

Liverpool John Moores University

Title: Promoting Financial Health and Inclusion in Low-Income Communities
Status: Definitive
Code: **7100YCWOR**K (124808)
Version Start Date: 01-08-2019

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Paul Jones	Y

Academic Level: FHEQ7 **Credit Value:** 10 **Total Delivered Hours:** 25
Total Learning Hours: 100 **Private Study:** 75

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	20
Seminar	4
Tutorial	1

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay focusing on an element of the strategic promotion of financial inclusion within a contemporary policy context (3000 words)	100	

Aims

The module aims to enable students to critique and analyse the links between poverty, over-indebtedness and financial exclusion and focuses on investigating practical and strategic solutions to promoting financial health in low income

communities.

It aims to enable students to develop strategic inter-agency partnership approaches to promoting the financial health of people on low incomes.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse the dynamics of poverty and financial exclusion in low income communities.
- 2 Critically analyse policy development in the promotion of financial inclusion
- 3 Critically appraise the role of mainstream, alternative, co-operative and third sector financial providers in serving low income consumers
- 4 Demonstrate a strategic approach to financial capability education.
- 5 Critically evaluate multi agency approaches to promoting financial inclusion.
- 6 Think strategically in relation to the development of own role and the role of others within the contemporary policy context.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	3	4	5	6
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Outline Syllabus

The sociology, economics and politics of poverty and financial exclusion in low income communities.

Government policies on tackling poverty and promoting financial inclusion from the 1980's to the present time

The dynamics of low income financial market

The meaning of financial health within a low-income context

The background, principles and practice of the banking and financial services industry and of co-operative and third sector financial providers in promoting financial inclusion.

The impact of alternative, sub-prime lenders (e.g. home credit companies) operating in low income communities

The role of money advice agencies in low income communities

The dynamics and delivery of financial capability education

Pathways to financial inclusion

Strategic and partnership approaches the promotion of financial inclusion.

Learning Activities

Lectures; seminars, tutorials, action-learning sets and presentation preparation groups

Notes

This module is designed for people working in financial services, housing officers, social workers, youth and community workers, employees within the criminal justice system, money and/or advice workers and all those who are engaged strategically with adults and/or young people in low income communities

1. The module learning outcomes are in line with the relevant subject benchmark statements and the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to the Level 7 descriptors.
2. The mode of study is part-time over 10 weeks.
3. Entry Criteria - In order to be considered for this course, applicants will be expected to have:
 - experience of working in low income communities
 - evidence of previous academic Level 6 study (first degree) or equivalentPrior practical work experience (paid or voluntary) will also be taken into account.
4. The final award is a Continuing Professional Development – Promoting Financial Health and Inclusion in Low-Income Communities, 10 credits at Level 7.
5. The students have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The students also have access to the module leader through phone contact, emails and face to face meetings if this is viable. A module guide is also provided, which guides students to the wider range of support available to students.
6. The programme is assessed and run in line with the Academic Framework <https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>
7. Attendance is required throughout the module.
8. Validated 2011/12
9. The methods for improving the quality and standards of learning are as follows:
 - Annual monitoring Review
 - Liaison and feedback from the students
 - Reports from External Examiner
 - Programme team ensuring the module reflects the values of the current teaching and learning strategy
 - Module leader updating knowledge and skills to ensure these remain current and relevant
10. This is a standalone CPD - a specific external examiner is identified for the module.
11. The approved intake months for the programme are January and September.
12. The programme codes are 32708.