University of the West of Scotland

Module Descriptor

Title of Module: Digital Finance

Code: COMP11110	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Graeme A. McRobbie		

Summary of Module

This module explores the role of finance in organisations including planning and control, and financial reporting. You will learn how data is used in finance and other organisational functions and you will be introduced to a range of digital technologies that are relevant to finance and business professionals. Examples of relevant digital technologies in recent years include:

- Artificial Intelligence
- Big data opportunities
- Machine learning
- Data analytics
- Blockchain
- Cryptocurrencies
- Neural networks

Using case studies, articles, research and other materials, students will also learn about the ethical, social and organizational issues in relation to the use of technology.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

Universal

Critical Thinker
Ethically-minded
Research-minded

Work Ready

Problem-Solver
Effective Communicator
Ambitious

Successful

Autonomous
Resilient
Driven

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
				✓	

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Critically evaluate the role of finance in organisations

L2. Critically discuss how the finance function uses digital technologies

L3. Critically examine how data is used in finance and other functions in organisations

L4. Understand the ethical, social and organisational considerations of technology use

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Employability Skills and Personal Development Planning (PDP) Skills

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 11. In-depth knowledge of digital technologies and their relevance to finance
Practice: Applied Knowledge and Understanding	SCQF Level 11. Preparation of an academic essay on the allocated topic
Generic Cognitive skills	SCQF Level 11. Reasoning, analysing. Draw on a range of sources in making judgments.
Communication, ICT and Numeracy Skills	SCQF Level 11. Written coursework and exam - explaining complex concepts simply

Autonomy, Accountability and Working with others	SCQF Level 11.
	Working autonomously and effectively in areas involving complex professional issues where independence and clarity of thought are required

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

* Indicates that module descriptor is not published.

Learning and Teaching

This module is designed to introduce you to the extant literature on some contemporary technologies and their related issues affecting accounting and finance. Assessment of the module is based on an individual essay and an exam. The essay requires you to read widely around a particular topic. The final exam will cover all the topics. Support for this module is provided via Aula, UWS's virtual learning environment, which holds module handbook, lecture slides, and journal articles.

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): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total

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

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Managing Finance in a Digital World (1 Aug. 2019)
Kaplan Publishing*

(**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)

Engagement 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 relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Applied and Business Computing
Moderator	tbc
External Examiner	tbc
Accreditation Details	pending
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Individual essay worth 40% of the final mark
Group project worth 60% of the final mark
(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.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓		40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	60	0
			Combined Total For All Components		100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.   2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

UWS Equality and Diversity Policy

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