

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Fundamentals of Financial Services			
Code:	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Nawreen Sobhan		
Summary of Module			
<p>This module will address several fundamental areas in investment. Firstly, the key principles of ethical behaviour in financial services will be explored, followed by an introduction to saving and borrowing. Students will define key financial services terms and principles including savers, borrowers, equity, bonds, risk and reward, insurance and foreign exchange. Students will also be introduced to the difference between retail and commercial banking and explains the functions of each banking type and their customers – individuals or corporates.</p> <p>The module will also explain the properties of loans, mortgages and overdrafts, credit cards, interest rates and how they are calculated. There will be an exploration of the reasons for issuing shares to finance a company and the return that can be gained – dividend/ capital gain, providing an understanding of shares, what they are for, and the risks involved in owning them. The module will also cover the features of bonds and the advantages and disadvantages of investing in bonds, explain how a stock exchange operates, the purpose of a stock exchange index, and compares different stock markets around the world. Other areas of Financial Services will be explored such as Fund Management, Foreign Exchange, Insurance and Retirement Planning.</p> <p>The module will be assessed by a group presentation to a client on the most appropriate methods to either raise finance or invest surplus funds and an individual poster presentation.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p>		

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit). N/A

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a knowledge of the principles of ethical behaviour in financial services and the role of responsible investments.
L2	Demonstrate an understanding of the relationship between risk and reward and options for saving and borrowing, together with the role of the central bank.
L3	Demonstrate a knowledge of the role of equities, bonds, derivatives and other relevant areas of financial services, including FinTech.
L4	Work effectively as members of a group to successfully deliver a presentation to a client.

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8 Demonstrate an overall appreciation of the relevant terms and workings of the financial services sector and products available within this sector, together with an awareness of risk and the importance of ethical investment.

Practice: Applied Knowledge and Understanding	SCQF Level 8. Application of knowledge of the financial services sector and products in the practical contexts and using skills and techniques associated with financial services.
Generic Cognitive skills	SCQF Level 8. Present and evaluate information in relation to financial services products in a coherent manner, both orally and visually.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use a wide range of communication and ICT skills to convey complex information about financial products in a well-structured form, by presentation and also by poster presentation.
Autonomy, Accountability and Working with others	SCQF Level 8 Take account of own and other's roles and responsibilities when carrying out and evaluating the group presentation. Work with others to acquire an understanding of the financial services sector

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other: N/A	N/A
Co-requisites	Module Code: N/A	Module Title: N/A

Learning and Teaching

Module material will be delivered using the traditional lecture and tutorial format. Lectures will be used to explore the underlying financial principles and the importance

of finance in an international context. The lectures will be supported by tutorial exercises and questions, designed to allow students to test their understanding of the material provided in lectures. Knowledge and understanding will be enhanced by reference to real-life scenarios and case studies. Through assessment, students will be able to demonstrate their evaluation, analytical, and interpretative skills.

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	12 hours
Independent Study	164 hours
Tutorial/Synchronous Support Activity	24 hours
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

Textbook: Fundamentals of Financial Services, CISI (most recent edition)

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

For the purposes of this module, academic engagement equates to the following:

Please click to add specifics.

Equality and Diversity

[UWS Equality and Diversity Policy](#)

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Business and Creative Industries
Moderator	
External Examiner	N/A
Accreditation Details	N/A
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)

Group Presentation

Individual Poster Presentation

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Type	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class Test	X	X			30%	0

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Coursework	X	X	X	X	70%	0

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)

Exam - Seen closed book

Exam - Unseen open book

Exam - Seen open book

Case study

Class test (written)

Design/ Diagram/ Drawing/ Photograph/ Sketch

Dissertation/ Project report/ Thesis

Essay

Laboratory/ Clinical/ Field notebook

Portfolio of written work

Report of practical/ field/ clinical work

Review/ Article/ Critique/ Paper

Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log

Class test (practical)

Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral

Creative output/ Audiotapes/ Videotapes/ Games/ Simulations

Demonstrations/ Poster presentations/ Exhibitions

Performance/ Studio work/ Placement/ WBL/ WRL assessment

Portfolio of practical work

Presentation

Objective Structured Clinical Examinations (OSCEs)

Objective Structured Professional Examinations (OSPRES)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template		
Updated contact hours		