

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

*This is the intended award title and what will be printed on the award certificate.*

MSc Finance and Wealth Management

#### Internal Programme Title(s) (if different to the title on the certificate)

N/A

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

5 years

### Intake points

Three intakes per academic year: October, February, and June

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Wrexham University
<b>Programme delivered by</b>
Bloomsbury Institute
<b>Location of delivery</b>
373-375 Euston Road, London, NW1 3AR
<b>Faculty/Department</b>

Wrexham University: Faculty of Social and Life Sciences Bloomsbury Institute: School of Accounting and Finance
<b>Exit awards available</b>
Postgraduate Diploma in Finance and Wealth Management Postgraduate Certificate in Finance and Wealth Management
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
None.  <b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i></b>
N/A
<b>HECoS codes</b>
100105 Monetary Policy & Financial Markets 100835 International Finance & Risk Management 100828 Investment Analysis & Financial Econometrics 100832 Strategic Wealth Management & Financial Planning 100088 Corporate Finance & Performance Management
<b>UCAS code</b>
N/A
<b>Relevant QAA subject benchmark statement/s</b>
QAA Subject Benchmark Statement for Master's Degrees in Business and Management (March 2023) provide guidance in the design, delivery, and review of master's programmes of study in business and management or related subjects.  QAA Subject Benchmarks Statement for Finance (October 2019) refers to bachelor's degrees with honours in finance but provide guidance in the design, delivery, and review of courses of study in finance or related subjects.
<b>Mode of study</b>
Full & part time
<b>Normal length of study for each mode of study</b>
Full-time: 12 months [3 Terms: students will have the option of submitting the dissertation at the end of Term 1 in Year 2

Part-time: 24 months (6 Terms)

The part-time route is not open to international students.

**Language of study**

English

**Transitional arrangements for re-validated provision if applicable**

N/A

**The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)**

General Regulations and Definitions

Regulations for Taught Masters' Degrees (Bloomsbury Institute)

Language Admissions Policy

**OFFICE USE ONLY**

Date of validation event:	29 June 2023
Date of approval by Academic Board:	21 July 2023
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	None
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with Bloomsbury Institute's Admissions Policy. Please click on the following link for more information: [Admissions Policy](#)

#### Entry requirements

- Applicants require a first or second-class honours degree from a UK university, or equivalent in accounting, finance, banking, economics or any business-related subject with quantitative skills or second-class honours degree in any quantitative subject such as engineering, mathematics, statistics, sciences, or work experience in an appropriate accounting and or finance environment with successful completion of CIMA, ACCA, ICAEW, CPA or CFA professional examinations up to the final stage and if without any university degree should be willing to sign up to our academic support service for additional help with their education.
- Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set) unless the entry qualification was taught and assessed in English and the applicant completed the qualification within three years of entry onto the programme.
- Applicants may be required to attend (and pass) an academic interview.

These entry requirements are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [EECTIS](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways, including IELTS.

International students are required to provide an English Language Certificate which meets the requirements set out above.

### Non Standard entry criteria

Applicants who do not satisfy the standard entry criteria may be considered for non-standard admission in accordance with Wrexham University's Admissions Policy.

## 2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Applicants may enter the programme with RPL/RPEL to a maximum of 120 credits at Level 7.

### 3 DBS Requirements

Not required for these programmes.

### 4 Suitability for Practice Procedure

N/A

### 5 Aims of the programme

The following are the specific aims of the programme:

1.	Provide a high-quality education that is intellectually rigorous and up to date, as well as relevant to the needs of future finance and wealth management professionals in the financial sector or within the finance functional area in any other large non-financial corporations.
2.	Provides a theoretical framework and practical skills that finance and wealth management professionals working in financial institutions and markets; and financial corporations need in order to cope with an increasingly complex and global financial environment.
3.	Develop students' technical, quantitative, and analytical skills in the context of finance and wealth management, which when synthesised, meet the quantitative and qualitative requirements of the industry and postgraduate research criteria.
4.	Provide an intellectually stimulating and satisfying experience of learning and teaching in finance that promotes in students a spirit of innovation and enterprise equipping them with lifelong learning skills.
5.	Support students in their journey of becoming self-directed and critical learners, researchers and effective leaders who possess skills for independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving which are requirements in the financial sector.
6.	Deepen students' graduate level understanding of theoretical and practical knowledge in finance and wealth management by providing conceptual and analytical paradigms, and by applying them to stimulated and real-life problem-solving.
7.	Further develop critical problem-solving skills and general / transferable skills, to prepare students for employment and lifetime career opportunities within the areas of finance and wealth management.
8.	Provides a valuable foundation for those considering continuing their academic studies in the field of applied finance leading to a PhD level.

### 6 Distinctive features of the programme

1. The programme addresses Wrexham University's Vision and Strategy (2020-2025) and Bloomsbury Institute's Strategic Framework (2021-24) in respect of having an applied/vocational focus that will ensure graduates are equipped with the key transferable skills that are required by employers.
2. The MSc in Finance and Wealth Management course aims to provide advanced education and training in the academic discipline of finance and wealth management within a global business context by offering a combination of rigorous and critical analysis of issues in corporate finance, business strategy, wealth management, investment analysis and risk management. This is with the aim of equipping students to undertake roles as finance professionals in any type of business set up and organisations.

3. Teaching and learning is focussed on the international environment of finance and wealth management with specific reference to synthesising the multi-dimensional quantitative and qualitative criteria encountered in financial issues.
4. The curriculum aims at delivering to the student the challenging intersection between financial theory and practice. The curriculum is taught by staff members who combine high academic qualifications with real life, market experience in finance and wealth management.
5. One of the most important challenges in the future for finance professionals will be how they participate in broader business decision making. They will have to develop expertise in managing “big data” via the use of econometrics models and as such our teaching and learning will be linked to this area which will be of great benefit to the students.
6. Our students will need a greater understanding of how businesses can and must respond to the climate crisis. Our teaching aims to embed sustainability into the curriculum including through a commitment to the UN Sustainable Development Goals. Bloomsbury Institute is a signatory to the London Higher Sustainability Pledge.
7. The course will admit students with degrees in any quantitative subject area who want to transition into finance as many financial organizations have been encouraging this switch.
8. Future careers prospects are excellent as the demand for financial professionals is destined to increase over the next 10 years. A wide variety of prospects are available including wealth management, financial analysis, banking, financial services, and financial management.
9. Whilst taking an exceptionally demanding course, students will develop into aspiring financial experts, uniquely trained for the international arena.

## **7 Credit Accumulation and exit awards**

### ***Exit Awards***

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate in Finance and Wealth Management.

Successful completion of 120 credits at Level 7 entitles the student to a Postgraduate Diploma in Finance and Wealth Management.

## **8 Programme Structure Diagram, including delivery schedule**

Term 1: Oct to Dec  
Term 2: Feb to Apr  
Term 3: June to Aug

## Full-time delivery

### Level 7

Mod Code		Mod title		Credit value		Core/option	October Intake(i.e. Term 1 or 2 or 3)	February Intake(i.e. Term 1 or 2 or 3)	June Intake(i.e. Term 1 or 2 or 3)
Mod Code	BUS7B77	Mod title	Strategic Wealth Management & Financial Planning	Credit value	30	Core	1	1	1
Mod Code	BUS7B76	Mod title	Investment Analysis & Financial Econometrics	Credit value	30	Core	1	1	1
Mod Code	BUS7B75	Mod title	Corporate Finance & Performance Management	Credit value	30	Core	2	2	2
Mod Code	BUS7B74	Mod title	International Finance & Risk Management	Credit value	30	Option	2	2	2
Mod Code	BUS7B73	Mod title	Monetary Policy & Financial Markets	Credit value	30	Option	2	2	2
Mod Code	BUS7B78	Mod title	Dissertation (or research project)	Credit value	60	Core	3	3	3

## Part-time delivery

### Level 7

Mod Code		Mod title		Credit value		Core/option	October Intake(i.e. Term 1 or 2 or 3)	February Intake(i.e. Term 1 or 2 or 3)	June Intake(i.e. Term 1 or 2 or 3)
Mod Code	BUS7B77	Mod title	Strategic Wealth Management & Financial Planning	Credit value	30	Core	1	1	Year 1 Term 1 or 2
Mod Code	BUS7B76	Mod title	Investment Analysis & Financial Econometrics	Credit value	30	Core	1	1	Year 1 Term 1 or 2
Mod Code	BUS7B75	Mod title	Corporate Finance & Performance Management	Credit value	30	Core	2	2	Year 1, Term 3 or Year 2, Term 1 or 2

Mod Code		Mod title		Credit value		Core/option	October Intake(i.e. Term 1 or 2 or 3)	February Intake(i.e. Term 1 or 2 or 3)	June Intake(i.e. Term 1 or 2 or 3)
Mod Code	BUS7B74	Mod title	International Finance & Risk Management	Credit value	30	Option	3	3	Year 1, Term 3 or Year 2, Term 1 or 2
Mod Code	BUS7B73	Mod title	Monetary Policy & Financial Markets	Credit value	30	Option	Year 1, Term 3 or Year 2, Term 1 or 2	Year 1, Term 3 or Year 2, Term 1 or 2	Year 1, Term 3 or Year 2, Term 1 or 2
Mod Code	BUS7B78	Mod title	Dissertation (or research project)	Credit value	60	Core	Year 2, Term 3	Year 2, Term 3	Year 2, Term 3

## 9 Intended learning outcomes of the programme.

### Knowledge and Understanding

Level 7	
A1	A comprehensive and integrative critical understanding of, and an ability to apply within global dimensions, key aspects of accounting, finance, and related areas in the design of financial strategy.
A2	The core theoretical contributions to accounting, finance, and related areas and how these may be applied to enhance management and professional practice.
A3	Identify and investigate the connections between the legal, economic, and social environments as they bear on the accounting, finance, and related subjects' operations.
A4	An understanding and in-depth knowledge of the research process.
A5	The process which underpins corporate strategy and planning.
A6	A command of relevant investment analysis, corporate finance and risk management techniques and methodologies applicable to problem solving, evaluation and strategy formulation in global financial services
A7	Understand the development of the regulatory framework of financial reporting and discuss the principles of good corporate governance for listed companies and the need for internal controls.

### Intellectual Skills

Level 7	
B1	<p><b>Management and Information</b></p> <p>An ability to independently manage learning using a full range of resources for the areas(s) of study (for example, research articles and/or original materials appropriate to the discipline).</p> <p>An ability to select, analyse and critically evaluate appropriate resources in order to undertake research tasks with minimum guidance.</p> <p>An ability to conduct in-depth critical analysis of research findings, opinions and experiences used to construct an argument and justify a conclusion as a result of 'weighing up' the evidence.</p>
B2	<p><b>Communications</b></p> <p>An ability to communicate effectively, succinctly, and accurately (and with a technical proficiency in written English) when presenting and defending their view in a variety of formats.</p> <p>Present, challenge and defend ideas and results effectively orally and in writing.</p> <p>An ability to engage and negotiate effectively in professional dialogue and communicate complex ideas clearly and succinctly.</p>
B3	<p><b>Community building</b></p> <p>An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and to be a champion of this diversity.</p>

	Level 7
	<p>An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership.</p> <p>An ability to evaluate the challenges facing community in our volatile and uncertain world.</p> <p>An ability to manage conflict in communities and identify collaborative opportunities for development of communities.</p>
B4	<p><b><i>Creativity and problem solving</i></b></p> <p>Conduct accounting, finance, and related areas-oriented case analysis, following appropriate academic research, to interpret findings and communicate results critically.</p> <p>An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.</p> <p>An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.</p> <p>An ability to generate tangible solutions to solve problems in complex and unpredictable contexts.</p>
B5	<p><b><i>Self-awareness</i></b></p> <p>An awareness of their own character and understanding how their unique set of emotions, desires and motives influence their interactions with the world.</p> <p>An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning.</p> <p>An ability to seek feedback from associates and deal with this information objectively and professionally.</p> <p>An ability to take positive steps to overcome confidence and resilience deficits and maintain a positive outlook.</p> <p>By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.</p> <p>An ability to act autonomously in planning and implementing tasks at a professional or equivalent level.</p>

### Subject Skills

	Level 7
C1	Demonstrate skills of analysis and synthesis and apply them to issues and decisions associated with accounting, finance, and related areas.
C2	Create a range of valid alternative responses to situations and problems and evaluate and discriminate between them in a critical way

Level 7	
C3	Identify and utilise appropriate research strategies, methods and sources of data and information in order to formulate, design, manage and execute a substantial research project, and present and communicate the research findings in an appropriate form.
C4	Critically review and apply relevant current theories and practices in the context of the accounting, finance, and related subject area.

### **Practical, Professional and Employability Skills**

Level 7	
D1	An ability to independently evaluate critical approaches and techniques relevant to financial sector.
D2	An ability to independently evaluate business/financial reports and relevant information with justification and relate them to existing knowledge structures and methodologies.
D3	An ability to demonstrate competence in a range of skills that are relevant to the needs of present and future financial professionals, especially in critical thinking, analysis and synthesis; using computer software for financial calculation; reasoning; and problem solving.
D4	Evaluate and creatively work on issues in the context of partial and uncertain information.
D5	Communicate information, ideas, arguments, concepts, theories and develop an argument in a clearly and effectively organised essay, report or dissertation.
D6	Make discerning use of a range of information resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations.

## 10 Learning and teaching strategy

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars, and workshops.

**Lectures** provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

**Seminars** enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

**Workshops** follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g., working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple-Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities provide students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

See Section 18 below for more information about the Centre for Student Engagement, Wellbeing and Success, and the Centre for Community Engagement and Learning.

### **11 The Wrexham University Graduate**

At both Wrexham University and Bloomsbury Institute we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) is available to provide information, advice and guidance and access to resources for potential students, current students and graduates.

The SEWS team can support students with employability and interview skills.

See Section 18 below for further information about the support provided to students by Bloomsbury Institute through SEWS and also through the Centre for Community Engagement and Learning.

### **12 Work based/placement learning statement**

N/A

### **13 Welsh medium provision**

The programmes will be delivered through the medium of English and all students will submit assessments in the medium of English.

### **14 Assessment strategy**

There is alignment between the learning and teaching strategy (see Section 10 above), assessment methods, and programme and module learning outcomes.

Bloomsbury Institute's assessment strategy provides that:

- Students are clearly informed about the learning outcomes for an individual module, together with the learning outcomes for each level (where appropriate) and the course as a whole
- Appropriate learning and teaching methods are used which are likely to ensure that the learning outcomes are achieved
- Students demonstrate the achievement of learning outcomes through assessment, and students are assessed in a clear, fair and transparent way

The assessment methods vary according to modules being studied at core and option level. Each assessment requires evidence that the student has achieved the specific learning outcomes of the module and the broader learning outcomes of the course.

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and

learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Assessment includes a mix of the types below (depending on a module's assessment strategy):

- Individual and group presentations (including seminar presentations)
- Problem questions
- Case studies
- Essays
- Reports
- Portfolios
- Reflective learning papers
- Data dashboard
- Time constrained assessments
- Simulation
- Technology enabled solutions
- Examinations

Module code & title	Assessment type and weighting	Indicative submission date
BUS7B77 Strategic Wealth Management & Financial Planning	40% In-Class Test 60% Examination	Wk 8 Wk 12
BUS7B76 Investment Analysis & Financial Econometrics	40% Examination 60% Portfolio	Wk 7 Wk 12
BUS7B75 Corporate Finance & Performance Management	50% Individual Portfolio 50% Examination	Wk 7 Wk 12
BUS7B74 International Finance & Risk Management	50% Group Project 50% Examination	Wk 8 Wk 12
BUS7B73 Monetary Policy & Financial Markets	50% Group Project 50% Examination	Wk 8 Wk 12
BUS7B78 Dissertation	20% Research proposal 80% Dissertation	Wk 12 Wk 12

## 15 Assessment and award regulations

### Derogations

N/A

### Non Credit Bearing assessment

N/A

## 16 Accreditation

N/A

## 17 Quality Management

All provision will comply with Wrexham University's regulations, policies and procedures for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the

quality of the learning and teaching on the programme. Bloomsbury Institute uses the following mechanisms to help evaluate, enhance and review programme delivery:

Student Module Evaluation Questionnaire  
Student Staff Consultative Forum  
Individual student feedback  
Student representatives sitting on Course Committees, Quality Assurance and Enhancement Committee, Academic Committee.  
Annual Monitoring and Evaluation reports  
Periodic review and re-validation process (Wrexham University)  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)

Bloomsbury Institute has several methods for the monitoring and evaluation of academic quality and standards, and enhancing the students' educational experience, which will supplement rather than replace those of Wrexham University. These methods (that also includes specific reference to those of Wrexham University) include:

### ***Student Representatives***

Student Representatives are central to Bloomsbury Institute's student voice mechanisms. Student Representatives receive training in how to carry out their duties and there is a Student Representatives Training Manual. As well as their formal input being listened to in Bloomsbury Institute's Board of Directors, Academic Committee, Quality Assurance and Enhancement Committee, Course Committees, and Student Staff Consultative Forum, there is also on-going 'informal' interaction with the Student Representatives. Bloomsbury Institute has drop-in sessions and allows matters to be raised, and dealt with, more promptly.

### ***Collective student voice: committee representation***

Bloomsbury Institute has a formal committee structure which is supported by the Senior Management Team (SMT). The SMT meets every month (except August and either December or January) to ensure effective operations. Bloomsbury Institute's committee structure comprises the following:

- Academic Committee, the senior committee, with external academic representation and student representation
- Quality Assurance and Enhancement Committee (QAEC), the intermediate committee with external academic representation and student representation
- Course Committees, which have student representation
- Student Staff Consultative Forum

The Academic Committee is the parental committee. The QAEC undertakes a supervisory role on behalf of the Academic Committee, and is under the direct control of the Academic Committee.

### ***Individual student voice: Student Module Evaluation Questionnaires (SMEQs)***

One key element of Bloomsbury Institute's annual academic evaluation cycle is the Student Module Evaluation Questionnaires (SMEQs). The results from the SMEQs are collated and commented on by Module Leaders in the Module Monitoring Reports (MMRs) and then subsequently, by Course Leaders, in Annual Monitoring and Evaluation Reports (AMERs).

### ***Individual student voice: additional student surveys***

Besides the SMEQs, Bloomsbury Institute conducts additional student surveys throughout the year (Initial Course Evaluation for new students and Welcome Back Survey for returning students).

### ***Annual Monitoring and Evaluation Reports***

The Annual Monitoring and Evaluation Report (AMER) is the principal instrument for the routine monitoring of the programme. The AMER provides comprehensive and reliable evidence on the quality and standards of Bloomsbury Institute's academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the college.

### ***Standardisation, moderation and grade distribution analysis***

Mechanisms are in place to ensure reliable standardisation, moderation and grade distribution analysis on the programme.

Wrexham University's Assessment Regulations and any associated policies and procedures will be fully applicable.

Bloomsbury Institute holds standardisation meetings at module level. Through these meetings, Module Leaders and Module Tutors agree grades for a sample of scripts before the marking starts. At the end of each academic year, Module Leaders analyse the grade distribution of each assessment and the overall module grades in Module Monitoring Reports and set relevant actions (when/if required).

For all modules, formal feedback is obtained from the External Examiners. The External Examiners will submit a written report at the end of each academic year. The external examiner element is not only for moderation and evaluation; it is also developmental.

Wrexham University's policies and procedures (and those of Bloomsbury Institute) ensure adherence to the following processes:

- Assessment briefs are designed internally; and moderated and internally verified by an internal academic member of staff. The assessment briefs are subject to approval by an external examiner appointed by Wrexham University.
- Assessments are internally marked and moderated. Prior to commencing marking, the internal marking team hold a markers' meeting to clarify standards (the standardisation process); this involves marking a sample of scripts to ensure consistency and accuracy of marking across the team.
- External examiners moderate a sample of assessments for all modules.

External examiner reports are submitted to Wrexham University and will be considered by Wrexham University's Teaching Quality Committee. The external examiner reports are also considered by Bloomsbury Institute quality and academic committees for consideration and action as required.

The Programme Team review and revise modules to ensure alignment with the QAA Framework for Higher Education Qualifications (FHEQ), appropriate QAA Subject Benchmarks and professional body requirements. Any proposed revisions are subject to the approval of Wrexham University.

Academic staff develop their subject knowledge and pedagogic expertise through attendance at conferences and in-house staff-development events. Staff also undertake a proactive role in the development of learning, teaching and assessment strategies. Staff also attend and contribute to Bloomsbury Institute's annual Teaching and Learning Conference.

Full-time and fractional academic staff have fellowship of Advance HE and (where applicable) are members of other professional bodies. Staff undertake the role of external examiner at other higher education institutions. Staff also engage in research through Bloomsbury Institute's Centre for Research and Enterprise. All academic staff engage in scholarship.

### ***External Indicators of Quality***

- Regular evaluation of the programme to ensure alignment with the QAA Framework for Higher Education Qualifications, appropriate QAA Subject Benchmarks and professional body requirements.
- Bloomsbury Institute is regulated by the Office for Students.
- The programme is reviewed annually and periodically.
- External examiners are appointed by Wrexham University to assure the quality of the assessment process.

### ***Internal Indicators of Quality***

- Annual monitoring and evaluation of the Programme and modules against a number of internal indicators of quality, in accordance with Wrexham University's Annual Programme Monitoring procedures (and in addition to those of Bloomsbury Institute).
- Data in relation to student continuation and achievement, equality and diversity, and student satisfaction are considered throughout the year. The data is analysed in relation to trends, averages and any known competitor performance to ensure that standards are being maintained.
- Academic Committee which includes external academic members and student representation.
- Quality Assurance and Enhancement Committee which includes external academic members and student representation.
- Course Committees which include student representation.
- Feedback provided through the Student Staff Consultative Forum.
- Other student feedback mechanisms throughout the student journey, from enrolment through to graduation.
- Assessment Boards (that are convened by Wrexham University) which include external examiners.
- Assessment processes including standardisation and moderation.
- Processes for the approval and modification of the programme and modules.
- Processes for monitoring teaching quality including peer observation, managed observation, and staff induction and training.

## **18 Support for Students**

This section is structured as follows:

- Teaching facilities available to students: ***Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute***
- Student introduction to all sources of support: ***Induction programme***
- Embedding student Digital Literacies within the curriculum: ***Digital Literacies***

- General sources of support: **Academic Support** and **Professional Services Support**
- Other support and activities: **Other support and activities** and the **Centre for Community Engagement and Learning**

### **Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute**

Bloomsbury Institute's teaching takes place within Birkbeck College and within Bloomsbury Institute's own buildings.

Students have access to Birkbeck College's library.

Students also have access to Bloomsbury Institute's online library that includes full-text journal articles and eBooks.

Bloomsbury Institute provides students with access to IT and printing facilities.

All students are provided with WiFi access (through Eduroam) and an @bil.ac.uk email address.

### **Induction programme**

Students participate in an induction programme. This introduces them to the requirements of the programme and provides an opportunity to receive all the relevant programme documentation, to acquaint themselves with the available facilities and environs, and to discuss requirements and expectations of the programme.

The induction programme includes:

- Information about Bloomsbury Institute, including Bloomsbury Institute's purpose
- Introduction to Wrexham University and its regulations, policies and procedures
- Introduction to Birkbeck College facilities
- Campus tours
- Meetings with academic and professional support services teams
- IT and Learning Technology inductions
- Signposting of ongoing support and information sources

### **Digital Literacies**

The programme is designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

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- Communication channels provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple-Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

## **Academic Support**

### Course Leader, Module Leader and Module Tutor support

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

### Personal Tutoring

The Personal Tutoring (PT) scheme provides additional guidance and support to students. Students have an opportunity to regularly meet with their peers and staff members in a less formal atmosphere than the classroom. PT includes a combination of group and one-to-one sessions in which students discuss their course, their experiences at Bloomsbury Institute, raise issues, ask questions and receive pastoral support.

### Learning Enhancement

Learning Enhancement provides students with free support, guidance and tuition in all areas of academic skills and English language. The service is aimed to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for equally as struggling students who want to achieve a pass level result.

The following services are available:

- One-to-Ones: Students can book a one-to-one to discuss specific study skills areas (e.g. paraphrasing, using references), or for help to prepare for an assessment.
- Presentation Feedback: Designed to build students' confidence and provide friendly feedback on a presentation before an assessment.
- Tea & Chat: This weekly informal session provides students with the opportunity to discuss current affairs in a friendly atmosphere. Students can develop critical thinking, become a more confident speaker, and meet students from other classes.
- Request a Workshop: If a few students would like some help on a particular issue, then they can request a workshop on their chosen study skills topic.
- Online Study: Students can improve their academic ability by visiting the Learning Enhancement VLE page. Students can also request for a mini online course to be created on a specific area.

## **Professional Services Support**

### Centre for Student Engagement, Wellbeing and Success: pastoral support

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) ensures that throughout their studies, students are engaged and successful. SEWS provides advice on housing, finance, disability support and career development.

SEWS provides a good opportunity for students to reflect on what skills they may need to acquire in order to progress in their studies and to find employment at the end of their degree.

### Equal opportunities and disability support

Bloomsbury Institute takes into account the needs of individual students and the diversity of the student body with regards to enabling student development and achievement. This is articulated in Bloomsbury Institute's Equality, Diversity and Inclusion Policy, and the Disability Policy. Bloomsbury Institute ensures that those with a disability, specific learning difficulty or long-term health condition are not prevented from benefitting from higher education. Bloomsbury Institute's Disability Team works closely with academics and professional support services to ensure students with a disability, specific learning difficulty or long-term health condition have access to the same opportunities as their peers.

### IT support

Bloomsbury Institute's IT Helpdesk provides students with face-to-face IT support. Students can also use the online portal ([www.bil.ac.uk/itsupport](http://www.bil.ac.uk/itsupport)) to submit support requests through a digital ticketing system. Every support request is assigned a unique ticket number that can be used to track the progress and responses online.

Online IT Help and Support Guides are available at: [www.bil.ac.uk/itsupport/kb](http://www.bil.ac.uk/itsupport/kb). These Help and Support Guides cover areas such as email access, wireless internet access, password changes and problems, printing, scanning, online library access and VLE access.

### **Other support and activities**

#### Enhancing academic knowledge

##### *Extramural lectures*

Bloomsbury Institute's location in the centre of London's university district provides a stimulating context for student learning. Students can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond their own subject area.

By engaging with these extramural lectures, students will discover how their own studies can relate to the wider world and how their own learning can be enhanced by exposure to the ideas of others.

##### *Bloomsbury Institute External Speakers Programme*

Bloomsbury Institute's External Speakers Programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

#### Employability

##### *Volunteering*

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.

Bloomsbury Institute's Let's Grow advisors, based in the Centre for Student Engagement, Wellbeing and Success, can assist students to find a suitable volunteering opportunity.

### *General employability skills*

The development of general employability skills is delivered through the Centre for Student Engagement, Wellbeing and Success (SEWS).

Activities include the Bloomsbury Institute External Speakers Programme, specialist seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions.

The aim is to equip students with sought after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and Success provides a wide range of information, advice, guidance, training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

### *Student Guild societies and clubs*

Students will have access to Wrexham University's Students' Union and will also be a member of Bloomsbury Institute's Student Guild. Through participating in the Guild's societies and clubs, students will get the most out of their student experience both during and after their academic journey.

Bloomsbury Institute's Student Guild creates opportunities for students to extend their learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs, or in setting up a new society or club.

If students decide to set up a club or society or become involved in the running of an existing one, they can enhance their employability skills through activities such as event planning, organisation, fundraising, budgeting and marketing.

### *Networking*

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers.

Students can also network through social media (e.g. LinkedIn) and through joining a professional, statutory or regulatory body.

Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.

Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

### Developing leadership skills

#### *Student Representatives*

Student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see below).

By undertaking this leadership role, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.

All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

#### **Centre for Community Engagement and Learning**

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

The Centre provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

#### Bloomsbury Law Clinic

The mission and purpose of the Bloomsbury Law Clinic is two-fold:

- Social justice: to provide free legal advice to people who are not eligible for legal aid and cannot afford to pay.
- Student learning: to provide law students with clinical experience, and non-law students with the opportunity to develop their transferrable skills.

Through the Law Clinic, law students are offered invaluable clinical experience, and non-law students will have the opportunity to develop transferrable skills through, for example, undertaking administrative tasks associated with the running of the Clinic.

External practising solicitors (acting on a pro bono basis) supervise students when interviewing clients and providing written legal advice.

#### Bloomsbury Radio

Bloomsbury Institute's radio station is broadcast from the Institute's campus.

Culture, society, education and employment all come under the spotlight alongside an interesting mix of music and chat each week.

The radio station provides opportunities for students who wish to train as presenters as well as off-air in production, scheduling and compliance.

## 19 Equality and Diversity

This programme complies fully with the University's Equality and Diversity Policy, and Bloomsbury Institute's Equality, Diversity and Inclusion Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following links for more information:

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

<https://www.bil.ac.uk/qem/policies/>