Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Honours)- Finance BSc - Finance Diploma in Higher Education - Finance Certificate in Higher Education - Finance
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	2015
Date of latest OU (re)validation	2026
Next revalidation	Spring 2031
Credit points achieved for the award	360
UCAS Code (if applicable)	N/A
HECoS Code (if applicable)	100107 – Finance
LDCS Code (FE Colleges England only	N/A
Programme start date and cycle of starts if appropriate.	Fall 2026 (and every Fall or Spring onwards)
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement: Finance (April 2025) https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-finance
Other external and internal reference points used to inform	OU credit framework, NECHE standards, QAA Characteristics Statements

programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	Exemptions from the following 4 ACCA papers: Business and Technology (BT) Management Accounting (MA) Financial Accounting (FA) Financial Reporting (FR) (with completion of certain modules)
For apprenticeships more information on integrated Assessment. EPAO being used.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full-time (FT)
Duration of the programme for each mode of study	**FT – 3 years period** The programme is delivered on a full-time basis over a standard duration of three academic years (360 UK credits)
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	March 2026

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 they 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. Programme overview

2.1 Educational aims and objectives
The Finance programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below. **The American College of Greece mission** To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission. **School of Business and Economics mission** The School of Business and Economics is committed to providing academically rigorous Finance and business programmes that equip students with knowledge and thinking skills grounded in liberal education, Finance foundations, business functions and sound specialization components. **Finance Programme mission**

In congruence with the mission of the College, the mission of the Finance Program is to create an environment where prominent professionals and scholars come together to teach, research and share critical knowledge about finance.

Educational Aims

The Finance programme aims to provide students with a thorough grounding in theoretical and applied Finance. The programme equips students with the appropriate tools to become successful professionals in today's global market environment. Students completing the programme will be able to pursue graduate studies in Economics, Finance, and other business-related fields.

The **overall goals** of the Finance programme are to:

1. Provide students with a solid background in corporate finance, investment analysis, and risk management.
2. Provide students with applicable quantitative skills.
3. Develop students' analytical and critical thinking on topics in finance, current issues and policies so as to enhance their ability to respond to institutional and economic change.
4. Prepare students for postgraduate education and/or professional qualifications.
5. Prepare students to become informed citizens and ethical finance professionals.

More specifically, the Finance programme aims to produce students with the following **competencies**:

1. Demonstrate an understanding of the nature, context and functions of different entities as well as of their legal, tax and economic environment.
2. Exhibit knowledge and understanding of the workings of financial markets and institutions and discuss their impact on financial decision-making process for both institutional and individual investors.
3. Demonstrate knowledge and understanding of relevant financial theory.

4. Demonstrate professional integrity through knowledge of ethical issues related to the financial practice.
5. Research, analyse and interpret financial data for comparison and valuation purposes.
6. Evaluate the financial implications of different business decisions.
7. Assess various investment strategies and apply risk management techniques in portfolio management.
8. Critically discuss, major theoretical concepts in finance, and their relevance to practical cases.
9. Demonstrate adequate analytical skills, using quantitative techniques.
10. Ability to locate, extract and analyse financial and non-financial data from multiple sources, to develop critical thinking and draw conclusions.
11. Relate theory to practice by applying financial and managerial decision methods to various financial problems.
12. Demonstrate ability to work collaboratively.
13. Make effective use of information technology and communicate in a professional manner.

The programme satisfies the QAA Finance Subject Benchmark Statement (2025) for subject-specific and generic skills. The programme's **learning outcomes** specify that upon completion of the programme, students will be able to:

A. Knowledge and Understanding

1) A1 (Level 4). Demonstrate knowledge and understanding of the foundations of finance and corporate finance, and the basic interpretation of financial reports and accounting statements.
2) A2 (Level 4). Demonstrate knowledge and understanding of the roles, operation and functions of domestic and international financial markets, institutions and instruments, and the associated ethical considerations.
3) A3 (Level 5). Apply knowledge and understanding of the relevant

mathematical, statistical and econometric framework, analysing data generated in financial markets and the factors affecting investment decisions.

4) A4 (Level 6). Critically evaluate and synthesise contemporary theoretical tools and theories of finance, financial management and economics, sustainability issues, appraising their relevance and application to theoretical and practical problems and to empirical evidence.and data generated in financial markets and the factors affecting investment decisions

B. Cognitive Skills *(reasoning, perception, intuition)*

1) B1 (Level 4). Use quantitative and modelling techniques to address well-defined financial problems.
2) B2 (Level 4). Analyse and interpret financial issues and financial statements from given data.
3) B3 (Level 5). Synthesise quantitative and qualitative information and present reasoned analysis, argument and commentary in accordance with the academic and professional literature in finance.
4) B4 (Level 6). Critically evaluate arguments and evidence and draw reasoned conclusions concerning structured and unstructured problems, including data that must be independently acquired.

C. Practical and Professional Skills

1) C1 (Level 4). Locate, extract and organise financial and non-financial data from multiple sources using appropriate software packages.
2) C2 (Level 4). Prepare and communicate financial results effectively in written, oral and graphical form for a professional audience.
3) C3 (Level 5). Apply sampling and modelling techniques to obtain data and to produce surveys, inferences and forecasts.
4) C4 (Level 6). Critically present financial and statistical concepts and

put theory into practice using pertinent software for programming and econometric applications.theory into practice by using pertinent software packages for programming purposes and econometric applications, and impact of technology in finance and financial services

D. Key/Transferable Skills

1) D1 (Level 4). Recognise key financial concepts that are present in both everyday personal finance and professional decision making.
2) D2 (Level 4). Interpret numerical information and reason numerically, applying appropriate mathematical and statistical techniques in a clear and meaningful way.
3) D3 (Level 5). Analyse and report on economic and financial data using computer applications and statistical techniques, and evaluate key findings in published economics, finance and financial accounting research.
4) D4 (Level 6). Critically evaluate the body of knowledge acquired across the programme, keeping an open mind about different methodological approaches, and understand the contexts in which the finance profession operates, developing professional skills and personal qualities useful for managing in finance and financial institutions.

Programme outcome coverage by level. The programme outcomes progress across the three levels of study, with each outcome located at the level at which it is achieved: the Level 4 outcomes (A1, A2, B1, B2, C1, C2, D1, D2) establish foundational knowledge and skills; the Level 5 outcomes (A3, B3, C3, D3) develop application and analysis; and the Level 6 outcomes (A4, B4, C4, D4) require synthesis, critical evaluation and independent work. The mapping of individual modules to the outcomes at each level is set out in the curriculum map (Annexe 1).

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)

This programme specification is part of a US Bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
- Concentration – Open University-validated curriculum (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements).....**43**
Academic Writing and Research 9
Mathematics 3
Professional Communication 3
Information Systems 3
Natural Sciences 7
(students are required to complete any two courses in natural science, one of which must have a lab component)
Social and Behavioural Sciences 9
Humanities 3
Ethics 3
Fine and Performing Arts.....3

Social and Behavioural Sciences 9
Selected from more than one discipline such as:
Anthropology, economics, political science,
Psychology, sociology
Humanities 6
Selected from at least two of the following:
Archaeology, art history, history, literature, classical
Literature, music, philosophy, theatre history
Selected from more than one discipline

Liberal Education Mission

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the knowledge, intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

1) **Communication and Information Literacy**

   a) Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
   b) Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
   c) Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
   d) Demonstrate a mastery of the basic skills in information technology.

2. **Social Responsibility and Civic Engagement**

   a) Discuss issues of identity and inclusion.
   b) Explain different dimensions of sustainability and how it relates to one's discipline.
   c) Discuss ways of responsible civic engagement.
   d) Engage in activities that serve the needs of the local and global community.

e) Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

a) Discuss world history or sociocultural traditions from different perspectives.
b) Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
c) Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
d) Evaluate perspectives on cultural diversity.

4. Ethics and Values

a) Explain the importance of values in our venture to understand the world.
b) Identify ethical issues in different contexts, especially in one's major course of study.
c) Discuss ideologies and ethical principles upheld by different cultures and cocultures.
d) Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

a) Discuss the main themes, symbols, and means of expression in various art forms.
b) Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
c) Reflect on the outcomes of an artistic work.

d) Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6. Scientific and Quantitative Literacy

a) Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
b) Discuss the impact of science and technology on the individual, society, and the physical environment. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
c) Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7. Integration

a) Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
b) Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

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.
Not applicable

2.4 List of all exit awards

a.	*BSc (Honours) Finance*
b.	*BSc – Finance*
c.	*Diploma in Higher Education – Finance*
d.	*Certificate in Higher Education - Finance*

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
EC 1000 Principles of Microeconomics	15				FALL-SPRING
EC 1101 Principles of Macroeconomics	15				FALL-SPRING
BU 2003 Business Legal Issues	15				FALL-SPRING
AF 2007 Financial Accounting	15				FALL-SPRING
MA 2021 Applied Statistics	15				FALL-SPRING
MA 2105 Applied Calculus	15				FALL-SPRING
FN 2127 Financial Markets and Instruments	15				FALL-SPRING
FN 2028 Principles of Finance	15				FALL-SPRING
TOTAL	120				

Fall semester: September – December, Spring Semester: January – April

	Programme Structure – Single Registerable Modules			
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
On successful completion of this level, students should be able to: 1) A1. Demonstrate knowledge and understanding of the foundations of finance and corporate finance, and the	The Finance programme has a strong reputation for the high standards it upholds with regard to the classroom experience in the context of a student-centered institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, albeit in a non-formalized

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
basic interpretation of financial reports and accounting statements.quantitative finance 2) A2. Demonstrate knowledge and understanding of the roles, operation and functions of domestic and international financial markets, institutions and instruments, and the associated ethical considerations.	way, has been guiding faculty toward instructional methods that are more in line with a learning-centered approach: more interactive learning and student engagement as opposed to passive student attendance. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students. Finance classes combine traditional lecturing by the instructor with interactive learning that encourages student participation, involves in-class question-and-answer periods and problem solving, as well as guest lectures (mainly industry professionals) that enrich the learning experience. The approach to teaching also encourages in-class discussion, independent enquiry, and development of argumentation on behalf of students. When the module material permits, teaching is supported by the use of visual aids, such as video presentations, as well as the use of electronic aids, such as internet sources.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	All classrooms are equipped with one computer and have internet connection. Computer facilities and Simulated Trading Room resources are used extensively in Finance teaching, especially in quantitative methods and trading cases. Students acquire expertise with a wide range of statistical, economic and modern econometric software, and access to databases. Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, review questions and formative quizzes, course readings, course outlines, instructions, timely announcements etc. Teaching is supported by instructor's office hours. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Although not formally measured, office hours generally tend to be intensively used by students.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	In congruence with the programme's overall learning outcomes presented in Section 2.1 (p.3), learning and teaching at Level 4 aim to deliver a combination of knowledge and understanding in foundations of finance, including principles, as well as applications. At the same students are given the opportunity to gradually build strong quantitative skills and acquire knowledge and understanding of principles of accounting and finance. The learning outcomes in all modules are set in such a way to ensure that these multiple objectives are attained. Students are encouraged to discover the relationship between theory and application. This is in line with the programme's focus on providing students with professional, as well as transferable competences and enhancing their learning by ensuring the curriculum and its delivery are current and relevant.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Module assessments are designed to measure student understanding of the interconnectedness of topics covered in the module. This aspect of the assessment strategy is aided by the development of module-specific and assessment-specific marking schemes that describe requirements clearly and aid consistency among lecturers in assessing student work. These are articulated in the assessment briefs provided to students at the start of each semester of study. The programme offers students the opportunity to engage with various assessment types, including traditional in-class, unseen, written examinations, individual written essays, individual or group projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. The assessment scheme per module specifies the assessment type and weight for all assessment components, and applies a notional word-count equivalence approach to ensure

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	consistency across modules. All module syllabi are provided as separate documents.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to: 1) B1. Use quantitative and modelling techniques to address well-defined financial problems.	The description in Section 3A, which underpins learning and teaching as well as assessment practice in all levels of study, clearly explains that the design of the programme as well as most modules are seen as inextricably linked to the cognitive processes involved in student learning. The way that learning outcomes are devised for each module demonstrates the programme's focus on developing cognitive skills across all levels of study.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
2) B2. Analyse and interpret financial issues and financial statements from given data.addressing research questions related to financial markets	

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire practical and professional skills that include: 1) C1. Locate, extract and organise financial and non-financial data from multiple sources using appropriate software packages. 2) C2. Prepare and communicate financial results	Further to the information in Sections 3A and 3B, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or quantitative tools employed in response to, the

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
effectively in written, oral and graphical form for a professional audience.	analysis and evaluation of various economic issues discussed in respective modules.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire key/transferable skills that include: 1) D1. Recognise key financial concepts that are present in both everyday and professional decision making. 2) D2. Interpret numerical information and reason numerically, applying appropriate mathematical and statistical techniques in a clear and meaningful way.	Further to the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods encourage students to apply themselves academically not only in terms of content coverage and cognition, but also in terms of developing skills that are applicable in other areas of their life, including their future academic and professional pursuits. This manner of engaging with their own studies according to academic principles and values, but also taking a broader view of

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	themselves as learners, citizens and future professionals, is reinforced throughout their contact both with instructors and with College literature such as the Student Handbook.

Certificate of Higher Education in Finance (120 CREDITS)

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**		**Credit points**	**Is module compen-satable?**	**Semester runs in**
		Three from the following:			*Compulsory modules*
PH 3005 Business Ethics	15				FALL-SPRING
EC 3046 Investment Analysis and Management I	15				*Optional modules*
FN 3213 Corporate Finance	15	MG 3033 New Ventures Creation			FALL-SPRING
EC 3270 Managerial Economics	15	AF 3104 Financial Reporting I			SPRING
EC 3537 Econometrics I	15	AF 3116 Management Accounting			FALL-SPRING
		AF 3131 Intermediate Financial Accounting			FALL-SPRING
		EC 3134 Environmental and Resource Economics			FALL
		FN 3219 International Finance			FALL-SPRING
		EC 3225 Real Estate Economics			FALL-SPRING
		EC 3226 Credit and Lending			FALL
SUBTOTAL					

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compen-satable?	Semester runs in
		EC 3232 Economics of the European Union			SPRING
		EC 3240 Money and Banking			FALL-SPRING
		EC 3324 Insurance			SPRING
		EC 3342 Public Finance			SPRING
SUBTOTAL	75	SUBTOTAL	45		
TOTAL	120				

Fall semester: September – December, Spring Semester: January – April

	Programme Structure – Single Registerable Modules			
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students should be able to demonstrate relevant knowledge and understanding of: A1. A3. Apply the relevant mathematical, statistical and econometric framework, analysing data generated in financial markets and the factors affecting investment decisions.	In congruence with the equivalent section (3A) for Level 4, which underpins teaching and learning strategy and assessment methods across all levels of study, academic practice at level 5 places additional emphasis on research-based student work, written assignments, group work and presentations. Building on the basic coverage of key principles, conceptual frameworks and considerations offered at level 4, students at level 5 engage more deeply with their learning by being exposed to further opportunities to combine knowledge from various fields of Finance. This is reinforced during classroom contact time in the form of higher-order interactive discussions spanning broader considerations, the study of specific cases, the requirement to conduct research using academic and non-academic sources, invited guest lectures by professionals follwed by Q&A sessions etc.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Furthermore, the assessment methods employed at level 5 start to offer more variety in terms of assessment types, gradually departing from traditional in-class, unseen, written examinations (which is largely the norm at Level 4) and moving towards individual written essays, individual projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. As before, assessment tasks are approved by the External Examiner before the start of each semester of study.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to: 1) B3. Synthesise quantitative and qualitative information and present reasoned analysis, argument and commentary in accordance with the academic and professional literature in finance.	As articulated in the previous page, and further to Sections 3A and 3B in relation to level 4, the learning and teaching strategy at level 5 places more emphasis on enabling students to critically engage with their studies by reflecting on the essential interconnections between economic issues, relying more on research-based learning, considering the interests of various stakeholders involved in, or affected by, economic developments and economic policies and employ relevant terminology and examples accurately. The above priorities are mirrored in the design of assessment tasks, which, depending on the module, award points for effective synthesis and organisation of arguments, engagement with required tasks, accuracy in referencing source material according to academic convention, etc.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire practical and professional skills that include: 1) C3. Apply sampling and modelling techniques to obtain data and to produce surveys, inferences and forecasts.	Further to the information in Sections 3A and 3B, and building on the work carried out at level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire practical and professional skills that include: 1. D3. Analyse and report on economic and financial data using computer applications and statistical techniques, and evaluate key findings in published economics, finance and financial accounting research.	Further to the information in Sections 3A and 3B, and building on the work carried out at level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules.

Diploma of Higher Education in Finance (240 CREDITS)

Programme Structure - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
EC 4129 Investment Analysis and Management II EC 4655 Econometrics II FN 4980 Dissertation in Finance	15 15 30	Four from the following: EC 4007 Sustainable Finance and Investing EC 4009 Behavioural Economics and Finance FN 4045 Fintech AF 4045 Corporate Governance & Accountability			*Compulsory modules* FALL *Optional modules* SPRING SPRING SPRING SPRING	

Programme Structure - LEVEL 6						
		AF 4096 Mergers and Acquisitions				
		MG 4173 Entrepreneurial Finance			SPRING	
		AF 4207 Financial Reporting II			FALL-SPRING	
		AF 4242 Cost and Control			SPRING	
		Management			SPRING	
		EC 4267 Applied Business			SPRING	
		Statistics			FALL-SPRING	
		AF 4323 Financial Statements				
		Analysis			FALL-SPRING	
SUBTOTAL	60	FN 4430 Financial Derivatives				
TOTAL	120	FN 4451 Commercial Bank	60		SPRING	
		Management				
		FN 4452 Fixed Income Securities				
		FN 4535 Financial Modelling			SPRING	

Programme Structure - LEVEL 6						
		FN 42XX Alternative Investment Funds **SUBTOTAL**			FALL FALL-SPRING SPRING	

Fall semester: September – December, Spring Semester: January – April

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students should be able to demonstrate relevant knowledge and understanding of: 1) A4. Critically evaluate and synthesise contemporary	Further to the information provided in previous sections, the learning and teaching strategy and assessment methods employed at level 6 build on knowledge and understanding developed at levels 4 and 5. Comparatively more emphasis is

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
theoretical tools and theories of finance, financial management and economics, appraising their relevance and application to theoretical and practical problems and to empirical evidence.	placed on further in-depth knowledge on different fields of Finance and Finance through the appropriate selection of elective modules. A prominent feature of student learning at level 6 is the requirement to complete an independent study project as part of the final-year Dissertation in Finance module. This offers students an additional opportunity to delve more deeply into a field or topic of their choice. In addition to this two-semester project, a key requirement at level 6 is the completion of the second Econometrics module, which in combination with the Dissertation in Finance will further strengthen students' independent research skills and competencies.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Progressively build-up cognitive skills, namely reasoning, perception, and intuition. Students learn to: 1) B4. Critically evaluate arguments and evidence and draw reasoned conclusions concerning structured and unstructured problems, including data that must be independently acquired.	Using the example of the two modules mentioned in the previous section, level 6 learning and teaching practices and assessment methods place particular emphasis on the manner in which students engage with the subject areas covered, and particularly on developing the element of criticality. Students at this level are expected to be able to critically analyze and evaluate different economic policy proposals and their implications. As in other levels of study, this is aided by the purposeful design of individual module learning outcomes, and supported by the learning and teaching approaches, design of module materials, etc. As an indication, active learning and problem-based learning gain more prominence than at levels 4 and 5 during classroom discussions as well as in project supervision meetings, and they are clearly articulated in assessment briefs. This emphasis is also employed in the feedback offered to students both on draft work and in formal submissions of assessment tasks (for seen assessment components).

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire practical and professional skills that include: 1) C4. Critically present financial and statistical concepts and put theory into practice using pertinent software for programming and econometric applications.	Further to the information in Sections 3A and 3B, and building on the work carried out at levels 4 and 5, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). The nature of some of the assessment tasks employed at level 6, notably the final-year Dissertation in Finance and the advanced Econometrics module, require students to synthesize various practical skills in the context of more substantial projects that involve more inventiveness and tenacity in sourcing relevant material, reflecting on potential solutions to economic problems, etc.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Students acquire key/transferable skills that include: 1. D4. Critically evaluate the body of knowledge acquired across the programme, keeping an open mind about different methodological approaches, and understand the contexts in which the finance profession operates, developing professional skills and personal qualities useful for managing in finance and financial institutions.	The timing of the learning and teaching experience as well as the assessment methods employed at level 6 is conducive to placing more emphasis on developing students' competences in areas that can be applied in contexts beyond their studies. As they get closer to the completion of the programme, students often have the opportunity to employ more planning-related skills in considering their steps after graduation. This is reflected in the learning and teaching approaches adopted by both instructors and learners, and is encouraged by the nature of assessment tasks at level 6. This category of skills become more relevant as students see themselves as future professionals rather than as students, and instructors build on the opportunity to help students develop relevant skills through their pastoral care and advising as well as through their classroom practice.

BSc in Finance (300 CREDITS)

BSc (Honours) in Finance (360 credits)

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

The course is designed to allow students to find their own career trajectory. The programme offers different modules in Finance, Accounting, Economics and business; allowing the student to discover the area of finance they wish to enter. The course is very much geared towards practical finance, covering a range of foundation skills and discussing ideas in level 4. Level 5 is designed to equip students with a range of knowledge and skills, which will form the basis for commencing a career in the area of finance or for progressing to higher-level academic qualifications. Finally, level 6 allows more autonomy with a supportive role by tutors to allow for more specific career and skill development.

To keep abreast of real-world trading experiences, Deree – ACG has invested in a state-of-the-art trading room, unique in its kind in the region of South-eastern Europe. The ACG Simulated Trading Room is expected to broaden students' knowledge of financial services, increase employability of ACG graduates, as well as promote awareness of the global financial markets.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Academic advising is primarily carried out by the Department Head in coordination with the Academic Advising Office. Students also consult Finance programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Finance' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programmes. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Accounting and Finance Society represents Finance students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Programme introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programmes and services such as advising, financial aid, and co-curricular activities.

Student Academic Support Services (SASS) provides free learning facilitation for undergraduate and graduate students in the form of one-on-one tutoring

sessions and academic skills workshops. It was established in 2012 and is led by a Director, reporting to the Dean of Academic Administration. SASS utilizes upper-class peer facilitators through the work-study program, trained to provide support designed to enhance student agency and academic success. Over the years, traffic has grown to more than 1,200 appointments per semester, serving about 17% of the undergraduate student body. Since 2020, SASS has adapted to new needs and is offering its services in a hybrid mode - both onsite and online by request. In addition, recently it has extended its services to alumni and a growing number of study-abroad students. SASS uses a non-evaluative, metacognitive approach and coordinates closely with the Student Success Center, the Admissions Office, the Academic Advising Office, the Retention Office, and the ACG Cares Center to persistently support learning outcomes. SASS continuously monitors its operations through feedback surveys that the recipients fill out and conference reports that facilitators fill out in an effort to have a continuous flow of data in real time to evaluate and adapt its services. SASS is currently developing a new web-based appointment management tool tied to the College's registration platform. In the plans is an implementation of an outcomes assessment, to be used for adjusting and expanding the services provided, and to document the impact on retention and course success. Furthermore, the planned expansion of the workforce over the next 3 to 5 years will scale capacity and deepen curricular integration.

Disability Status and Provisions

Students are responsible for alerting the ACG Care to a special need, and for providing relevant documentary evidence. The ACG Care suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the ACG Care on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate,

counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The **Student Handbook** provides detailed information about the Finance programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual programme student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre** (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00–19:00 and Fri. 8:00–18:00) in order to be accessible to students.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional "Discover DEREE Day" recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Bellow the Line Advertising. More specifically, the Admissions Office promotes the programme by:

Participating in Education Fairs and third-party events with an Admissions Booth including brochures/banners.
Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
Running direct mailing campaigns (via post and electronic) including Degree Course information.
Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

According to the Deree Undergraduate Catalog 2024-2025 - US-authorized / US-accredited & Student Handbook Open University Validated Award, to

qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience). All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall unweighted Grade Point Average (GPA) of 2.75 /4.0 in a US curriculum school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis. Students admitted on a provisional basis will be required to fulfil the following conditions to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student's progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of courses students will be allowed to register for will be determined by their English Language Placement (see section "Evidence of Proficiency in English"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
Students on provisional status are subject to the College probation policy.
The following is required for all freshmen applicants:
1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.
Candidates will attend an interview with a designated College representative after all application material has been submitted to assess their profile through a discussion on their academic and non-academic achievements. The Admissions decision will be communicated to the candidate within 10 working days following the interview.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Programme.

7. Language of study

The language of all instruction and assessment is English.

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience
In addition to the Annual Programme Monitoring process the following mechanisms are in operation: • Online Course Evaluation for each module (through CourseEval). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the CAO, the Deans, the Department Chairs and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty. • Senior Exit Survey: completed by all graduating students. • Module Leader Reports where feedback from the course evaluations is also considered. • Feedback from meetings between External Examiners, staff and students. • Departmental meetings with the student Academic Society. • Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed, and feedback is communicated back to the students by the relevant Society presidents. • Student advising. • Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association. • Peer observation – through the Performance Management and Appraisal Process The College places high value on effective pedagogical practices in the classroom by: • Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print

library resources, and training in new instructional technologies such as Blackboard.

- New employee orientation and induction review
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.
The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.
GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's Teaching and Learning Center (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREE instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

11. Changes made to the programme since last (re)validation

In order to improve the Finance award, the programme team introduced changes to the curriculum structure, assessment methods and individual modules. Changes to the modules' learning outcomes aimed at enhancing the awards in alignment with the developments in the field of finance as discussed in earlier sections, and the 2025 QAA Subject Benchmark Statement in Finance. All of these modifications are mainly being proposed in response to the following opportunities and priorities:

- Increase student exposure to knowledge in novel fields in finance
- Incorporate new content serving the intended programme learning outcomes
- Improve student knowledge of specific skills in sub-pathways in Finance
- Minimise overlap and/or duplication of material in related modules
- Enhance the research focus of the programme

As a result of the above, the programme team proposes the following changes:

EC 4007 – Sustainable Finance and Investing
The course will be updated to reflect recent developments in sustainable finance and environmental, social, and governance (ESG) frameworks. The revised version will place greater emphasis on sustainable investment strategies, valuation, and risk assessment, enabling students to understand how financial markets can promote sustainability alongside profitability. Finance, Accounting and Reporting metrics will be applied to assess the viability of solutions for sustainability.

FN 42XX – Alternative Investment Funds

We are planning to include as an elective validated course, the course FN 42XX – Alternative Investment Funds, a course which will provide in-depth analysis to alternative investment vehicles, that provide investment services to the financial ecosystem, such as hedge funds, private equity, venture capital, real estate and infrastructure. The students will learn the structures and strategies of such funds, as well as evaluate their performance.

FN 2028 / FN 4129 / FN 3213
For these courses, we make a more explicit structure for concepts such as time value of money and valuation models, so as to clarify the topics covered by each module (for example FN 2028 keeps the introduction to Discount Models valuation while in FN 4129 we enhance on Free Cash Flow approach and relative valuation models, and in FN 3213 we examine project valuation).

In addition, for all courses we update the indicative reading with more recent publications (and books wherever necessary), as well as the databases we currently utilise (such as Factset and LSEG Workspace)

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 4.

		Programme outcomes															
Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	A3	B3	C3	D3	A4	B4	C4	D4
4	EC 1000 Principles of Microeconomics				✓		✓	✓									
	EC 1101 Principles of Macroeconomics				✓			✓									
	BU 2002 Business Legal Issues	✓	✓														
	AF 2007 Financial Accounting	✓						✓	✓								
	MA 2021 Applied Statistics					✓			✓								
	MA 2105 Applied Calculus								✓								
	FN 2127 Financial Markets and Instruments	✓	✓		✓			✓	✓								
	FN 2028 Principles of Finance	✓			✓			✓	✓								

Title of exit award at Level 4:

- Certificate of Higher Education in Finance

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 5.

		Programme outcomes															
Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	A3	B3	C3	D3	A4	B4	C4	D4
5	PH 3005 Business Ethics												✓				
	EC 3046 Investment Analysis and Management I									✓	✓	✓	✓				
	FN 3213 Corporate Finance									✓	✓	✓					
	EC 3270 Managerial Economics									✓							
	EC 3537 Econometrics I									✓	✓	✓					
	MG 3033 New Ventures Creation										✓	✓					
	AF 3104 Financial Repoting I											✓					
	AF 3116 Management Accounting										✓		✓				
	AF 3131 Intermediate Financial Accounting												✓				
	EC 3134 Environmental and Resource Economics												✓				
	FN 3219 International Finance												✓				
	EC 3225 Real Estate Economics									✓							
	EC 3226 Credit and Lending									✓		✓	✓				
	EC 3232 Economics of the European Union												✓				
	EC 3240 Money and Banking									✓			✓				
	EC 3324 Insurance									✓							
	EC 3342 Public Finance												✓				

Title of exit award at Level 5:

- Diploma of Higher Education in Finance

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 6.

		Programme outcomes															
Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	A3	B3	C3	D3	A4	B4	C4	D4
6	EC 4129 Investment Analysis and Management II													✓	✓	✓	✓
	EC 4655 Econometrics II													✓		✓	✓
	FN 4980 Dissertation in Finance													✓	✓	✓	✓
	EC 4007 Sustainable Finance and Investing													✓			✓
	EC 4009 Behavioural Economics and Finance																✓
	FN 4045 Fintech															✓	✓
	AF 4045 Corporate Governance & Accountability													✓		✓	✓
	AF 4096 Mergers and Acquisitions													✓	✓	✓	✓
	MG 4153 Entrepreneurial Finance													✓		✓	✓
	AF 4207 Financial Reporting II															✓	✓
	AF 4242 Cost and Control Management															✓	✓
	CS 4267 Applied Business Analytics													✓		✓	✓
	AF 4323 Financial Statements Analysis															✓	✓
	FN 4430 Financial Derivatives													✓	✓	✓	✓
	FN 4451 Commercial Bank Management													✓	✓	✓	✓
	FN 4452 Fixed Income Securities														✓	✓	✓
	FN 4535 Financial Modelling													✓		✓	✓
	FN 42XX Alternative Investment Funds													✓	✓	✓	✓

Titles of exit awards at Level 6:

- BSc (Honours) Finance
- Ordinary BSc Finance

FINANCE EXIT AWARDS

The Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014) specifies that students who exit a Bachelor's programme prior to completing its full requirements are eligible to receive an exit award subject to the coverage of specific learning outcomes. Depending on the extent of coverage of these learning outcomes, students may receive a Certificate of Higher Education (CertHE), Diploma of Higher Education (DipHE), or ordinary Bachelor's degree (BSc (Ord)).

Certificate of Higher Education (CertHE) in Finance

Students that exit the programme upon completion of Level 4 (having obtained 120 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in Finance.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Certificate of Higher Education is awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles in Finance and financial analysis and an ability to evaluate and interpret financial information (delivered and assessed through, AF 2007, EC 1000, EC 1101, FN 2127, FN 2028)
- an ability to present, evaluate and interpret qualitative and quantitative data (delivered and assessed through all Level 4 modules)

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to finance and business problems (AF 2007, FN 2127, FN 2028, MA 2021, MG 2003)
- undertake further training and develop new skills within a structured and managed environment (AF 2007, EC 1000, EC 1001, FN 2027, FN 2128, MA 2021)

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (demonstrated through the fulfillment of all assessment components in Level 4 modules in a responsible and professional manner).

Diploma of Higher Education (DipHE) in Finance

Students that exit the programme upon completion of Level 4 ***and*** Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in Finance.

Holders of qualifications at this level will have developed a sound understanding of the principles in finance and financial analysis, and will have learned to apply those principles in different business settings. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Diplomas of Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles in financial analysis and business structure (delivered and assessed through all Level 4 and Level 5 modules)
- ability to apply underlying concepts and principles outside in unstructured settings (delivered and assessed through EC 3046, EC 3240, EC 3270, FN 3213, MG 3033, PH 3005)
- knowledge of the main methods of enquiry in finance and ability to evaluate critically the appropriateness of different approaches to solving problems (EC 3046, FN 3213, EC 3537, MA 2021, PH 3005)

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis (delivered and assessed through all Level 5 modules)
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively (delivered and assessed through all Level 5 modules)
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organizations (delivered and assessed though EC 3046, EC 3240, FN 3213, EC 3537, MG 3033, PH 3005).

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making (all Level 5 modules).

Bachelor's – BSc (Ord) – in Finance

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) ***and*** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BSc(Ord) – in Finance.

Typically, holders of the qualification will be able to:

- Develop a systematic understanding of financial theory (EC 3270, EC 3537 plus two elective courses in Finance)
- An ability to use quantitative techniques in analysing financial data and constructing efficient portfolios (EC 3270, EC 3537 plus two elective courses in Finance)
- An ability to develop arguments (EC 3270, EC 3537 plus two elective courses in Finance)
- An ability to reach decisions in unstructured situations (EC 3270, EC 3537 plus two elective courses in Finance)