



### MODULE SPECIFICATION

Part 1: Information			
Module Title	International Banking and Finance Law		
Module Code	UJGUPF-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	Law Postgraduate
Department	Law		
Contributes towards	LLM in Commercial Law LLM in Environmental Law and Sustainable Development LLM in International Banking and Finance Law LLM in International Law LLM in International Trade and Economic Law		
Module type:	Standard		
Pre-requisites	<i>None</i>		
Excluded Combinations	<i>None</i>		
Co- requisites	<i>None</i>		
Module Entry requirements	<i>N/A</i>		

Part 2: Description
<p>The following is an indicative list of topics that will be explored. The content may be changed to reflect more recent developments or interests in this subject area.</p> <ol style="list-style-type: none"> <li>1. Banking history.</li> <li>2. The effect of scandals and crises on the banking system.</li> <li>3. International financial architecture structures in a range of country contexts.</li> <li>4. The different types of banking systems within the international context.</li> <li>5. Digital and virtual currencies.</li> <li>6. The vulnerabilities of different types of banking systems.</li> <li>7. The role of banking within the wider society.</li> </ol> <p>The main focus of teaching and learning on the taught LLM programme is through independent research and debate in the context of 2 hour weekly workshops. The workshop-based approach to teaching and learning is designed to enable the student to develop the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students will need to complete the necessary preparatory reading and study of any set case materials in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to raise, critically assess and defend different points of view on controversial issues in class and to make presentations to the class on their own and in groups.</p>

<b>Part 3: Assessment</b>		
<p>This assessment will enable students to engage with their subject area and acquire substantive and in depth knowledge in an area which they already comfortable with.</p> <p>The Viva based on the coursework will equip students with transferable skills which they can take into the workplace. These include, learning to cope with nerves and stress when presenting to an audience; interacting with an audience in a natural and goal-oriented way (present a logical and convincing argument); applying learned knowledge and acquired skills to a problem based question, and developing appropriate solutions.</p> <p>Learning outcomes will be assessed by oral presentation and written coursework. Assessment questions will be set by tutors.</p> <p>Both assessments require students to undertake independent research building on material covered in the workshop sessions.</p>		
Identify final timetabled piece of assessment (component and element)	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>
1. Viva voce exam based on ten questions related to the written coursework (10 minutes).		100%
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>
1. Written coursework essay (maximum 3000 words)		100%
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>
1. Viva voce exam based on ten questions related to the written coursework (10 minutes).		100%
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>
1. Written coursework essay (maximum 3000 words)		100%
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of the module, students are expected to demonstrate:</p> <ul style="list-style-type: none"> <li>• a critical understanding of the relevant international legal principles and concepts relating to the international financial architecture [assessed in components A and B];</li> <li>• the ability to critically assess the comprehensiveness of the existing international financial architecture and the relevance of some global, regional and national regulations on the international financial services sector [assessed in components A and B];</li> <li>• the ability to analyse and evaluate different types of user systems within the existing international financial architecture and their application within the country context [assessed in components A and B];</li> </ul>	

	<ul style="list-style-type: none"> <li>• an understanding of the broader role that access to financial services occupies within various societies [assessed in components A and B]</li> </ul> <p>On successful completion of this module, students should have the following transferable skills:</p> <ul style="list-style-type: none"> <li>• ability to present a structured argument at both abstract and concrete levels in the subject area [assessed in components A and B];</li> <li>• ability to recognise problems and identify solutions [assessed in components A and B];</li> <li>• ability to analyse, evaluate and reflect upon complex materials relating to the subject area [assessed in components A and B];</li> <li>• ability to work in groups; and</li> <li>• ability to undertake independent research [assessed in components A and B]</li> </ul>																														
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">24</td> <td style="text-align: center;">126</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	24	126	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading List	<p><i>Reading list link</i></p> <p><a href="https://uwe.rl.talis.com/lists/F955C8DE-B13E-BAC4-C1E8-6A0BDFDD984D.html">https://uwe.rl.talis.com/lists/F955C8DE-B13E-BAC4-C1E8-6A0BDFDD984D.html</a></p>																														

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First CAP Approval Date	QMAC December 2011			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2016	Version	2	<a href="#">link to RIA</a>