



LTC15D112

Title: *SSF LTQC Course Approvals*
Author: Heather Reynolds
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Issue

To consider new course proposal for **(1) MSc Accounting and Finance** and **(2) MSc Banking and Finance** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation

Approval.

Resource Implications

Please see BC7 and School's response in BC9.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 16.2.16 SSF EXEC approved 23.2.16

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

Course Proposal.



LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
 with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code			
MSc Accounting and Finance MSc Banking and Finance		Y					
School(s) of study & Faculty							
Norwich Business School, Faculty of Social Sciences							
Proposer & proposer's school							
Apostolos Kourtis, Norwich Business School Peter Russell, Norwich Business School							
Proposed start date (of new course or of changes)					<i>note 2</i>		
September 2016							
This proposal requires: <i>note 3</i>		Prior approval by Council		N	Prior approval by LTC		N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Business Case
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	Norwich Business School	
<i>note S1c</i>	b	FACULTY or FACULTIES	Faculty of Social Sciences	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO X	
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Pinar Guven-Uslu	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2 <i>note S2a</i>	a	COURSE TITLE	MSc Accounting and Finance	
<i>note S2b</i>	b	COURSE CODE		
<i>note S2c & S2d</i>	c	AWARD	MSc	
	d	EXIT AWARD(S) AND TITLE(S)	PG Diploma PG Cert	
	e	FULL/PART-TIME (please specify)	Full	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	September 2016	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)		
	b	ACCREDITING/VALIDATING BODY (if relevant)		
		Website (URL)		
		Date when accreditation/validation may take place		
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	X	
		Other postgraduate (please specify)		

S5 <i>note S5a</i>	a	DURATION (years or months)	12 Months			
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time			
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	X
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Master's degrees in Business and Management 2015. http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf			
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>BSc/BA/ BEng Degree (2:1 or equivalent) in Accounting, Finance, Management, Economics or variants or in a quantitative subject (e.g., Science/Engineering) from a recognised institution for Home and EU applicants and overseas applicants who have done a full undergraduate degree in the UK or a top up in the UK.</p> <p>Overseas applicants will require a 2:1 or equivalent - in a BSc/BA/ BEng Degree in Accounting, Finance, Management or variants or in a quantitative subject (e.g., Science/Engineering) from a recognised institution with an IELTS 6.5. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market.</p>			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note S11</i>	FURTHER INFORMATION available via...		https://www.uea.ac.uk/norwich-business-school/			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note S12</i>	<p>Norwich Business School (NBS) intends to provide a 12-month full-time cognate MSc accounting and finance course to be offered in Norwich for launch in September 2016. This new master course will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter the accounting/financial sector or follow an academic/research career.</p> <p>This course will be a "Type 1" Career entry Master's Degrees (QAA Masters Degrees Benchmarking Statement in Business and Management, 2015). It will build upon prior knowledge and skills gained from the cognate and conversion postgraduate taught courses offered at Norwich Business School. Masters graduates from this course will be able to demonstrate deep knowledge and</p>					

understanding of accounting and finance while placing those subjects within a wider organisational and contextual framework. It is expected that they will develop techniques and skills to understand and research current issues and thinking in the subject areas. Graduates will gain a sound theoretical grounding in the most important areas in accounting and finance and will have developed a range of analytical, research and personal skills.

The MSc in Accounting and Finance aims to help students with a prior degree in accounting, finance, business and economics, or in a quantitative subject, start a successful career in the corporate sector. It also offers an excellent preparation for academic research in accounting or finance.

Main Features

- **Broad knowledge:** Students of the course will gain a sound understanding of the most important theories and practices in international and management accounting, in investments and in corporate finance and governance.
- **Practical:** Teaching in the MSc Accounting and Finance is supported by practical case studies, seminars and computer labs offering to students a deep insight to the latest qualitative and quantitative tools used by accounting and financial practitioners today.
- **Research-focused:** Teaching in the course draws from the latest developments in the academic research aiming to develop the research skills of the students. Students will also have the opportunity to attend research seminars from international academic experts.
- **Global focus:** Graduates of the course can work anywhere in the world, as all taught material has an international applicability.

Course structure

In the first semester, the students will build a solid background in the most important theories and techniques in the areas of Financial Management, International Accounting, Corporate Governance and Business Regulation. In the second semester, the students will focus on Investments and Management Accounting. Moreover, a module in Business research methods will provide the students with the skills needed to become a researcher in accounting and finance. In the third semester the students will apply the knowledge and skills gained in the first two semesters to carry out research in the form of a dissertation in accounting and finance.

Course profile (all modules are compulsory)

Semester 1

Advances in Financial Management (20 credits)
International Accounting (20 credits)
Business Regulation and Corporate Governance (20 credits)

Semester 2

Business Research Methods (20 credits)
Investment and Risk Management (20 credits)
Management Accounting (20 credits)

Semester 3

Accounting and Finance Dissertation (60 credits)

Career Prospects

	<p>Graduates of the course can launch successful careers in the business and the public sectors, working as financial accountants, management accountants, auditors, fund managers, financial managers, financial analysts, risk managers, financial advisors, and business consultants, among others. Finally, graduates will be able to pursue a PhD in Accounting or Finance.</p>
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Course Two				
S1	a	SCHOOL(S) OF STUDY	Norwich Business School	
<i>note S1c</i>	b	FACULTY or FACULTIES	Faculty of Social Sciences	
	c	JOINT COURSE? (i.e., owned/taught by more than one School)	YES	
			NO X	
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Apostolos Kourtis	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2 <i>note S2a</i>	a	COURSE TITLE	MSc Banking and Finance	
<i>note S2b</i>	b	COURSE CODE		
<i>note S2c & S2d</i>	c	AWARD	MSc	
	d	EXIT AWARD(S) AND TITLE(S)	PG Diploma PG Cert	
	e	FULL/PART-TIME (please specify)	Full	
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S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	X	
		Other postgraduate (please specify)		
S5 <i>note S5a</i>	a	DURATION (years or months)	12 Months	
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time	

S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES		NO	X
		If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Master's degrees in Business and Management 2015. http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf			
S8 <i>note</i> S8	ENTRY REQUIREMENTS	<p>BSc/BA/ BEng Degree (2:1 or equivalent) in Accounting, Finance, Management, Economics or variants or in a quantitative subject (e.g., Science/Engineering) from a recognised institution for Home and EU applicants and overseas applicants who have done a full undergraduate degree in the UK or a top up in the UK.</p> <p>Overseas applicants will require a 2:1 or equivalent - in a BSc/BA/ BEng Degree in Accounting, Finance, Management or variants or in a quantitative subject (e.g., Science/Engineering) from a recognised institution with an IELTS 6.5. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market.</p>			
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S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				
<i>note</i> S12	<p>Norwich Business School (NBS) intends to provide a 12-month full-time cognate MSc banking and finance course to be offered in Norwich for launch in September 2016. This new master course will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter the banking/financial sector or follow an academic/research career.</p> <p>This course will be a "Type 1" Career entry Master's Degrees (QAA Masters Degrees Benchmarking Statement in Business and Management, 2015). It will build upon prior knowledge and skills gained from the cognate and conversion postgraduate taught courses offered at Norwich Business School. Masters graduates from this course will be able to demonstrate deep knowledge and understanding of accounting and finance while placing those subjects within a wider organisational and contextual framework. It is expected that they will develop techniques and skills to understand and research current issues and thinking in the subject areas. Graduates will gain a sound theoretical grounding in the most important areas in banking and finance and will have developed a range of analytical, research and personal skills.</p>				

I include below the course highlights which could be used for the course website, prospectus and other promotion media:

The MSc Banking and Finance will provide you with the in-depth knowledge and cutting-edge techniques you need to succeed in the global financial and banking sector. It will also equip you with the necessary research skills for pursuing academic research at PhD level.

The course is suitable for students with a background in Accounting, Finance, Business and Economics or in a quantitative subject, such as Science or Engineering.

Unique characteristics:

- **Applied:** A part of the course is taught in computer labs offering a first-hand experience of the information and decision tools used by leading traders, financial analysts and investment bankers today. The course will also give the opportunity and support to students to train and obtain during their studies, at no additional cost, valuable qualifications by **Thomson Reuters** (Eikon and Datastream) and **Bloomberg** (BAT).
- **First-class learning experience:** Teaching and assessment in the MSc Banking and Finance is based on the NBS 2x3 Learning Method. This systematic approach advocates the use of interesting questions that challenge incorrect assumptions/conventional wisdom and the employment of technology in order to improve the student learning experience. Assessment is designed on the basis of clear evaluation criteria, and offers early feedback from formative assessment and feed-forward advice to allow the students to enhance their performance. Case studies and assessment through coursework will allow the students to improve their analytical and critical thinking and improve their communication, writing and presentation skills.
- **Research-oriented:** Students will gain a sound theoretical grounding in banking and finance, building a strong research-oriented background in investment and risk management, banking, corporate finance and governance and international accounting. The MSc Banking and Finance gives emphasis on the most important recent developments in academic research and focuses on the cutting-edge quantitative techniques necessary to pursue empirical investigations in the areas of banking and finance.
- **Taught by experts:** The design, content and delivery of teaching for the MSc Banking and Finance are provided by the leading academics of the Accounting, Finance and Governance (AFG) Group. AFG aims at producing and disseminating world class academic research with high application impact. During their studies at Norwich Business School, students will have the opportunity to attend research seminars by distinguished academics from prominent institutions in the context of the AFG seminar series.
- **International:** All theories, examples, case studies and simulations taught in the course have an international context and applicability, enabling graduates to work in any country.

Course structure

In the first semester, the students will gain a rigorous understanding of the most important theories and practices in the areas of Corporate Finance, International Accounting, Corporate Governance and Business Regulation. In that way, the

	<p>students will build a solid base which will help them delve into the more specialised modules of the second semester. In the second semester, the students will be specialised in Investments, Banking and Risk Management. Moreover, a module in Empirical Finance will equip the students with the skills and techniques required to conduct effective research in banking and finance. In the third semester the students will apply the knowledge and research skills developed in the first two semesters to carry out research in the form of a dissertation in banking and finance.</p> <p>Course profile (all modules are compulsory)</p> <p>Semester 1 Advances in Financial Management (20 credits) International Accounting (20 credits) Business Regulation and Corporate Governance (20 credits)</p> <p>Semester 2 Empirical Finance (20 credits) Investment and Risk Management (20 credits) Banking and Financial Markets (20 credits)</p> <p>Semester 3 Banking and Finance Dissertation (60 credits)</p> <p>Career Prospects</p> <p>Graduates of the MSc Banking and Finance can launch a successful career across a wide variety of sectors internationally, such as financial institutions, banks, consulting and accounting firms, academic institutions and government bodies. Indicative job titles include fund managers, investment bankers, brokers, traders, financial managers, financial analysts, credit and risk managers, wealth and asset managers, financial advisors, data analysts, manager consultants, financial accountants, auditors, among others. Finally, graduates will be able to pursue a PhD in Banking and Finance, building on the research skills they have developed through the course.</p>
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>What is the need?</p> <p>a) Gap in existing portfolio: There is a lack of a cognate MSc programme in the NBS MSc portfolio in the area of accounting and/or finance and this is in contrast to most Business Schools in the UK, who have well-developed cognate and specialist MSc programmes and cover the high demand for such programmes. There is also a perceived need both from within the School and the wider University for NBS to develop cognate masters programmes, to cater for the School's own graduates as well graduates of other business schools with cognate programmes (since these students are precluded from taking the conversion masters programmes which are open to non-business graduates). Academics in the school are keen to teach advanced modules based around their areas of research and scholarship interests. The University is keen to see NBS develop its portfolio of masters with cognate masters programmes when this would support the aims of the Corporate Plan, notably around research (as cognate masters could serve as a pipeline for recruiting good quality PhD students), employability, and increasing the number of students in UEA (bearing in mind that the School rejects a large number of MSc applications simply because they have done too much accounting/finance or business/management on their first degrees to make them suitable for studying for conversion MSc programmes).</p> <p>b) Existing opportunities: The existing portfolio means that NBS currently turns away potential students. Notably, the current conversion-oriented courses related to accounting and/or finance do not accommodate the School's undergraduates, so they have to attend other schools, if they want to pursue a cognate master degree. NBS has an excellent opportunity to tap into this ready market where we know their academic standard and English ability, and we can be assured that they will settle straight into their studies as they will be familiar with UEA systems, providing a win-win situation for both students and academic staff.</p> <p>However, the market potential is not just limited to the School's own UG students, since it could recruit to cognate programmes from other UK universities where we are assured of the good quality of students. Indeed, we can set the bar high by requiring a minimum upper second class honours degree from a UK university (or equivalent from an EU or international university where the degree was taught in English) along with English at 6.5 IELTS or better. In particular, this would allow us to target Home/EU students as well as the offer us the possibility of attracting very good quality international students but with the bar set high to control the number and quality of students.</p>

	<p>c) Cost Effective Strategy: The planned development of our MSc portfolio is to keep any new programmes as straightforward as possible and look for synergies with existing programmes rather than establish totally standalone programmes, and in that way limit the number of new modules required. The precise details follow later in this document when the proposed programme structures are set out. However, the logic of this approach is to allow for:</p> <ol style="list-style-type: none">1. Developing new programmes that diversifies our MSc portfolio and so reduces our reliance on conversion-based masters2. Attracting good calibre, highly motivated students from our own degrees (so giving NBS graduates the opportunity to continue with their studies at NBS should they choose to), other UEA degrees and other business schools3. Pulling on existing programmes and existing academic expertise in NBS4. Increasing the potential pool of future PhD students5. Providing high level research-led and scholarship-led teaching6. Supporting graduate employability through advanced management and practical business programmes7. Enhancing our engagement with the business community
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
BC1.1	How does the proposal fit with the University's Corporate Plan?		
<i>note BC1.1</i>	This proposal fits with the University's Corporate Plan in growing and developing programmes that generate strong income flows while providing an excellent student experience that serves to enhance the University's reputation as an outstanding provider of higher education taught programmes. In turbulent economic times, and uncertainty of student recruitment, especially at undergraduate level, it is vital to develop postgraduate programmes that will prove attractive in the market and complement the existing range of programmes in the University. NBS has shown that it can develop and deliver a successful range of MSc programmes that have broad market appeal and be highly successful in terms of recruitment and performance. This proposal will seek to enhance and strengthen the existing portfolio to the benefit of the School, Faculty and University.		
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>	Home/EU and International marketing activities for the two new courses include: <ul style="list-style-type: none"> • Designated search engine optimised web space on the University's websites – to include comprehensive course details, entry requirements, fees and funding available, and how to apply. • Online course listings via career-related intermediaries (eg, Hotcourses, Prospects, British Council, FindAMasters) and business-focused networks. • Promotion at PG Careers Fairs and Open Days at UEA, nationally and targeted international exhibitions. • Promotion via the University's International Office to Agents with emphasis on target countries. • Promotion in the University's Postgraduate prospectus, School brochures, course posters, and other printed matter (eg BroadView). • Targeted direct email-shots using the University's CRM enquiry system. • Targeted direct e-newsletters to the University's internal students and other stakeholders. • Press releases to coincide with the launch of the courses incorporating offline and digital media (including social media: Facebook, Twitter, Weibo, weixin etc). • Promotion via the University's Alumni Office to Alumni and their networks. 		
BC1.3	Partnership and commercial sensitivity		
<i>note BC1.3</i>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	
		NO	
	Please paste their comments below		

BC2 <i>note</i> <i>BC2</i>	MARKET RESEARCH		Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?		
	<p>The majority of UK Business Schools offer a cognate MSc degrees in Accounting and Finance. Examples include LSE, Warwick, Surrey, Exeter, Manchester, Surrey, Bath, Leicester, Southampton, Essex, among many others. Similarly many UK Business Schools offers an MSc degree in Banking and Finance, e.g., Bath, Cass, Durham, Essex, Lancaster, Leeds, Surrey, among many others. This reflects the high demand for such courses.</p>		
BC2.2	Are there any likely international competitors? (Please give brief details)		
	<p>Business Schools across the world offer similar cognate masters courses but we do not consider them as direct competitors. This is because of the strong international reputation of UK business schools and their differentiation advantage from offering 12-month programmes, compared to the typical two year programmes offered elsewhere in Europe and North America.</p>		
BC2.3 <i>note</i> <i>BC2.3</i>	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?		
	<p>NBS received around 2,400 applications in 2014/15 for the three conversion courses related to accounting and finance that it offers. This shows both the large demand for course for accounting/finance degrees and the strength of NBS and UEA in these areas. Based on the large demand internationally for accounting/banking/ finance degrees, the number of applicants nationally probably exceeds 10 times this figure, i.e., more than 24,000 applicants.</p> <p>The entry requirement for competitor courses is in most cases similar to the entry requirements proposed here.</p>		
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 		
	<p>Evidence based on feedback collected by NBS academics suggest that there is a large demand for cognate courses in the areas of accounting/finance within the student community in UEA itself. Every year several NBS business graduates express their interest to join a cognate master course in NBS in accounting or finance, but this demand has not been met to this point, as the strategic direction so far has been to develop and grow the conversion masters portfolio. At the same time, evidence from other institutions reveals that similar MSc courses are very successful in terms of recruitment attracting a large number of both international and UK/EU students. This large demand is explained by the excellent career prospects accounting and finance graduates have in the public and private sector. Cognate and specialist business masters programmes remain a key recruiting ground for major employers and other businesses seeking suitable postgraduates to take on specialist management and professional roles. There is no indication that the demand for such courses will be decreased in the future.</p>		
BC2.5	Can current and projected demand be met from existing provision?		
	Nationally:	Yes	
Regionally:	No		

BC2.6	Where is/what are the competitive advantage(s) for UEA?
	<ul style="list-style-type: none"> • UEA and NBS has been consistently ranked as one of the top universities in the UK and worldwide according to a variety of criteria, such as research, teaching, student satisfaction, etc. • NBS, in particular, is ranked 17th in the UK out of 101 institutions and in 9th place for the quality of its research publications, according to REF2014. • NBS can capitalise on a large number of current NBS and UEA UG students and alumni who are interested in progressing their studies with an MSc degree in Accounting and Finance or in Banking and Finance. • NBS has several years of experience in organising successful and highly-demanded MSc conversion courses in the area of accounting and finance (MSc International Accounting and Financial Management, MSc Finance and Management, MSc Investment and Financial Management). NBS can build on this experience to offer successful MSc cognate courses in these areas. • The course will introduce the students to the latest research findings, professional experiences and expertise of the members of the dynamic Accounting, Finance and Governance (AFG) research group. AFG aims at producing and disseminating world class academic research with high application impact. The students will also be able to attend the AFG seminar series. • NBS has access to teaching material from Harvard Business Publishing and other providers, which can enhance student learning. • Through a partnership with Thomson-Reuters, the MSc students will be provided support and access to online training for certification in Eikon, Datastream and ThomsonONE.com Investment Banking. These are premium tools used by the majority of accounting and finance researchers and professionals today. This provision can significantly improve the employability of our students. • Teaching will be supported by computer labs which will expose the students to the actual decision-making environment of traders, brokers, finance analysts and researchers. This unique feature will enhance the applied and research nature of the proposed course.

BC3 <i>note</i> <i>BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	<p>Graduates of the two MScs can launch a successful career across a wide variety of sectors internationally, such as accounting firms, financial institutions, consulting firms, academic institutions and government and regulatory bodies. Indicative job titles include financial accountants, management accountants, auditors, investment bankers, fund managers, brokers, traders, financial managers, financial analysts, credit and risk managers, wealth and asset managers, financial advisors, data analysts, manager consultants, among others. Finally, graduates will be able to pursue a PhD in Accounting or Finance, having developed the required research skills through the course.</p>	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM			
BC4.1	Student Numbers				
a	Proposed student target intake	number			
<i>note</i> BC4.1a	Full Time (Home/EU)	5 per course			
	Full Time (International)	20 per course			
	Part Time (Heads)				
	Distance Learning (Heads)				
	Minimum viable intake (full times equivalents)	15 per course			
	Maximum viable intake (full times equivalents)	60 per course			
b	Are the student numbers:				
<i>note</i> BC4.1b	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES		NO	X
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES		NO	X
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	X	NO	
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
BC4.2	Tuition Fees				
	Please select the relevant fee schedule:				
	a) Standard Home/EU/International	In line with the rest cognate MScs offered by NBS			
	b) Full-cost <i>Please consult with FFM</i>	In line with the rest cognate MScs offered by NBS			
	c) Other <i>Please provide brief details</i>				

BC5	IMPACT			
BC5.1 <i>note</i> BC5.1	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team		
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES		
		NO		X
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)			

c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	No.		
BC 5.2 <i>note</i> <i>BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	x
		NO	
	We have organised a meeting with the students of two relevant conversion MSc courses currently offered by NBS, namely the MSc Investment and Financial Management and the MSc Finance and Management. The highlights of the new courses, including features, learning aims and course profile, were presented to the students. During the meeting, the students discussed the new courses proposal and compared it with the programmes they attend. The students were very happy with the new courses and thought that they would be successful, given the large demand for courses in the areas of accounting/banking/finance. They welcomed the introduction of the third semester dissertation, as an essential component for students interested in following a career as researchers or academics. They felt that profile offers a good balance in terms of modules and, in particular, they were very fond of the risk management component of the two courses.		
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	x
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
BC5.3 <i>note</i> <i>BC5.3</i>	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		200
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	x
c		YES	

	Are new appointments required to meet any additional hours?	NO	<input checked="" type="checkbox"/>
d	If yes to either b or c above, how many of what type (e.g., Teaching and Scholarship, Teaching and Research) and at what level?		
e	What is the source of funding for new academic staff?		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	No.		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	Five new modules will be introduced.		
BC5.4 <i>note</i> <i>BC5.4</i>	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	<input type="checkbox"/>
		NO	<input checked="" type="checkbox"/>
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	<input type="checkbox"/>
		NO	<input checked="" type="checkbox"/>
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> <i>BC6.1</i>	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	No	
b	Computer equipment	No	
c	Other equipment	No	
d	Consumables	No	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	No		

BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	X
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	X
		NO	
	If yes, please give details:		
	It is envisaged that ARM and the School will need to extend its marketing activity of the School's MSc programmes to promote the new programmes, and raise market awareness for their presence for an effective September 2016 launch. However, it is envisaged that there will be significant marketing synergies arising from the possibility of joint advertising and promotion with existing programmes that make up the portfolio of MSc programmes offered by the School, as well as use of existing arrangements for recruiting international students including existing agents and partner institutions (notably INTO).		

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> BC7	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:			
BC7.1	Dean of Students (DOS)		
	Any additional student numbers have the potential to place demands on the already over-stretched services delivered by DOS. International taught postgraduates are heavy users of the services provided by the Learning Enhancement Team in particular.		
BC7.2	Deputy Dean of Students (accommodation)		
	There will be additional capacity to house the international (Overseas fee paying) students from 2016-17. It should be noted that although the course is of 12 months' duration, the postgraduate licence is of 50 weeks duration. Students who leave Norwich to undertake research for their dissertation are not normally released from their licence.		
BC7.3	Director of Information Services (ISD)		

	<p>Dear Rob,</p> <p>From an IT perspective the main concern about this proposal is the Trading Lab which will require technical input from IT Support to set it up. I wasn't clear from the proposal as to the status of the Trading Lab so check with Eve Dewsnap who has just confirmed the following</p> <p style="padding-left: 40px;">“there is no space or finances in place to deliver such a facility, at least not in the short to medium term. The course proposal will need to be amended to remove the reference to this lab. I will follow up with the School today.”</p> <p>Not sure where this leaves the proposal.</p>
BC7.4	Director of Library Services (LIB)
	<p>The course proposal explicitly mentions the setup of a Trading Room:</p> <p style="padding-left: 40px;">“Applied: A part of the course is taught in the NBS trading lab offering a first-hand experience of the information and decision tools used by leading traders, financial analysts and investment bankers today. The course will also give the opportunity and support to students to train and obtain during their studies, at no additional cost, valuable qualifications by Thomson Reuters (Eikon and Datastream) and Bloomberg (BAT).”</p> <p>ISD has not had sufficient time since receiving this proposal to confirm that NBS has identified funding and resources to set up this trading room or agree how its IT infrastructure and support will be managed.</p> <p>From the Library's perspective, as these resources do not use UEA's standard authentication mechanisms, it is strongly recommended that NBS confirms it is prepared to take on the management of the renegotiation for the subscriptions for Thomson Reuters (Eikon and Datastream) and for the new subscriptions for Bloomberg (BAT). These renegotiated subscriptions will need to take into account a new usage model where these additional licenses will be for just NBS students, not the whole university. We are assuming these costs have been factored into the business case? Without clarity on this issue, there is a danger that the learning experience for the students may be inadvertently affected as has happened in the past when the Thomson Reuters databases were initially acquired.</p> <p>In terms of books, the Library believes our current resources support the needs of the MSc Accounting and Finance, and the MSc Banking and Finance, and that any additional texts required can be managed from within the constraints of the existing Norwich Business School (NBS) book budget. The Library would like to be able to buy multiple physical copies of core texts, but space constraints do not currently allow this. The library will attempt to mitigate this where it can by purchasing ebooks where available and digitising chapters and articles as appropriate. It is important that the Course Directors liaise with the Social Sciences Faculty Librarian well in advance of the course start dates should any new texts/digitisations be required. Where relevant, for ongoing in depth study, the School may also wish to advise students of the benefits of purchasing their own copies of key texts.</p>

	<p>We note that no journal title or database subscriptions have been requested in section BC6.2.</p> <p><i>Additional Comment received on 16/02/2016</i></p> <p>It is important to note that Eikon/Datastream are *not* networked resources that can be accessed from any NBS PC. This is because Thomson Reuters (Eikon and Datastream) do not use UEA's standard authentication mechanisms and do not provide standard networked licenses. In addition, the current contract for these databases is extremely limited in terms of numbers of licenses and technical scalability. For example, provision for NBS MSc students is currently limited to three dedicated PCs in the library building. NBS must liaise with ISD well in advance if they intend to move this provision from the library to the Thomas Paine building.</p>
BC7.5	Careers Manager (CCEN)
	No response received
BC7.6	Head of Learning & Teaching Service (LTS)
	The student numbers are predicted to be low enough that it is unlikely LTS would need any additional resources. However, we review student numbers each year across the service, and this would be kept under review.
BC7.7	Head of Admissions (ARM)
	<p><i>In principle ARM support the introduction of these Masters. However introducing them for 2016 will be challenging to recruit to.</i></p> <p><i>The new groupings for the NBS Masters programmes and entry requirements are confusing and contradictory, which will lead to confusion in the market if they are introduced without a proper lead in time and without clarification.</i></p> <p>Alix Delany Head of Admissions</p>
BC7.8	Director of Planning Office (PLN)
	No response received
BC7.9	Any other service or department
<i>note</i> BC7.9	

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?

Date of circulation:	
BC8.1	Market Research Manager (on Section BC2)
	No response received
BC8.2	Careers Manager (on Section BC3)
	No response received
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No response received
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No response received
BC8.5	Faculty Finance Manager (on full Business Case)
note BC8.5	<ol style="list-style-type: none"> 1. Before approval, clarity needs to be sought on section BC4.1b in relation to student numbers i.e. I don't understand how the answer can be 'no' to all questions stated. 2. Also, re BC5.3 - it is also not clear how the 200 <u>additional</u> teaching hours will be found without new appointments, especially as note g) states that 5 new modules will be introduced and does not suggest any modules will be withdrawn or combined. <p>Barbara Johnson Faculty finance Manager</p>

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
note BC9	<p>Response to Faculty Finance Manger- BC8.5</p> <p><i>'Dear Barbara,</i></p> <p><i>Thank you for your comments. With regards to BC4.1b, the correct option is that "additional numbers are required," as all students will be new. We will update the form likewise. With regards to BC5.3, four new full-time colleagues have been appointed in the last six months in the areas of Accounting and Finance who start or started in 2015/16. One new lecturer appointment in Accounting is also expected to take place in the next months. The school can use these resources to efficiently develop the proposed modules in 2016/17.</i></p> <p><i>Best regards</i></p> <p><i>Apostolos</i></p>

Noted: Faculty Finance Manager response to the above;

Dear Rob,

Many thanks for this, please paste 'satisfactory response to queries and therefore proposal supported' under BC8.5.

Best wishes, Barbara

Response to the Director of Library Services (BC7.4) (updated on 16/02/2016)

"Many thanks for your comments. I can confirm that the project to create a specialised trading lab at NBS did not materialise. All references to the trading lab were removed from the proposal. With regards to Thomson Reuters, I can also confirm that there is no requirement for additional IT support to access the Thomson Reuters software. Students will be able to access the software via the existing library terminals, in the same way that the current NBS MSc students do. With regards to Bloomberg, we do that already at no extra cost for other MScs and does not require any subscription as it is free in the context of a partnership we have with Bloomberg."

Response to the additional comment from the Director of Library Services (BC7.4) (17/02/2016)

"Many thanks for this comment. We expect that a maximum of 25 students will need access to the Thomson Reuters software, mainly for data collection. Each student will need access for a maximum of 3 hours in total over the academic year. Given these figures, existing licenses and library facilities are sufficient to cover the extra need."

LIB were invited to comment on this response and replied as follows:

From: Jane Helgesen (LIB)

Date: Thu, 18 Feb 2016 14:57

To: Apostolos Kourtis (NBS); Nicholas Lewis (LIB); Carly Sharples (LIB);

Cc: Robert Gray (LTS);

Subject: RE: Proposal for New NBS MScs

Dear Apostolos

Thanks for giving us the opportunity to review your response to our comment for the MSc proposal. We note your response, and have no further comment to add.

Hope the rest of the process goes smoothly, and look forward to new course.

Best

Jane

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3. ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				X
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7	Year 1	100%	n/a	PG Diploma PG Cert

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	NBS MSc Board of Examiners			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	X

AC3.3b	If yes, how many?	
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PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



University of East Anglia
LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
MSc Accounting and Finance	TBA	1

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				7	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
NBS-MD01	Compulsory	20	Advances in Financial Management	Sem 1	existing
NBS-MD03	Compulsory	20	Business Regulation and Corporate Governance	Sem 1	existing
TBA (AC1)	Compulsory	20	International Accounting	Sem 1	new
TBA (IRM)	Compulsory	20	Investment and Risk Management	Sem 2	new
TBA (AC2)	Compulsory	20	Management Accounting	Sem 2	new
MD1Y	Compulsory	20	Business research methods	Sem 1 & 2	existing
TBA (DIS)	Compulsory	60	Accounting and Finance dissertation	Sem 3	new

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Understand, critically analyse and effectively apply accounting and finance theories, techniques and models	MD01, MD03, IRM, AC1, AC2		MD01	AC1, AC2	DIS				
Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions	MD01, MD03, IRM MD1Y AC1, AC2			AC1, AC2	DIS				
Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately	MD01, MD03, IRM AC1, AC2			AC1, AC2	DIS				
Numeracy, quantitative and computer skills: ability to use statistics and mathematics to quantitatively attack problems in accounting and finance; ability to use quantitative software to implement accounting and finance models	MD01, AIN MD1Y				DIS				

Ability to conduct research into accounting and finance that requires familiarity with a range of business data, research sources and appropriate quantitative and qualitative methodologies	MD01, MD03, IRM, MD1Y AC1, AC2			AC1, AC2	DIS				
Information and knowledge: scanning and organising accounting and financial data, abstracting meaning from information and sharing knowledge	MD01, MD03, IRM MD1Y AC1, AC2				DIS				
Communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports	MD01, MD03, IRM MD1Y AC1, AC2				DIS	MD03 MD1Y			
Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management	MD1Y					MD03			
Other:									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES		<i>note PS3</i>
PS3.1 learning progression		
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?		<i>note PS3.1</i>
<p>The accounting and finance students will attend six 20-credit taught modules in the first two semesters and prepare an extended 60-credit dissertation in semester 3 to complete the 12 months course.</p> <p>In the first semester, the students will gain a sound understanding of the most important theories and practices in the areas of Financial Management, International Accounting, Corporate Governance and Business Regulation. In that way, the students will build a solid base before they delve into the more specialised modules of the second semester. In the second semester, the students will be specialised in important areas in accounting and finance, i.e., investments and management accounting. Moreover, a module in business research methods will equip the students with the skills and techniques required to conduct effective research in accounting and finance. In the third semester the students will apply the knowledge and research skills developed in the first two semesters to carry out research in the form of a research dissertation in accounting or finance.</p>		
PS3.2 feedback cycle		
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?		<i>note PS3.2</i>

All teaching in this module will be supported by assessment in line with the NBS 2x3 Teaching and Assessment Philosophy. In particular:

- Each module of the course incorporates formative assessment which enables the student to practice and demonstrate the academic skills and knowledge that they will be required to apply in the subsequent summative work. Formative assessment also allows the student to receive early feedback from the tutors.
- Feedback has the form of a comprehensive typed report explaining the areas where marks were lost in line with the assessment criteria. This report includes a feed-forward section which contains specific comments about how the student can perform better in future assessment.
- In most modules, the summative assessment has primarily the form of coursework helping the student to enhance their presentation, writing, IT and research skills.
- The description of coursework assessment explicitly outlines the assessment criteria and the weight of each criterion on the mark, clarifying the marking process and showing to the student the areas that they should focus on their work.
- General feedback will also be posted on the Blackboard after the marking process has been completed outlining common mistakes and presenting the correct answers to the coursework/exam questions.
- The dissertation advisor will regularly provide personalized feedback and feed forward in semester 2 and 3 to the advisee during the dissertation period. This will take place through a series of one-to-one meetings and electronic communications and include tailored-made action plans and feedback specific to each section of the dissertation.

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	2		
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	4		

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The School admissions officer and support team supports the University's strategic aim of equality of opportunity and widening participation. The University follows the set guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, sometimes in complicated cases applications may be sent to the MSc Programmes Director who takes into account information relating to the applicant's personal and educational background.</p> <p>As with the School's other taught programmes, would monitor Admissions, Progression and Achievement data, to establish trends relating to these courses over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The diversity of teaching and learning approaches (from formal lectures to problem based learning type approaches) and assessment methods (examinations, assignments, group work, individual reflections) has been devised in this way to preserve and promote equality of opportunity, allow each student to participate, appreciate and develop their true potential.</p> <p>International case studies and the students' work in multicultural groups provide additional support for an all-inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints.</p> <p>We will monitor the use of case studies and formative assessment within class so that a truly international dimension is maintained.</p>		

PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?
	<p>The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support). The School also considers and reacts to the need for individual assessment requirements where appropriate. Admission, Progression and Achievement data will be collated and reviewed periodically to detect trends and ensure that our aim to be inclusive is actually realised.</p> <p>These programmes use a wide range of assessment means so that students are unlikely to be pole-axed by an inability to complete one particular type of assessment.</p>

PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<ul style="list-style-type: none"> • All modules will present a critical review of well-established accounting/finance theories focusing on practical value. In addition, students will be exposed to the cutting edge of industry models and techniques. • Most of the summative assessment has the form of coursework for which the students will have to prepare professional reports. This will give them the opportunity to improve their communication, presentation and writing skills. • Teaching will be supported by case studies from Harvard Business Publishing and other providers, and by other types of formative assessment which will simulate workplace settings. • All modules adopt a research-based teaching philosophy exposing the students to the latest developments in academic research in accounting and finance. Students interested in following an academic career or in becoming researchers in accounting or finance, will have the opportunity to improve their research skills via coursework assessment, the dissertation and the research-led teaching philosophy of the course. • Students will be provided support and access to online training for certification in Eikon, Datastream and ThomsonONE.com Investment Banking. These are premium tools used by the majority of accounting and finance researchers and professionals today. • Some of the teaching of the course will take place in computer labs, which will expose the students to the actual decision-making environment of traders, brokers and finance analysts. • The students will be encouraged to liaise with the Career Services to improve their CV, job applications and job-seeking skills. They will also be advised to attend as many events as possible related to employability taking place in campus or online. 	



PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
MSc Banking and Finance	TBA	1

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
---------------------------	-----------------

YEAR 1 profile				Level	This column will be deleted prior to publication
				7	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
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NBS-MD03	Compulsory	20	Business Regulation and Corporate Governance	Sem 1	existing
TBA (AC1)	Compulsory	20	International Accounting	Sem 1	new
TBA (IRM)	Compulsory	20	Investment and Risk Management	Sem 2	new
TBA (BAN)	Compulsory	20	Banking and Financial Markets	Sem 2	new
TBA (EF)	Compulsory	20	Empirical Finance	Sem 2	new
TBA (DIS)	Compulsory	60	Banking and Finance dissertation	Sem 3	new

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Understand, critically analyse and effectively apply accounting, banking and finance theories, techniques and models	MD01, MD03, IRM, AC1, BAN EF		MD01	AC1, BAN	DIS				
Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions	MD01, MD03, IRM AC1, BAN EF			AC1, BAN	DIS				
Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately	MD01, MD03, IRM AC1, AC2 EF			AC1, BAN	DIS				
Numeracy, quantitative and computer skills: ability to use statistics and mathematics to quantitatively attack problems in banking and finance	MD01, IRM EF				DIS				

<p>Ability to conduct research into banking and finance that requires familiarity with a range of business data, research sources and appropriate quantitative and qualitative methodologies</p>	<p>MD01, MD03, IRM, AC1, BAN EF</p>			<p>AC1, BAN</p>	<p>DIS</p>				
<p>Information and knowledge: scanning and organising financial data, abstracting meaning from information and sharing knowledge</p>	<p>MD01, MD03, IRM AC1, BAN EF</p>				<p>DIS</p>				
<p>Communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports</p>	<p>MD01, MD03, IRM AC1, EF BAN</p>				<p>DIS</p>	<p>MD03</p>			
<p>Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management</p>						<p>MD03</p>			
<p>Other:</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note
PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

The banking and finance students will attend six 20-credit taught modules in the first two semesters and prepare an extended 60-credit dissertation in semester 3 to complete the 12 months course.

In the first semester, the students will gain a sound understanding of the most important theories and practices in the areas of Financial Management, International Accounting, Corporate Governance and Business Regulation. In that way, the students will build a solid base before they delve into the more specialised modules of the second semester. In the second semester, the students will be specialised in important areas in banking and finance, i.e., investments and banking. Moreover, a module in empirical finance will equip the students with the skills and techniques required to conduct effective research in banking and finance. In the third semester the students will apply the knowledge and research skills developed in the first two semesters to carry out research in the form of a research dissertation in banking or finance.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

All teaching in this module will be supported by assessment in line with the NBS 2x3 Teaching and Assessment Philosophy. In particular:

- Each module of the course incorporates formative assessment which enables the student to practice and demonstrate the academic skills and knowledge that they will be required to apply in the subsequent summative work. Formative assessment also allows the student to receive early feedback from the tutors.
- Feedback has the form of a comprehensive typed report explaining the areas where marks were lost in line with the assessment criteria. This report includes a feed-forward section which contains specific comments about how the student can perform better in future assessment.
- In most modules, the summative assessment has primarily the form of coursework helping the student to enhance their presentation, writing, IT and research skills.
- The description of coursework assessment explicitly outlines the assessment criteria and the weight of each criterion on the mark, clarifying the marking

process and showing to the student the areas that they should focus on their work.

- General feedback will also be posted on the Blackboard after the marking process has been completed outlining common mistakes and presenting the correct answers to the coursework/exam questions.
- The dissertation advisor will regularly provide personalized feedback and feed forward in semester 2 and 3 to the advisee during the dissertation period. This will take place through a series of one-to-one meetings and electronic communications and include tailored-made action plans and feedback specific to each section of the dissertation.

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	2		
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	4		

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The School admissions officer and support team supports the University's strategic aim of equality of opportunity and widening participation. The University follows the set guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, sometimes in complicated cases applications may be sent to the MSc Programmes Director who takes into account information relating to the applicant's personal and educational background.</p> <p>As with the School's other taught programmes, would monitor Admissions, Progression and Achievement data, to establish trends relating to these courses over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The diversity of teaching and learning approaches (from formal lectures to problem based learning type approaches) and assessment methods (examinations, assignments, group work, individual reflections) has been devised in this way to preserve and promote equality of opportunity, allow each student to participate, appreciate and develop their true potential.</p> <p>International case studies and the students' work in multicultural groups provide additional support for an all-inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints.</p> <p>We will monitor the use of case studies and formative assessment within class so that a truly international dimension is maintained.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		

	<p>The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support). The School also considers and reacts to the need for individual assessment requirements where appropriate. Admission, Progression and Achievement data will be collated and reviewed periodically to detect trends and ensure that our aim to be inclusive is actually realised.</p> <p>These programmes use a wide range of assessment means so that students are unlikely to be pole-axed by an inability to complete one particular type of assessment.</p>
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PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<ul style="list-style-type: none"> • All modules will present a critical review of well-established accounting/banking/finance theories focusing on practical value. In addition, students will be exposed to the cutting edge of industry models and techniques. • Most of the summative assessment has the form of coursework for which the students will have to prepare professional reports. This will give them the opportunity to improve their communication, presentation and writing skills. • Teaching will be supported by case studies from Harvard Business Publishing and other providers, and by other types of formative assessment which will simulate workplace settings. • All modules adopt a research-based teaching philosophy exposing the students to the latest developments in academic research in banking and finance. Students interested in following an academic career or in becoming researchers in banking or finance, will have the opportunity to improve their research skills via coursework assessment, the dissertation and the research-led teaching philosophy of the course. • Students will be provided support and access to online training for certification in Eikon, Datastream and ThomsonONE.com Investment Banking. These are premium tools used by the majority of finance researchers and professionals today. • Some of the teaching of the course will take place in computer labs, currently under development, which will expose the students to the actual decision-making environment of traders, brokers and finance analysts. • The students will be encouraged to liaise with the Career Services to improve their CV, job applications and job-seeking skills. They will also be advised to attend as many events as possible related to employability taking place in campus or online. 	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	3		
	Module outlines attached? (as Appendix 1 to this form)	YES	X	NO

AC5	MINOR CHANGES TO EXISTING MODULES	
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes	
Module Code	Module Title	Minor changes proposed

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	5
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE			
Module Title	Investment and Risk Management			
Level	M			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Semester 2			
Likely Module Organiser	Xiaojing Song			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	X
Proposed Module Code				

Module Delivery (eg distance-learning campus based, work placement)	Campus based
Brief Description	<p>This module presents the advanced theoretical foundations and practical issues that underpin the most important investment models in academic research and industry. Topics that will be covered include portfolio management, asset allocation, security selection, fixed-income, financial derivatives, risk management and active and passive investment strategies. Emphasis will be given on the application of well-established theories and practical models via case studies and by employing financial databases such as Fame and Thomson Reuters DataStream. Part of the module will be taught in computer labs using the popular Thomson Reuters Eikon financial analysis platform.</p>
Aims / learning outcomes	<ul style="list-style-type: none"> • Knowledge: Understand and critically analyse different investment strategies, the use of fixed-income investments, the role of financial derivatives in risk management and the practical issues in implementing investment models. • Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving investment and risk management problems; ability to create and choose among different investment and risk management strategies; ability to implement and evaluate decisions in various practical settings • Numeracy and quantitative skills: ability to use statistics to describe and compare investment strategies; construct optimal investment and risk management; evaluate investment performance; analysing the properties of financial derivatives • Computer skills: using spreadsheet software to make build investment portfolios and risk management models • Information: scanning and organising financial data from databases such as Fame and Datastream, abstracting meaning from information and sharing knowledge • Written communication using a range of media, including the preparation of business reports • Ability to conduct research into investment and risk management issues
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Zvi Bodie, Alex Kane and Alan Marcus, 'Investments', Global edition, 2014, McGraw-Hill, ISBN-13: 978-0077161149. • Brown, K., Reilly, F. (2012) Analysis of Investments and Management of Portfolios, 10th edition, South-Western Cengage Learning

AC6.1	NEW MODULE		
Module Title	International Accounting		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 1		
Likely Module Organiser	Peter Russell		
Module Type (eg EX/CW/WW/PR etc)	CW/EX		
Does the Module include an Exam? Yes/No	yes	How long will the exam be? (ie 1, 2 3 hours)	2 hours
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	campus based		
Brief Description	<p>This is module aims to develop a critical understanding of current issues in international financial reporting. Financial accounting and reporting is seen as providing information for decisions by users external to the organisation, such as shareholders and investors. Reasons for similarities and differences between national accounting systems are considered, and the pressures for, and difficulties of, accounting harmonisation are discussed. The evolution and development of the International Accounting Standards Board (IASB) and International Financial Reporting Standards (IFRSs) are reviewed. In addition to the international dimension, comparable developments at US and EU levels are also considered. Key topics, such as group accounts, foreign currency translation, international auditing, financial analysis, are also considered.</p>		
Aims / learning outcomes	<p>After completing this module students should be able to:</p> <ul style="list-style-type: none"> • Identify and discuss the various factors that explain similarities and differences between national accounting systems. • Critically evaluate the role of the IASB and IFRSs in harmonisation and standardisation of financial reporting. • Discuss the role and influence of the US and the EU in achieving harmonisation and standardisation. • Explain and discuss the problems and difficulties of achieving harmonisation and standardisation on particular key issues and topics. 		

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Nobes C and Parker R (2012), Comparative International Accounting (12 th edition), Pearson. Alexander D et al (2014), International Financial reporting and Analysis (6 th edition), Cengage
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AC6.1		NEW MODULE		
Module Title	Management Accounting			
Level	M			
Credit Value	20			
Teaching period, e.g. Semester 1, Year-long	Semester 2			
Likely Module Organiser	Dr Pinar Guven-Uslu			
Module Type (e.g. EX/CW/WW/PR etc.)				
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (i.e. 1, 2 3 hours)		2 hours
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	X
Proposed Module Code				
Module Delivery (e.g. distance-learning campus based, work placement)	Campus-based			
Brief Description	This is module aims to develop a critical understanding of current issues in management accounting and performance management. Management accounting is seen as providing information for decision making by users internal to the organisation, such as directors, managers and employees. Key contemporary issues include, for example, activity based costing and strategic management accounting. The module critically analyses and reviews management control theories so as to understand how these link to current management accounting practices, both locally and internationally.			
Aims / learning outcomes	<p>After completing this module students should be able to:</p> <ul style="list-style-type: none"> • Understand and discuss theories and practices of management accounting • Critically evaluate contemporary practices in management accounting and performance management • Identify and discuss the strategic role of management accounting and performance measurement in an organisation • Explain and discuss local and international dimensions of management control systems 			

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Seal W et al (2012), Management Accounting (4 th edition), McGraw-Hill. Kaplan R and Atkinson A (2013), Advanced Management (3 rd edition), Accounting, Pearson.

AC6.1 NEW MODULE			
Module Title	Empirical Finance		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	Lazaros Symeonidis		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	NO	How long will the exam be? (ie 1, 2 3 hours)	-
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>The module discusses the most important econometric techniques used by researchers and industry practitioners with a particular focus on time series applications. The module includes a selection of the following topics: Ordinary Least Squares (OLS) estimation, OLS violations, stylized facts of asset returns, univariate time series modelling with applications, forecasting methods, multivariate time series models, unit root testing, cointegration, maximum likelihood estimation, volatility modelling. Particular focus will be placed on real-world applications in asset pricing, testing market efficiency, long-run relationships between assets, volatility analysis, etc. Datasets from professional platforms, such as Thomson Reuters (Datastream and Eikon) will be used extensively throughout the module. Large part of the module will involve practice sessions in computer labs using the open source econometric software R.</p>		

Aims / learning outcomes	<ul style="list-style-type: none"> • <i>Knowledge</i>: Understand the most important econometric techniques for the analysis of financial data, learn how to build econometric models, critically assess empirical findings in the empirical finance literature. • <i>Problem solving</i>: Form hypotheses and apply testing procedures to reach a financial decision; develop the ability to choose the best among alternative methods; use econometric software to analyse empirical problems and make informed decisions. • <i>Numeracy and quantitative skills</i>: Ability to apply econometric techniques to model and solve investment decision problems; simplify complex tasks using econometric methods. • <i>Computer skills</i>: Employ econometric software to solve empirical problems and put theoretical concepts into practice. • <i>Data analysis</i>: Obtain financial data from professional platforms, such as Datastream and analyse the information in the data using econometric software and techniques. • Gain confidence in identifying, tackling and solving research problems.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • C. Brooks (2014), <i>Introductory Econometrics for Finance</i>, 3rd edition, Cambridge University Press. • Mills T., Markellos R. N. (2008), <i>Econometric Analysis of Financial Time Series</i>, Cambridge University Press.

AC6.1	NEW MODULE		
Module Title	Banking and Financial Markets		
Level	M		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	Patrycja Klusak		
Module Type (eg EX/CW/WW/PR etc)	CW/EX		
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	2 hours
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code	CW1EX		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		

<p>Brief Description</p>	<p>This module aims to provide students with a thorough understanding of the role of banks in the modern financial system. The module will examine the role of financial intermediation in the economy, the different types of banks and their characteristics focusing on recent trends and changes, the role of central banks and the operation of banks in an international context. In addition, the module will focus on risk management in bank operations and on various regulatory issues related to commercial and investment banks.</p>
<p>Aims / learning outcomes</p>	<ul style="list-style-type: none"> • Understand the role of financial intermediation in the economy; Interest rates • Be an informed reader of the financial and economic news and know how to make sound financial decisions • Understand the theory and practice of financial intermediation • Analyse the different types of banks and banking products • Become aware of the importance of central banks and monetary policy in modern economies. Understand how central banks operate • Understand the key challenges faced by international banks. • Develop the ability to understand the key elements of the financial statements of banks. • Gain knowledge on the main risks modern banks face and learn how to measure and manage these risks. • Understand the rationale behind existing banking regulations and identify their limitations. • Explain the role of rating agencies.
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<ul style="list-style-type: none"> • Casu, B., Girardone, C., and Molyneux, P. (2015) Introduction to Banking, Pearson Education. • Cecchetti, S.G., and Schoenholtz, K.L. (2014). Money, banking and financial markets. McGraw-Hill (3rd or 4th edition). • Saunders, A., and Cornett M.M. (2014). Financial institutions: a risk management approach. International Edition. McGraw-Hill.

<p>AC 7 <i>note</i> AC7</p>	<p>DEFINED CHOICE</p>
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	

N/A

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	X
	If YES, how will the student experience be managed?		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		
	<p>The following feedback was received on 22/10/2015 by Dr Nikolaos Vlastakis, Postgraduate Programme Director (Finance), Essex Business School, University of Essex.</p> <p>Comment on new courses proposal – MSc in Accounting and Finance and MSc in Banking and Finance</p> <p>I was asked by Dr Apostolos Kourtis from Norwich Business School to review new course proposals regarding an MSc in Accounting and Finance and MSc in Banking and Finance. I would like to comment on the market placement of the courses, the learning outcomes, the course profile, the student assessment and the graduate career prospects.</p> <p>Market placement: The proposed courses can take advantage of the considerable demand for degrees in accounting and finance in the UK. As the University of East Anglia currently lacks a cognate postgraduate degree in these areas, the new courses may be a good opportunity to retain University of East Anglia graduates. The cognate elements can also make them attractive to prospective students who are interested to further their studies with a PhD in accounting or finance.</p> <p>Learning outcomes: The proposed courses are built around a good balance of modules offering the students the opportunity to build a strong background in the taught subjects. The research methods and the dissertation element can help the students build a research profile, which is essential for a successful career in the industry or in the academia.</p> <p>Course profile: The selection of modules under offer would possibly make the courses good choices for students who want to deepen their knowledge in accounting/finance and for those that want to follow a researcher career. The structure of the programmes is similar to other 12-month programmes in the UK.</p>		

	<p>In the future, it might be a good idea to offer more optional modules in the second semester to allow for more customization in the degrees.</p> <p>Assessment: I find the idea of only coursework-based assessment interesting and potentially popular with students. The inclusion of formative assessment in all modules, as well as the provision of “feed-forward” feedback is an excellent idea which can improve the learning experience. I also like the inclusion of a presentation element in some modules, as it can enhance student soft skills.</p> <p>Graduate career prospects: There is currently a significant demand in the private and public sector for accounting/finance graduates. Such graduates have a broad set of career options and the subjects taught in the proposed courses equip graduates with the skills required to start a successful career. It is also notable that the courses have a research focus which can lead graduates into PhD studies and careers in the academia.</p> <p>Overall I am very positive about the prospects of the proposed courses.</p> <p>Dr Nikolaos Vlastakis Postgraduate Programme Director (Finance) Essex Business School University of Essex</p>
note AC9	<p>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</p>

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
note AC10	<p>Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</p> <p>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</p>	
Date of circulation:		
AC10.1	Careers Manager (CCEN)	
No response received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	

No response received	
AC10.2	Equality & Diversity Manager (PPE)
No response received	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	<p>Response to external examiner Thank you for your suggestions. We will try to cooperate with other programs in the school to offer some optional modules in the future.</p>

FULL COURSE PROPOSAL

Part 4 KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

FULL COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Naresh Pandit	Naresh Pandit	16.2.16
AP1.2	Head of School (on behalf of School Board)	Paul Dobson	Paul Dobson	16.2.16
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	23.2.16
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Paul Dobson	Paul Dobson	16.2.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	16.2.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

<i>Note N1</i>				NOTIFICATION OF APPROVAL	
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
FACULTY				SCHOOL	
NEW COURSE?	Y	N	If NO, please enter existing course code		
DEGREE AWARD (e.g. BSc/MA)					
TITLE OF PROGRAMME					
START DATE			LENGTH OF COURSE		
Course Approved by:		Name of Committee Chair		Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)					
Learning and Teaching Committee (LTC)					
RELEVANT OFFICE INFORMED? *insert date					
Planning Office	Admissions and Marketing		Learning and Teaching Service		Union of UEA Students
*	*		*		*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION			DATE
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			

COURSE PROFILE UPLOADED ONTO SITS	
COURSE CLOSURES COMMENCED (where appropriate)	

Appendix 1: Existing Compulsory Module outlines

A. MD01-Advances in Financial Management

Section 1 General Information		
Module Title: Advances in Financial Management		
Module code: MD01	Credit value: 20	Level (3, 4, 5, 6 or 7): 7
	Total student effort hours: 200	
Academic Year: 2015-16	Semester: 1	
Related modules (Co-requisites, pre-requisites etc.): NBS-MD03 Business Regulation and Corporate Governance		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	This module aims to develop a critical understanding and appreciation of key finance theories as they apply to financial management decisions and to understand the implications for practical problem solving. The topics covered will include Corporate Investment Policy, Financing of Corporations, Payout Policy, Portfolio Theory, Asset Pricing, M&As, Market Efficiency.
Learning Objectives What will you learn? (subject specific and transferable skills)	<p>The learning objectives of this module are to:</p> <p>Subject specific skills</p> <ul style="list-style-type: none"> • understand the nature of operating a business in a financial context; • use principles of Corporate Finance to analyse financial issues; <p>Cognitive and key skills</p> <ul style="list-style-type: none"> • written communication: by completing summative assessment; • planning, organisation and time management: by working on the summative assessment; • problem solving and analysis: by applying the necessary analytical and quantitative skills, as well as the ability to manipulate concepts in corporate finance, in undertaking assessed work; • numeracy: by applying calculative, technical and analytical skills to complete summative assessment; • spreadsheet skills and word processing skills.
Learning outcomes? What will you be able to do by the end of the module?	<p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand the key issues affecting financial decisions • Comprehend the agency model and its applications in finance and the firm in general.

	<ul style="list-style-type: none"> • Recognise the sources of positive net present value and understand how financial management can create value for the firm. • Appreciate the risk-return trade-off • Realize the various perspectives of the parties involved in complex transactions • Recognise the incentives for and mechanics of issuing and retiring securities. • Become aware of the limitations of market efficiency, investor rationality and popular empirical models
<p>Links Where does this fit in to your programme?</p>	<p>Understanding financial analysis is a key business skill. This module is timetabled at the start of the MSc programme. The knowledge acquired in this module is likely to be required in the MSc programme going forward.</p>

<p>Section 3 Module Teaching Team</p>	
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<p>Module Organiser (Including brief biographical description)</p>	<p>Dr Anastasiya Shamshur (AS) Lecturer in Finance Anastasiya joined UEA in 2013 and holds PhD in Economics from CERGE-EI Prague. She specializes in empirical corporate finance. In particular, she is interested in firm decision-making processes including capital structure, ownership structure and M&As. Contact details: a.shamshur@uea.ac.uk Tel. 01603 59 1459 Location: TPSC 0.17 Office hours: Mondays 2-4pm</p>
<p>Co-tutors on the Module</p>	<p>Dr Xiaojing Song (LS) Lecturer in Accounting and Finance Contact details: Xiaojing.Song@uea.ac.uk Tel. 01603 59 7393 Location: TPSC 1.30 Office Hours: Fridays 1-3pm</p>

<p>Section 4 Learning Activities and Indicative Student Effort Hours</p>		
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Learning Activity	Total effort hours (module)	Indicative Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	40	4
b) Pre-class preparation and follow-up study	20	2
c) Work-based or Placement Hours		
d) Formative assessments/activities	18	6
e) Feedback/Feed-forwards sessions	2	

f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	100	10
g) Background reading	20	2
h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	200	15-20

Section 5 Teaching Sessions			
Lecture Programme (where applicable)– details for each lecture			
Week	Lecture	Topic	Lecturer
2	01	Introduction: The corporation, Ch 1	AS
2	02	Financial Decision Making, Ch 3, 4	AS
3	03	Investment Decision Rules, Ch 7, HBSP simulation	AS
3	04	Capital Structure in a Perfect Market, Ch 14	AS
4	05	Capital structure and Taxes, Ch 15	AS
4	06	Financial Distress, Managerial Incentives, and Information, Ch16	AS
5	07	Debt financing; Equity financing, Ch 23, 24	AS
5	08	Dividends and share repurchases, Ch17	AS
6	09	Dividends and share repurchases; FAME database; Coursework	AS
6	10	Interest Rates, Ch 5	LS
8	11	Valuing Bonds, Ch 6	LS
8	12	Valuing Stocks, Ch 9	LS
9	13	Capital markets and pricing of risk, Ch 10	LS
9	14	Optimal portfolio choice and CAPM, Ch 11	LS
10	15	Estimating Cost of Capital, Ch 12	LS
10	16	Investor Behavior and Capital Market Efficiency, Ch 13	LS

11	17	Valuation and Financial Modeling: A Case Study, Ch 19	LS
11	18	Mergers and Acquisitions, Ch 28	LS
12	19	Mergers and Acquisitions, HBSP simulation	LS
12	20	Module Review	AS
Seminar Programme (where applicable) – details for each session			
N/A			
Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.			
N/A			

Section 6 Learning Support Materials	
Required (Key) Reading	Berk and DeMarzo (2013) Corporate Finance, 3rd edition, Global Edition. ISBN 0273792024 Library catalogue
Recommended further reading	Constantinides, G., Harris, M., Stulz R. (eds) (2003) <i>Handbook of the Economics of Finance</i> Vol. IA, Corporate Finance, North-Holland (This is a collection of review papers written by experts on a variety of key subjects). ISBN0444513620. Read online Constantinides, G., Harris, M., Stulz R. (eds) (2003) <i>Handbook of the Economics of Finance</i> Vol. IB, Financial Markets and Asset Pricing, North-Holland. ISBN0444513639. Read online Stern, J., Chew, D. (2003). The Revolution in Corporate Finance, 4 th ed. Blackwell Publishing. ISBN1405107812. Library catalogue Damodaran, A (2011). Applied Corporate Finance, 3 rd Edition. John Wiley & Sons. ISBN9780470384640. Library catalogue
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	Relevant papers, articles, cases and audio-visual materials will be provided throughout the course along with lecture notes and slides.

Section 7 Formative Assessment					
Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).					
Assessment Type	Assignment Deadline	Method of submission (in	Return Date of marked	Method of return	Format and Purpose of feed-back feed-forwards

		class, drop box, electronic etc.)	work (where appropriate)		
Finance Online Course	31/10/2015	Online	N/A		Automatic feedback generated by the HBP system.

Assignment detail (e.g. title and type, word limit, presentation length)

TBA

**Section 8
Summative Assessment**

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feedback	Word limit	Method of return
CW - Coursework	100%	January 11, 2016	Electronic	TBC		4,000	Hub

Assignment title and further details (e.g. presentation length):

TBA

**Section 9
Mapping Assessment to Module Learning Outcomes**

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Critical understanding of essential components of modern finance theory and associated current research.	X	N/A	N/A	N/A
Quality of written analysis and argument.	X	N/A	N/A	N/A

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input checked="" type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input checked="" type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input type="checkbox"/>	An ability to analyse and interpret data and evidence	<input checked="" type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input type="checkbox"/>

Section 11 Module Enhancements Changes made to this module in the light of student feedback and Module Review			
Feedback received from the students was very positive. Students rated the module at 4.7 out of 5 for the overall satisfaction with the quality of the module. Having considered students' views and those of the teaching team, I continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by the coursework.	The potential to apply an enterprising mind	The potential to apply an enterprising mind	The potential to apply an enterprising mind

Section 12 Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

- [General Regulations](#)
- [Attendance and Engagement & Progression \(General Regulation 13\)](#)
- [Coursework Submission Process](#)
- [Plagiarism and Collusion Policy](#)
- [Extenuating Circumstances Policy](#)
- [Senate Marking Scales \(UG and PGT\)](#)
- [Support for Students with Specific Learning Difficulties \(SpLDs\)](#)
- [Learning Enhancement Team \(DOS\)](#)
- [Link to Past Examination Papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this [Link](#)**

B. NBS-MD03: Business Regulation and Corporate Governance

Section 1 General Information		
Module Title: Business Regulation and Corporate Governance		
Module code: MD03	Credit value: 20	Level (3, 4, 5, 6 or 7): 7
	Total student effort hours: 200	
Academic Year: 2015-16	Semester: 1	
Related modules (Co-requisites, pre-requisites etc.): NBS-MD03 Advances in Financial Management		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	<p>This module provides the knowledge required to understand issues in the business environment.</p> <p>Exploring corporate governance developments in different countries will enable students to understand the importance of different institutional settings, the influence of legal, regulatory and political environments, and why differences in ownership structure have arisen and how this impacts on companies. Corporate governance is examined in detail together with topical issues including directors' remuneration, board diversity, and succession planning.</p> <p>Understanding the concept and framework of regulatory policy, both within each region and country, and as applied to individual sectors and industries, is crucial to gain maximum benefit for companies and other organisations (including those in the public and voluntary sector) and their stakeholders, and to avoid inadvertently violating legal requirements (which might involve criminal sanctions, including imprisonment).</p>
Learning Objectives What will you learn? (subject specific and transferable skills)	<p>On completion of this module you will be able to:</p> <p>Subject specific skills</p> <ul style="list-style-type: none"> (a) identify key issues in regulatory policy and corporate governance in various countries; (b) explain the ways in which ownership structures and corporate governance have developed in various countries; (c) demonstrate an awareness and understanding of the major issues and concepts in business regulation and corporate governance; (d) apply regulatory policy to individual sectors and industries; (e) appreciate the importance of the regulatory environment; (f) understand the main constituents of competition policy; (g) identify the differences (and justification) for implementation of competition and regulatory law in different jurisdictions; <p>Cognitive and key skills</p>

	<ul style="list-style-type: none"> (h) be critically self-reflective; (i) structure and present written work to meet specified criteria; (j) as a team member plan, structure, and organise a group presentation.
<p>Learning outcomes? What will you be able to do by the end of the module?</p>	<p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> (a) subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; (b) the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements; (c) the ability to research a topic or problem, observe, describe and record information accurately; (d) the ability to identify, use and process information to inform specific assessments; (e) effective communication: written and oral, as well as appreciation of economics tools and application of principles to different cultural settings; (f) a capability for self-managed learning through critical reflective practice, and action research; (g) an awareness of cultural diversity issues.
<p>Links Where does this fit in to your programme?</p>	<p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> (a) subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; (b) the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements; (c) the ability to research a topic or problem, observe, describe and record information accurately; (d) the ability to identify, use and process information to inform specific assessments; (e) effective communication: written and oral, as well as appreciation of economics tools and application of principles to different cultural settings; (f) a capability for self-managed learning through critical reflective practice, and action research; (g) an awareness of cultural diversity issues.

Section 3

Module Teaching Team	
Module Organiser (Including brief biographical description)	<p>Dr Andrea Pataconi Senior Lecturer in Strategy</p> <p>Andrea joined NBS in 2013. Previously he was at the University of Aberdeen Business School and before that he was a British Academy Postdoctoral Fellow at Oxford University. He holds a BA in Economics from Bologna University (summa cum laude) and a Ph.D. in Economics from Oxford University. His research focuses on theory of the firm, organization design, science and innovation, business ecosystems</p> <p>Contact details: Thomas Paine Study Centre 2.33 Tel 01603 59 3337 Email: A.Pataconi@uea.ac.uk</p>
Co-tutors on the Module	<p>Professor Catherine Waddams Elizabeth Fry Building 2.23 Email: C.Waddams@uea.ac.uk</p> <p>Dr Peter Ormosi Thomas Paine Study Centre 0.12 Email: p.ormosi@uea.ac.uk</p>

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative Effort hours per week
k) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	40	4
l) Pre-class preparation and follow-up study	20	2
m) Work-based or Placement Hours		
n) Formative assessments/activities	18	6
o) Feedback/Feed-forwards sessions	2	
p) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	100	10
q) Background reading	20	2
r) Exams/OSCEs		
s) Course Tests		
t) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	200	15-20

Section 5 Teaching Sessions	
Lecture Programme (where applicable) – details for each lecture	

Week	Lecture	Topic	Lecturer

2	01	Introduction to Corporate Governance	AP
2	02	What is a corporation?	AP
3	03	Ownership	AP
3	04	Ownership / Types of owners	AP
4	05	Types of owners	AP
4	06	Ownership in “complex” organizations	AP
5	07	Board of directors	AP
5	08	Board of directors	AP
6	09	Managers	AP
6	10	Managers	AP
7	11	International corporate governance	AP
7	12	Corporate governance review and assignment preparation	AP
8	13	Why use economic regulation? Market (and regulatory) failure	CW
8	14	How is economic regulation enforced? Responding to regulation: rate of return and price cap regulation	CW
9	15	Regulating for quality; consumers and other stakeholders	CW
9	16	Introducing competition into regulated industries	CW
10	17	International Experience	CW
10	18	Review, role play and assignment preparation	CW
11	19	Competition policy	PO
11	20	Competition policy	PO
Seminar Programme (where applicable)– details for each session			
N/A			
Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.			
N/A			

Section 6
Learning Support Materials

Required (Key) Reading	Mallin C.A. (2013) <i>Corporate Governance</i> , 4 th Edition, Oxford: OUP. (ISBN: 978-0199644667) Baldwin, R., Cave, M. and Lodge, M. (2011) <i>Understanding Regulation: Theory, Strategy, and Practice</i> . 2 nd Edition, Oxford: OUP. (ISBN: 978-0-19-957609-8) Other articles, book chapters and case studies provided throughout the course along with lecture notes and slides.
Recommended further reading	Monks R.A.G. & Minow N. (2011) <i>Corporate Governance</i> , 5 th Edition, John Wiley & Sons. (ISBN: 978-0-470-97259-5)
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	Relevant papers, articles, cases and audio-visual materials will be provided throughout the course along with lecture notes and slides.

**Section 7
Formative Assessment**

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Group presentations		In class	N/A		Instructor will provide comments and discussion during class and after class

Assignment detail (e.g. title and type, word limit, presentation length)

TBA

Please copy and paste the above box for additional elements of formative assessment

**Section 8
Summative Assessment**

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment **of** learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	50%	TBA	Electronic	TBA	Final grade with feedback in the form of	2,000	Hub

Corporate Governance					comments on the coursework.		
CW - Coursework Business Regulation	50%	TBA	Electronic	TBA	Final grade with feedback in the form of comments on the coursework.	2,000	Hub
Assignment title and further details (e.g. presentation length): TBA							

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Section 9				
Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Critical understanding of essential components of modern corporate governance theory and business regulation.	X	X	N/A	N/A
Quality of written analysis and argument.	X	X	N/A	N/A

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input checked="" type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input checked="" type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input checked="" type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input checked="" type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input checked="" type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input checked="" type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input checked="" type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input checked="" type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to analyse and interpret data and evidence	<input checked="" type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input checked="" type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input checked="" type="checkbox"/>	An ability to network effectively with others for specific purposes	<input type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input checked="" type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input type="checkbox"/>

Section 11 Module Enhancements Changes made to this module in the light of student feedback and Module Review				
Feedback received from students last year was very positive. Having considered students' views, we have worked to better integrate the corporate governance part of the business regulation part. The goal was to provide a coherent framework. We continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by additional coursework.	Feedback received from students last year was very positive. Having considered students' views, we have worked to better integrate the corporate governance part of the business regulation part. The goal was to provide a coherent framework. We continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by additional coursework.	Feedback received from students last year was very positive. Having considered students' views, we have worked to better integrate the corporate governance part of the business regulation part. The goal was to provide a coherent framework. We continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by additional coursework.	Feedback received from students last year was very positive. Having considered students' views, we have worked to better integrate the corporate governance part of the business regulation part. The goal was to provide a coherent framework. We continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by additional coursework.	Feedback received from students last year was very positive. Having considered students' views, we have worked to better integrate the corporate governance part of the business regulation part. The goal was to provide a coherent framework. We continued to work on developing stimulating lecture materials for future delivery. The final exam has been replaced by additional coursework.

Section 12 Useful Links
<p>The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.</p>
<p>General Regulations Attendance and Engagement & Progression (General Regulation 13) Coursework Submission Process Plagiarism and Collusion Policy Extenuating Circumstances Policy Senate Marking Scales (UG and PGT) Support for Students with Specific Learning Difficulties (SpLDs) Learning Enhancement Team (DOS) Link to Past Examination Papers</p> <p>Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. Click this Link</p>

C. NBS-MD1Y: Business Research Methods

Section 1 General Information		
Module Title: Business Research Methods		
Module code: NBS-MD1Y	Credit value: 20	Level (3, 4, 5, 6 or 7): 7
	Total student effort hours: 200	
Academic Year: 2015-16	Semester: Year	
Related modules (Co-requisites, pre-requisites etc.): None		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	The module examines the business research process from start to finish, offers an understanding of how the boundaries of business management knowledge are advanced through research and aims to provide students the necessary training to pursue their MSc Dissertation. Dealing with business research questions, research design and data interpretation, both systematically and creatively, is the module's core aim. The module is presented in the form of lectures and workshops. In addition, students will engage in basic quantitative and qualitative data analysis during classes to enhance their understanding of the research process.
Learning Objectives What will you learn? (subject specific and transferable skills)	<p>The learning objectives of this module are to:</p> <ul style="list-style-type: none"> - Conduct a systematic literature review and critically review identified papers; - Identify and define an appropriate and interesting research question; - Be familiar with different ways to collect data and their associated problems; - Identify ethical issues and address them appropriately in the research design; - Be aware of the different methods and analytic techniques to describe, analyse and present qualitative and quantitative data; - Synthesise and apply what has been learnt in the taught element of the module; Analytical reasoning.
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to:

	<ul style="list-style-type: none"> - Identify the scope of a literature review, conduct a systematic literature search and critically review identified papers; - Be able to understand the literature reviewed and feedback to your research question with new insight and refined specification; - Evaluate statements in terms of evidence, identify assumptions, define terms adequately and generalise appropriately; - Recognise ethical situations, apply ethical and organisational values to situations and choices; - Establish criteria, use appropriate decision techniques, including identifying, formulating and solving business problems; evaluating options; implementing and reviewing methodological decisions; - Describe and analyse data of qualitative and quantitative format; identify relationships, differences and trends between constructs; - Scan and organise data, abstract meaning from information and share knowledge. - Deal with time management; be sensitive to diversity in people and different situations; and the ability to continue learning.
<p>Links Where does this fit in to your programme?</p>	<p>This module is designed to prepare students for the MSc. Dissertation which follows.</p>

Section 3 Module Teaching Team		
Module Organiser (Including brief biographical description)	Professor Lutz Preuss (LP) Professor in Strategic Management Email: L.Preuss@uea.ac.uk	
Co-tutors on the Module	Dr Annilee Game (AG). Email: A.Game@uea.ac.uk Dr Chidi Ogbonnaya (CO). Email: C.Ogbonnaya@uea.ac.uk Dr Josie Kinge (JK). Email: J.Kinge@uea.ac.uk	
Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative Effort hours per week
u) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	40	4

v) Formative assessments/activities	18	1
w) Feedback/Feed-forwards sessions	2	
x) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	60	3
y) Background reading	80	4
z) Total effort hours (a + b + c + d + e)	200	12

Section 5 Teaching Sessions

Lecture Programme (where applicable)– details for each lecture

Semester 1 (weekly, 3-hour workshops: weeks 3,4,5 & 6)

Week 3: Introduction to Research Methods (AG)

Week 4: Formulating the Research Design (AG)

Week 5: Critically Reviewing the Literature (AG)

Week 6: Group Coursework Workshop (AG)

Semester 2 (twice weekly, 2-hour lectures: weeks 1-6 and week 8)

Week 1.1: Selecting Samples (JK)

Week 1.2: Using Secondary Data (CO)

Week 2.1: Interviews (1) (LP)

Week 2.2: Interviews (2) (LP)

Week 3.1: Questionnaires and Survey Design (LP)

Week 3.2: Questionnaires – Describing quantitative data (CO)

Week 4.1: Questionnaires – Correlations & ANOVA (CO)

Week 4.2: Questionnaires – Reliability and Factor Analysis (CO)

Week 5.1: Questionnaires – Regression (CO)

Week 5.2: Writing a research proposal (JK)

Week 6.1: Mixed Methods (1) (LP)

Week 6.2: Mixed Methods (2) (LP)

Week 7: Presentation preparation (no class)

Week 8.1: Formative Assessment Workshop: Student Proposal presentations and progress review (LP)

Week 8.2: Formative Assessment Workshop: Student Proposal presentations and progress review (LP)

Note that the order and content of lectures/workshops is correct at the time of publication but may be subject to change. The module organiser reserves the right to make changes as necessary. Students will receive advance notification of any changes affecting them.

Seminar Programme (where applicable)– details for each session

N/A

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

N/A

Section 6 Learning Support Materials

Required (Key) Reading

Bryman, A. (2012). Social Research Methods. 4th Edition. Oxford University Press.

	<p>Saunders, M., Lewis, P. and Thornhill, A. (2012). <u>Research Methods for Business Students</u>. 5th Edition. Pearson Education.</p>
<p>Recommended further reading</p>	<p>Recommended readings relevant to business research approaches and methodologies will be presented in each lecture / workshop. Below, are some general business research methods recommended readings.</p> <p>Newbold, P., Carlson, W., and Thorne, B. (2013) <u>Statistics for Business and Economics</u>. 8th Edition. Pearson Education.</p> <p>Hair, J. F., Black, W. C., Babin, B. J., and Anderson, R. E. (2010) <u>Multivariate Data Analysis</u>. 7th Edition. Pearson Education.</p> <p>Field, A. (2013) <u>Discovering Statistics Using SPSS</u>. 4th Edition. Sage Publications.</p> <p>Blumberg, B., Cooper, D. R. and Schinder, S. (2011) <u>Business Research Methods</u>. 3rd Edition. McGraw Hill.</p> <p>Easterby-Smith, M., Thorpe, R. and Lowe, A. (2008). <u>Management Research</u>. 3rd Edition. Sage Publications.</p> <p>Denzin, N. K. and Lincoln, Y. S. (2008). <u>Strategies of Qualitative Inquiry</u>. 3rd Edition. Sage Publications.</p> <p>Gill, J. and Johnson, P. (2010). <u>Research methods for Managers</u>. 4th Edition. Sage Publications.</p> <p>Neuman, W. L. (2006). <u>Social Research Methods: Qualitative and Quantitative Approaches</u>. 6th Edition. Allyn and Bacon (Pearson Education)</p>
<p>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</p>	<p>Students are expected to spend significant time reading and developing competencies in line with the module objectives; they should become familiar with the content of the core textbook; they are expected to follow up references given in the lectures/workshops, read around the topics presented in relevant academic journals in the business and management field.</p> <p>Blackboard is the primary learning environment where module materials can be accessed and all relevant module announcements will be made. The NBS-MD1Y Blackboard site will host all module documents and information such as assignments, presentations and additional learning materials relevant to the topics covered in presentations.</p>

**Section 7
Formative Assessment**

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative	1 March 2016	In class	N/A	N/A	In class individual verbal feedback from peers and tutor

Assignment detail (e.g. title and type, word limit, presentation length)

Title: Draft Research Proposal (Individual Presentation)

Presentation Length: 8 minutes maximum

An in-class presentation and discussion of each student's research questions, selected research designs and data collection and analysis methodologies, which will help students to understand what constitutes an interesting and clearly defined research question and why it is important to select appropriate analytic methods to address corresponding research questions. Upon the completion of the workshop, refinements and improvements are expected to occur to students' research questions and selected methodologies in the summative proposal.

Section 8 Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	40%	24/11/2015	electronic	22/12/15	Written	2,000	Hub

Assignment title and further details (e.g. presentation length):

Title: Literature review - using the systematic review method (**Group assignment**)

Students are expected to work in small groups to describe the purpose and the scope of the literature review, identify relevant databases for finding scientific papers, appraise the quality of five studies, analyse these five studies, compare and synthesize their results, and critically reflect on their search strategy and the quality of the studies. Full details, including assessment criteria, will be provided in the relevant lectures/workshops.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feedback	Word limit	Method of return
CW - Coursework	60%	10/3/2016	electronic	14/4/16	Written	2,000	Hub
<p>Assignment title and further details (e.g. presentation length): Title: Research Proposal (Individual Assignment) Students are expected to develop interesting and appropriate research proposal. This will include identifying questions/hypotheses, select and critically describe an appropriate research design (quantitative, qualitative or mixed methods for collecting and analysing data). Full details, including assessment criteria, will be provided in the relevant lectures/workshops.</p>							

Section 9				
Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Conduct a systematic literature review and critically review identified papers	Yes	Yes	N/A	N/A
Identify and define an appropriate and relevant research philosophy	-	Yes	N/A	N/A
Be aware of different epistemological and ontological stances in business management research	-	Yes	N/A	N/A
Be familiar with different ways to collect data and their associated problems	Yes	Yes	N/A	N/A
Identify and define an appropriate and interesting research question	-	Yes	N/A	N/A
Be aware of the different methods and analytic techniques to describe, analyse and present qualitative and quantitative data	Yes	Yes	N/A	N/A
Synthesise and apply what has been learnt in the taught element of the module; Analytical reasoning	Yes	Yes	N/A	N/A

Section 10 Attribute development							
On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.							
Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input checked="" type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input checked="" type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input checked="" type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input checked="" type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input checked="" type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input type="checkbox"/>	An ability to analyse and interpret data and evidence	<input checked="" type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input checked="" type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input checked="" type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input type="checkbox"/>
An ability to present your experience and attributes positively to graduate employers	<input type="checkbox"/>	The ability to understand and prioritise customer needs	<input type="checkbox"/>	The potential to apply an enterprising mind-set to situations	<input type="checkbox"/>	An ability to improve the lives of others and lobby for positive change through community	<input type="checkbox"/>

						and/or political engagement	
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Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review

A review of the module was undertaken leading to revision of some lectures, e.g. systematic literature review.

Section 12
Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

[Link to Past Examination Papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this [Link](#)**