligible for the 'fallback' award of the Certificate in Higher Education in Banking Practice and Management from the University of Kent subject to the regulations of the University of Kent.

For more information on which modules provide which programme outcomes, see the module mapping grid at the end of this document.

At Stage 2 students are required to obtain 120 level 5 credits, 90 of which are from required modules. The remaining 30 credits can be selected from the list of optional modules. Compensation and trailing are not available for any Stage 2 modules.

Stage 2

Required Modules

COEN	Financial Services: The Commercial Environment	5	30	Part time
ORMA	Organisational Management in Financial Services	5	30	Part time
WBL	Work Based Learning	5	30	Part time

Optional Modules

RETA	Retail Financial Services	5	30	Part time
CORP	Corporate Financial Services	5	30	Part time
FINT	Finance of International Trade	5	30	Part time
INSU	Insurance	5	30	Part time
QUANT	Quantitative Methods for Finance and Investment	5	30	Part time

At Stage 2 students are required to study both core modules (Financial Services: The Commercial Environment and Organisational Management in Financial Services), in either order, before starting to study their chosen option module. The third required module, Work Based Learning, however, is designed to provide students with the opportunity to integrate and apply their academic learning within the work environment and may be studied concurrently with the other level 5 modules (although at least one core module should be studied prior to this module).

The overall grade achieved by a student for the Foundation Degree and Professional Diploma in Banking Practice and Management is determined by their performance (average percentage score) over the credits taken at level 5 as follows:

Pass Grades

40% - 59%	Pass
60% - 69%	Merit
70% - 100%	Distinction

The work based learning module must be passed but will not normally contribute to the grading of the foundation degree awarded. The foundation degree awarded to students who contribute any external credits at level 5 towards their foundation degree will be classified as a pass.

The foundation degree has been designed as a two-year (full-time equivalent) qualification. However, it is anticipated that most students pursuing the programme will be studying on a part-time basis, and that a typical student will normally complete the Stage 1 (Professional Certificate in Banking®) in two years and take a further two years to complete the Stage 2 foundation degree programme. Students who are able to devote more time to their studies may be able to complete the programme earlier.

In accordance with the University of Kent credit framework for taught programmes, students must complete their foundation degree within six years in order to remain eligible for an award. This limit includes any periods of intermission and any period of time in which a student is repeating part of the programme of study and will apply to both full time and part time students.

Upon successful completion of the programme, students are eligible for the award of a Foundation Degree in Banking Practice and Management and to use the designatory letters FdSc.

Professional Diploma in Banking Practice and Management:

Students unable to undertake the work based learning module, or who choose not to, may substitute it with a second optional module. Upon achieving 120 level 5 credits such students will not be eligible for the award of the Foundation Degree but will instead be eligible for the award of a Professional Diploma in Banking Practice and Management.

Students admitted to Stage 2 on the basis of credit for non-subject specific learning outcomes may undertake the work based learning module but will not be eligible for the award of the Foundation Degree since they will not have achieved the subject specific learning outcomes of the programme at level 4. Such students will instead be eligible for the award of a Professional Diploma in Banking Practice and Management.

14. **Work-Based Learning**

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students.

Work based learning is a compulsory module at Stage 2 within the Foundation Degree programme. Its purpose is to provide an integrated approach to study, where students are given the opportunity to reflect upon their academic learning and gain relevant practical experience by applying this learning in their workplace. Students should have studied at least one core module prior to embarking upon their work based learning. In order to maximise the benefits of work based learning, students are encouraged to undertake this module concurrently with, rather than at the end of, their academic studies at this level.

In addition to providing opportunities for enhancing their technical subject-specific knowledge and skills, a further feature of the module is the provision of opportunities for students to develop a broad set of intellectual, practical and transferable skills to assist career progression and add value to their organisations by way of enhanced performance.

For this module, students will be assessed both in the workplace and on the basis of their personal reflective journal. Since, for this module, it is important that both the learning and its assessment have direct relevance to the work environment as well as a sound educational basis, they will need to link with the student's agreed workplace objectives. This will in turn allow the student's workplace assessment to link to their regular performance reviews carried out with their line managers, thus avoiding additional unnecessary bureaucracy.

This module has been designed to provide students with opportunities to further their depth of knowledge and understanding through application to a work-based context. Also, it is intended to provide opportunities to learn new subject specific and generic skills and develop them through an iterative process of use and reflection.

Students will undertake learning within the workplace and are required, in consultation with their employer/ line manager, to undertake a variety of activities and keep a personal reflective journal. The duration of the work based module should be negotiated by the student with their employer and will normally span a period of a minimum of six months but no more than twelve months.

15. **Support for Students and their Learning**

The support provided to students will follow the requirements of the University of Kent Code of Practice and the *ifs School of Finance Code of Practice on Quality Assurance, Section 17*, which sets out the teaching and learning responsibilities of the various stakeholders. A summary of the main provision available is set out below.

Student induction

Students enrolled on the programme will be provided with induction materials, including a learning style questionnaire and guidance on how to study effectively. Students will be required to complete the programme student induction (for all new students) and a module induction for a new module. Integral to the student induction is a student study plan.

The student induction materials will be available on-line and also in printed format. The on-line form will be accessible through the My*ifs*LE learning environment.

Tuition support

There are three modes of tuition support for students enrolled on this programme: through an approved academic centre; through supported distance learning and through flexible learning which offers enhancement workshops as described below. Each module will have an appointed lead tutor and/or web tutor to answer student queries through the My*ifs*LE learning environment. Students will be given access to a subject tutor to support their achievement of the learning outcomes and to enable them to prepare for the assessment. Details of how to access the support will be part of the student induction.

It is intended that enhancement workshops (a series of three per 30 credit module, and two per 15

credit module, subject to demand) will be offered to students studying by distance learning to assist the support of their achievement of the learning outcomes. For the work based learning module, students will undertake learning within the workplace. With the support of, and in consultation with, their employer/line manager and *ifs* mentor, they will undertake a variety of activities and keep a personal reflective journal.

Learning Materials

Learning materials will be developed to meet the learning outcomes of each module. The materials will be available electronically and supplemented with e-learning activities that are linked with learning outcomes and topics. Students will be provided with access to the My*ifs*LE Learning Environment that contains the materials and access to the *ifs* KnowledgeBank, (the latter through My*ifs*Learning). Links to appropriate readings sourced from the *ifs* KnowledgeBank and with news feed links will be included. Students will be required to have access to the on-line environment, which will contain e-activities to complement the printed learning materials.

All students will be introduced to the opportunities for Personal Development Planning (PDP) within their induction programme. PDP activity will be available at appropriate points throughout the course providing students with the opportunity to plan, record and reflect upon their academic, career and personal development.

16. Entry Profile

Entry Route

For fuller information, please refer to the University prospectus

To be eligible to enter this programme students must be able to demonstrate that they have achieved:

Entry requirements for the *ifs* Foundation Degree in Banking Practice and Management (FdSc) are:

- 120 credits at FHEQ level 4 through completion of the PCertB[®] or equivalent *ifs* award
- OR
- UK honours degree or equivalent that demonstrates coverage across the PCertB[®] learning outcomes required at FHEQ level 4. If awarded more than seven years before the application to join the programme, evidence that the learning and skills have been maintained must be provided.

Entry requirements for the Professional Diploma in Banking Practice and Management (PDipBPM[®]) are:

- 120 credits at FHEQ level 4 through completion of the PCertB[®] or equivalent
- OR
- UK honours degree or equivalent. If awarded more than seven years before the application to join the programme, evidence that relevant skills and experience are held to support study must be provided.

Students not progressing from the PCertB[®] are required to hold:

- GCSE Mathematics at minimum grade C (or equivalent) and
- GCSE English Language at minimum grade C (or equivalent) or an IELTS score of 6.5 with no element below 6.0.

The *ifs* School of Finance reserves the right require those without a recognised qualification to submit independent evidence of their proficiency in all or some of these areas as pre-requisite to their registration onto the programme as part of the registration process.

Applicants need to be satisfied as to their ability to study at this level. Key guides to such ability would typically include educational qualifications that meet the matriculation requirements of a UK university. Potential applicants who are unsure of their ability to study at this level should seek the advice of the *ifs* School of Finance Customer & Student Services Department.

What does this programme have to offer?

The programme is delivered and assessed by the *ifs* School of Finance and validated and awarded by the University of Kent. The credits gained by achieving the qualification enable students to progress to the *ifs* BSc honours degree programme and, in line with QAA principles and requirements, it is also intended to provide students with a pathway to a range of UK honours degree programmes.

The qualification has been designed to offer the following benefits:

- ◆ The achievement of a relevant, up-to-date qualification that is recognised throughout the financial services sector, both internationally and in the UK
- ◆ The opportunity to gain a professional diploma en route to achieving a foundation degree, and subsequently to progress to higher level qualifications
- ◆ Provide students with a relevant and current body of knowledge of the financial services sector
- ◆ Assist students' career progression through the development of a broad set of intellectual, practical and transferable skills, including key skills, required by modern employers
- ◆ The integration of academic and professional workplace learning, providing opportunities for students to gain experience of, and demonstrate, the application of technical and work-specific knowledge and skills in a practical manner
- ◆ Through the provision of a choice of a subject specialism and work-based learning, opportunities to meet the needs and interests of individual students and their employers
- ◆ A flexible and integrated approach to the delivery of the programme, including the involvement of employer organisations in the provision of relevant learning
- ◆ A variety of assessment methods to aid progression and which are consistent with the style and nature of learning as students progress through the programme
- ◆ Employer involvement in the student assessment process
- ◆ Helping to embed the notion of lifelong learning by providing students with opportunities to reflect upon and integrate learning with personal development plans, performance reviews and development activities
- ◆ Adding value to employer organisations through improved performance and progression by individual students

Personal Profile

Desirable qualities at entry:

- You should have a general interest in business and managing organisations.
- You should be good at working both independently and with others.
- You should enjoy working with numbers and tackling problems.
- You should possess good communication skills.

17. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
<p>The Learning and Teaching Committee will monitor all factors affecting the student learning experience, including but not restricted to achievement, progression and retention. The Learning and Teaching Committee reports to the <i>ifs</i> Academic Board which is the supreme academic authority of the <i>ifs</i> higher education awards.</p> <p>Processes relating to the maintenance of academic quality and standards are set out in the <i>ifs School of Finance</i> Code of Practice for Quality Assurance.</p> <p>In particular, methods for evaluating and enhancing the quality and standards of teaching and learning include:</p> <ul style="list-style-type: none"> ◆ An active staff development programme ◆ Student evaluations ◆ Annual report on modules and programme (including areas of progression and achievement) ◆ External examiners' reports ◆ Monitoring of student progress ◆ Moderation of marking ◆ Periodic programme review ◆ Mentoring of new staff
Committees and roles with responsibility for monitoring and evaluating quality and standards
<ul style="list-style-type: none"> • Academic Board • Learning and Teaching Committee • Board of Examiners • Academic Standards and Quality Committee • Vice-Principal Higher Professional Education • Dean, Quality, Policy and Regulation • Head of Learning and Teaching • <i>ifs</i> Associate Lecturers acting as external examiners at other institutions • External Examiners (who make regular reports) • External examiners attending Board of Examiners • Module team meetings
Mechanisms for gaining student feedback on the quality of teaching and their learning experience
<ul style="list-style-type: none"> • Discussions with tutor • Exit questionnaires • Informal meetings and social contact with students/employers • Student module evaluations • Student representation on <i>ifs</i> committees
Staff Development priorities include:
<ul style="list-style-type: none"> • Dissemination of good practice on new learning and teaching methods • Health and safety • Meetings of module teaching teams • Membership of relevant professional/academic bodies • Participation in learning and teaching innovation projects • Programme team meetings • Provision of support for development of innovative teaching and learning • Regular formal and informal collaboration in programme development • Staff appraisal scheme • Staff development courses
18. Indicators of Quality and Standards
<ul style="list-style-type: none"> • External examiners' reports confirm the quality of the programmes. • Employer reports
The following reference points were used in creating these specifications:
<ul style="list-style-type: none"> • QAA Subject Benchmark Statements for i) General Business and Management & ii) Finance • QAA National Qualifications Framework

- University of Kent Learning and Teaching Strategy
- University of Kent Code of Practice
- **ifs** Code of Practice

**FOUNDATION DEGREE IN BANKING PRACTICE AND MANAGEMENT
MAPPING: PROGRAMME AND MODULE LEARNING OUTCOMES**

PROGRAMME LEARNING OUTCOMES		LEVEL 4 MODULES														LEVEL 5 MODULES						
		OAIN	CTNE	FMRI	MEAP	CCBL	PFA	IBF1	IBF2	MCBR	PLCR	CCRM	RAWN	RMAN	IWBL	CORE		OPTIONS				
																ORMA	COEN	WBL	RETA	CORP	FINT	INSU
A1	Financial services organisations, the external environment in which they operate & how they are managed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
A2	Various processes, procedures & practices for the effective governance & management of financial services organisations	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
A3	The development & operation of markets for resources, goods & services		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	
A4	Analysis of customer expectations & the provision & orientation of financial services products to meet these expectations		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A5	The sources, uses & management of finance; the use of accounting & other information			✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓
A6	The management & development of people within financial services organisations	✓	✓						✓			✓	✓	✓	✓		✓					
A7	The management of resources & operations within financial services organisations	✓	✓		✓		✓	✓	✓					✓	✓	✓	✓				✓	
A8	The use of information systems & their impact on financial services organisations		✓		✓	✓	✓				✓			✓	✓	✓	✓	✓				✓
A9	The use of relevant communication & information technologies for application in business & management				✓						✓			✓	✓		✓	✓		✓	✓	
A10	The development of appropriate policies & strategies within a changing environment to meet stakeholder needs	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
A11	Current issues relating to the financial services sector & how they impact upon organisations	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A12	The range of measures, both qualitative & quantitative, that can be used to measure performance in core business areas				✓	✓	✓	✓		✓	✓	✓		✓	✓		✓		✓		✓	✓
A13	Different types of risk & how these can be managed			✓		✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	

**FOUNDATION DEGREE IN BANKING PRACTICE AND MANAGEMENT
MAPPING: PROGRAMME AND MODULE LEARNING OUTCOMES (cont.)**

PROGRAMME LEARNING OUTCOMES		LEVEL 4 MODULES														LEVEL 5 MODULES							
		OAIN	CTNE	FMRI	MEAP	CCBL	MCBR	PFA	IBF1	IBF2	PLCR	CCRM	RAWN	RMAN	IWBL	CORE		OPTIONS					
																ORMA	COEN	WBL	RETA	CORP	FINT	INSU	QUANT
	B. Intellectual Skills																						
B1	Cognitive skills of critical thinking, analysis and synthesis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B2	Problem solving and decision making	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B3	Learning through reflection on practice and experience	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
B4	Ability to plan, work and study independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C. Subject-specific Skills																						
C1	Numeracy and quantitative skills in business situations			✓	✓	✓		✓			✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
C2	Integration of theory and practice	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
C3	Effective use of communication and IT skills for financial services management	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C4	Ability to identify, find, record, organise and manipulate relevant knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	D. Transferable Skills																						
D1	Effective communication using a range of media	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D2	Numeracy and quantitative skills			✓	✓	✓		✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
D3	Effective self-management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D4	Scanning and organising data			✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓

**PROFESSIONAL DIPLOMA IN BANKING PRACTICE AND MANAGEMENT
MAPPING: PROGRAMME AND MODULE LEARNING OUTCOMES**

PROGRAMME LEARNING OUTCOMES		LEVEL 4 MODULES														LEVEL 5 MODULES							
		OAIN	CTNE	FMRI	MEAP	CCBL	MCBR	PFA	IBF1	IBF2	PLCR	CCRM	RAWN	RMAN	IWBL	ORMA	COEN	WBL	RETA	CORP	FIT	INSU	QUANT
A. Knowledge and Understanding:																							
A1	Financial services organisations, the external environment in which they operate & how they are managed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
A2	Various processes, procedures & practices for the effective governance & management of financial services organisations	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
A3	The development & operation of markets for resources, goods & services		✓	✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	
A4	Analysis of customer expectations & the provision & orientation of financial services products to meet these expectations		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A5	The sources, uses & management of finance; the use of accounting & other information			✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	
A6	The management & development of people within financial services organisations	✓	✓				✓						✓	✓	✓	✓		✓					
A7	The management of resources & operations within financial services organisations	✓	✓		✓		✓		✓	✓				✓	✓	✓	✓					✓	
A8	The use of information systems & their impact on financial services organisations		✓		✓	✓		✓				✓			✓	✓	✓	✓	✓				✓
A9	The use of relevant communication & information technologies for application in business & management				✓							✓			✓	✓		✓	✓		✓	✓	
A10	The development of appropriate policies & strategies within a changing environment to meet stakeholder needs	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
A11	Current issues relating to the financial services sector & how they impact upon organisations	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A12	The range of measures, both qualitative & quantitative, that can be used to measure performance in core business areas				✓	✓		✓	✓		✓	✓	✓		✓	✓		✓		✓		✓	✓
A13	Different types of risk & how these can be managed			✓		✓		✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	

**PROFESSIONAL DIPLOMA IN BANKING PRACTICE AND MANAGEMENT
MAPPING: PROGRAMME AND MODULE LEARNING OUTCOMES (cont.)**

PROGRAMME LEARNING OUTCOMES		LEVEL 4 MODULES														LEVEL 5 MODULES							
		OAIN	CTNE	FMRI	MEAP	CCBL	MCBR	PFA	IBF1	IBF2	PLCR	CCRM	RAWN	RMAN	IWBL	CORE		OPTIONS					
																ORMA	COEN	WBL	RETA	CORP	FIT	INSU	QUANT
B. Intellectual Skills																							
B1	Cognitive skills of critical thinking, analysis and synthesis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B2	Problem solving and decision making	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
B3	Learning through reflection on practice and experience	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
B4	Ability to plan, work and study independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
C. Subject-specific Skills																							
C1	Numeracy and quantitative skills in business situations			✓	✓	✓		✓			✓		✓	✓	✓			✓	✓	✓	✓	✓	
C2	Integration of theory and practice	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
C3	Effective use of communication and IT skills for financial services management	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
C4	Ability to identify, find, record, organise and manipulate relevant knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
D. Transferable Skills																							
D1	Effective communication using a range of media	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
D2	Numeracy and quantitative skills			✓	✓	✓		✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	
D3	Effective self-management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
D4	Scanning and organising data			✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	