



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE, Bristol	
Teaching Institution	UWE, Bristol	
Delivery Location	Frenchay Campus	
Faculty responsible for programme	Faculty of Business and Law	
Department responsible for programme	Law Postgraduate	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	Master of Laws (LLM) in International Banking and Finance Law	
Default Award Title		
Interim Award Titles	Postgraduate Diploma in International Banking and Finance Law Postgraduate Certificate in International Banking and Finance Law	
UWE Progression Route	PhD	
Mode(s) of Delivery	Full time; Part time	
Codes	UCAS:	JACS:
	ISIS2: M3AC12 (M29B)	HESA:
Relevant QAA Subject Benchmark Statements	N/A	
CAP Approval Date		
Valid from Date	1 September 2012	
Valid until Date	1 September 2018	
Version		

Part 2: Educational Aims of the Programme

This Law postgraduate programme provides students with the opportunity to study integral parts of the international banking and financial system. It is designed to allow students to develop an ability to understand and critically comment on such fundamental issues as the importance of effective and proportionate financial regulation, the activities of traders and the relationship between the banking sector and financial crime. Practical understanding is encouraged by including analysis of high-profile financial scandals such as the collapse of the Bank of Credit Commerce International (BCCI), Barings Bank, Enron, WorldCom and Northern Rock thus enhancing employability. The programme supports one of the key aims of UWE, in seeking to foster a strong global outlook in students. It is designed to encourage innovation and creativity in assessing current problems at the cutting edge of international banking and finance law and in designing responses thus preparing graduates for employment in legal practice, commercial organisations especially in the banking sector and in the public sector both in the UK and abroad.

The programme is based on an understanding of law as both a vocational discipline and a subject of academic study. The programme seeks to reflect this by:

- Equipping students with an advanced understanding of various aspects of international banking and finance law and banking practice, focusing in particular on current developments from both an academic and practice perspective.
- Developing the analytical skills needed to make reasoned, creative and original judgments regarding the development and practical application of commercial law.
- Assisting students to develop greater intellectual autonomy and to become independent learners.
- Equipping students with the research skills and methodological knowledge needed to conduct advanced legal research.
- Refining students' ability to communicate effectively complex ideas in oral and written form.
- Developing students' ability to look reflectively at their own professional practice.
- Encouraging ethical decision-making, sustainability and global citizenship.
- Assisting students to develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and decision-making.
- Encouraging lifelong learning and personal development and thereby enabling students to be able to work with self-direction and originality and to make a positive contribution to society.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of:	Teaching/learning methods and strategies
1. Complex and specialised areas of international banking and finance law, often working at the cutting edge of developments in this area.	<i>Acquisition of 1 is through:</i> International Banking and Finance Law International Financial Crime Dissertation
2. The influence of European Law on the	<i>Acquisition of 2 is through:</i>

Part 3: Learning Outcomes of the Programme

financial services sector	<p>International Banking and Finance Law International Financial Crime</p> <p><i>Additional Support is provided through:</i> International Contracts International Commercial Disputes Contract Law in Comparative Perspective</p>
3. The policies adopted by international institutions towards the international financial services sector	<p><i>Acquisition of 3 is through:</i> International Banking and Finance Law International Financial Crime Dissertation</p> <p><i>Additional Support is provided through:</i> Contract Law in Comparative Perspective Globalisation and the Law WTO Law International Contracts International Commercial Disputes Corporate Governance and Corporate Social Responsibility International Competition Law Contemporary Research Project</p>
4. Existing global, regional and national regulation of the international financial services sector	<p><i>Acquisition of 4 is through:</i> International Banking and Finance Law International Financial Crime Dissertation</p> <p><i>Additional Support is provided through:</i> Shipping Law Contract Law in Comparative Perspective Globalisation and the Law International Contracts WTO Law Contemporary Research Project</p>
5. Research approaches and techniques used in the analysis of legal issues drawing on the main research traditions in law.	<p><i>Acquisition of 5 is through:</i> Research Methods Dissertation International Banking and Finance Law International Financial Crime</p> <p><i>Additional Support is provided through:</i> International Contracts Shipping Law International Commercial Disputes Contemporary Research Project</p>
6. Pervasive Issues including sustainability, global citizenship, diversity and employability.	<p><i>Acquisition of 6 is through:</i> Dissertation International Financial Crime International Banking and Finance Law</p>

Part 3: Learning Outcomes of the Programme

	<p><i>Additional Support is provided through:</i> International Contracts International Commercial Disputes Globalisation and the Law Contract Law in Comparative Perspective Corporate Governance and Corporate Social Responsibility Information Technology Law International Intellectual Property Law International Employment Law Shipping Law WTO Law International Competition Law Contemporary Research Project</p> <p><i>Learning and Teaching is centered on informed guided reading, independent research leading to guided discussions and debates in the context of seminars. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p>Assessment</p> <p><i>Testing of the knowledge base is through assessed coursework, oral assessment and dissertation.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. Ability to deal with complex and specialised legal norms and to explore the current limits of legal knowledge; 2. Ability to critically analyse, at the appropriate postgraduate level, rules of law and to apply them to complex and developing factual situations; 3. Ability to analyse and synthesise abstract concepts and theories; 4. Ability to create responses to problems that redefine existing knowledge and/or develop new approaches to particular problems; 5. Ability to independently evaluate complex legal issues and to suggest alternatives; 	<p>Teaching/learning methods and strategies:</p> <p><i>Intellectual skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop intellectual skills are provided through departmental research structures and activities.</i></p>
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Part 3: Learning Outcomes of the Programme	
<p>6. Ability to present a structured argument at both abstract and concrete levels;</p> <p>7. Ability to conceptualise and integrate complex ideas and arguments from multiple sources and perspectives.</p>	<p>Assessment: <i>Testing of intellectual skills is through assessed coursework, oral assessment and dissertation.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
C Subject, Professional and Practical Skills	
<p>C Subject, Professional and Practical Skills</p> <p>1. Ability to plan and undertake effective research on complex and specialised legal issues;</p> <p>2. Ability to use information and knowledge effectively;</p> <p>3. Ability to communicate effectively in both written and oral form;</p> <p>4. Ability to articulate ideas, develop arguments and engage in debates orally, through presentations and group discussions and in written work;</p> <p>5. Ability to recognise and address ethical dilemmas and corporate social responsibility issues;</p> <p>6. Ability to use relevant ICT effectively;</p> <p>7. Ability to work effectively as part of a team, to listen and respond to contributions in group processes and to negotiate and persuade others.</p>	<p>Teaching/learning methods and strategies: <i>Subject/Professional/Practical skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop these skills are provided through departmental research structures and activities.</i></p> <p>Assessment:</p> <p><i>Skills 1-6 are assessed in all modules through the incorporation of both oral and written assessment methods.</i></p> <p><i>Skill 7 is not explicitly assessed in relation to teamwork, but is indirectly assessed in all modules as the ability to listen and respond and negotiate and persuade is required for the successful achievement of learning outcomes assessed in all modules.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <p>1. Ability to work autonomously with a self-awareness of key research and analytical issues to be dealt with in any particular piece of work;</p> <p>2. Ability to plan strategies for effective research and analysis;</p> <p>3. Ability to think analytically and reflexively about complex material and to present arguments and information coherently and at a level consistent with postgraduate study;</p> <p>4. An awareness of ethical issues including sustainability issues.</p> <p>5. Independent learning and reflective practice required for effective performance in future work roles.</p>	<p>Teaching/learning methods and strategies:</p> <p><i>Transferable skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop transferable skills are provided through departmental research structures and activities.</i></p>

Part 3: Learning Outcomes of the Programme

6. Sensitivity to diversity in people and ability to work with people in different situations.
7. Time management

Assessment:


Skills 1-5 are assessed in all modules through the incorporation of a range of assessment techniques.

Skills 6 and 7 are not explicitly assessed but are required for the successful achievement of learning outcomes assessed in all modules.

Individual module specifications provide details of assessments.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

<p>ENTRY</p> 	<p>Compulsory modules (total of 105 credits)</p> <ul style="list-style-type: none"> • Research Methods UJGUP7-15-M • International Banking and Finance Law UJGUPF-15-M • International Financial Crime UJGUPK-15-M • Dissertation UJGT85-60-M 	<p>Optional modules Students to choose 75 credits from the following:</p> <ul style="list-style-type: none"> • Globalisation and the Law UJGUP9-15-M • International Contracts UJGUP8-15-M • Contract Law in Comparative Perspective UJGUPB-15-M • International Intellectual Property Law UJGUPL-15-M • Information Technology Law UJGUPH-15-M • International Commercial Disputes UJGUPJ-15-M • Corporate Governance and Corporate Social Responsibility UJGUPP-15-M • International Competition Law UJGUPA-15-M • Shipping Law UJGUPR-15-M • International Employment Law UJGUPS-15-M • World Trade Organisation Law UJGUPM-15-M • Contemporary Research Project UJGUPG-15-M • A maximum of one module not listed above, offered on any of the other LLM award routes by the Department of Law 	<p>Interim Awards</p> <ul style="list-style-type: none"> • Postgraduate Diploma in Commercial Law • Postgraduate Certificate in Commercial Law • Credit requirements <ul style="list-style-type: none"> ▪ PG Cert 60 credits ▪ PG Dip 120 credits <p>Awards:</p> <ul style="list-style-type: none"> • Target/highest – LLM in International Banking and Finance Law <p>Credit requirements - 180 to include the Dissertation module which will be the final module undertaken.</p>
<p>GRADUATION</p>			

Part 5: Entry Requirements

The University's Standard Entry Requirements for taught postgraduate courses apply with the following additions

Candidates should normally hold a good honours degree in law (LLB (Hons)) or equivalent from a recognised UK Higher Education institution or equivalent from a recognised overseas institution.

Non law graduates may be admitted if they have relevant experience or an honours degree in a related subject area.

The University's Standard English Language Requirements for taught postgraduate courses apply.

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; coursework essays, oral presentations and dissertation. These are detailed in the following assessment map:

Assessment Map for *LLM International Banking and Finance Law*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	Module No UJGUP7-15-M						A (40)	B (60)			
	Module No UJGT85-60-M								A (100)		
	Module No UJGUPF-15-M						A (40)	B (60)			
	Module No UJGUPK-15-M						A (40)	B (60)			
Optional Modules	Module No UJGUP8-15-M						A (40)	B (60)			
	Module No UJGUPB-15-M						A (40)	B (60)			
	Module No UJGUP9-15-M						A (40)	B (60)			
	Module No UJGUPJ-15-M						A (40)	B (60)			
	Module No UJGUPH-15-M						A (40)	B (60)			
	Module No						A	B			

Instructions:

Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)

Add further columns as necessary*

Part 6: Assessment

	UJGUPJ-15-M						(40)	(60)			
	Module No						A	B			
	UJGUPP-15-M						(40)	(60)			
	Module No						A	B			
	UJGUPA-15-M						(40)	(60)			
	Module No						A	B			
	UJGUPM-15-M						(40)	(60)			
	Module No						A	B			
	UJGUPR-15-M						(40)	(60)			
	Module No						A	B			
	UJGUPS-15-M						(40)	(60)			
	Module No								A		
	UJGUPG-15-M								100		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

Teaching on the LLM in International Banking and Finance Law Programme comprises a mix of scheduled workshops and independent learning.

Scheduled learning includes workshops and project supervision. These sessions constitute an average of 18 hours per module. Scheduled sessions may vary slightly depending on the module choices made. Learning for students who choose a work based project will include work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, preparation for workshop activities, assignment preparation and research. These sessions constitute an average of 132 hours per module.

Description of Distinctive Features and Support

This programme is designed to support the FBL Learning Teaching and Assessment (LTA) Strategy. The overarching aim of the strategy is:

“to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university’s vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness.”

The LTA Strategy identifies the following objectives:

1. Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
2. Increase in the use of links with the world external to UWE (including professional

Part 7: Student Learning

accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities

3. Provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
4. Appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
5. Provision of effective support for students making the transition to learning at UWE
6. Provision of effective and ongoing developmental support for all staff
7. Use of effective strategies for assessment for learning

The LTA Strategy encourages students to take responsibility for their learning and become independent, as well as interdependent, learners. Student learning is facilitated through a combination of face-to-face and online interaction that integrates a range of learning and teaching approaches (including, for example, lectures, tutorials, group discussions, presentations, visiting speakers, and external engagement). Students are encouraged to become active participants, both in their own learning and in the creation of knowledge, and to develop their critical and reflective capacity. Ultimately the aim of the programme is to enable students to progress to a high level of autonomy in the learning and professionalism and the view learning as a process of continuing professional development. Learning activities and resources apply theoretical knowledge and international research to practical situations with reference to real examples and a wide range of contexts. Further, the dissertation requires students to explore a substantial issue using appropriate concepts, frameworks and methodologies. Feedback from students is critical to the successful implementation of the LTA Strategy.

In implementing this strategy, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on student participation. This blend consists of face to face learning in workshop groups supported by on-line learning via Blackboard, together with exposure to real life examples through case studies, debates and invited speakers. Workshops are designed to encourage the development of the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students are required to complete preparatory reading, study of set case materials or other preparatory work 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 contribute to structured analytical discussions and raise, critically assess and defend different points of view on controversial issues in class. Analytical skills and a critical approach are encouraged. A strong emphasis is placed on independent engagement with the materials and the questioning of assumptions. The activities covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions. Academic staff teaching on the programme are all active researchers and incorporate aspects of their own research in their teaching.

All modules make use of Blackboard for web enhanced delivery to at least the recommended minimum standard and for communications with students. Module teaching outlines are provided for all modules which provide details of learning and teaching resources in accordance with the university's reading strategy. Additional support is provided through the library and an extensive student computing network.

In order to assist with the development of research skills, students are directed to the University Library online resources as well as a specially developed online learning unit which supports the Research Methods module and the Dissertation.

Part 7: Student Learning

The programme provides opportunities for both formative and summative assessment and feedback. Formative assessment and feedback may take a number of forms, including self assessment and peer assessment. Summative assessment may include essays, reports, literature reviews, case studies, projects, dissertations and oral presentations. All assessment criteria conform to UWE Academic Regulations and Procedures and module specifications provide details of assessments.

STUDENT SUPPORT AND GUIDANCE

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and for more general academic and professional concerns by the LLM Programme Leader and LLM Programme Managers. In addition, students can seek support from the Faculty Learning Support Tutor to address specific study skills issue.

Student Services Student Advisors are available to provide confidential advice where necessary on matters such as regulations, extenuating circumstances procedures, progression as well as personal issues such as ill health, time management etc. This services is supported by wider University provision and online resources.

Careers Guidance and a wide range of support in relation to employability is provided centrally by UWE Careers. Students seeking employment opportunities during their studies have access to the university's Job Shop.

All students are invited to participate in an Induction programme at the start of their studies. This includes specific guidance and orientation sessions for international students. The university's web pages provide access to detailed and up to date information covering all aspects of academic and administrative procedures and support. The LLM handbook provides details of a range of issues relating to all LLM programmes.

An important part of the programme is the involvement of students. Two or three student representatives are elected each year to serve on the Student Representatives and Staff Forum (SRSF). These are held every term to discuss issues raised by students in relation to their experience of studying on the programme and at UWE in general. Issues raised are discussed in an open and friendly atmosphere and students are encouraged to express their opinions. Issues raised are taken forward for action by the LLM Programme Leader and LLM Programme Managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is offered both at Faculty level under the remit of the Leader of WP, Disability and School Liaison and centrally through the university's Disability Resource Centre.

In addition to the above, the university's Student Services offer a range of services and support including:

- University Health Centre
- Advice on careers, employability and finding student and graduate vacancies
- Community Volunteer Programme
- The Living Centre for support on faith and spiritual matters
- Global Student Support to assist international students
- Help with visas

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

- QAA Framework for Higher Education in England, Wales and Northern Ireland (August 2008)
The educational aims and learning outcomes of the programme reflect the requirements of the QAA Framework for a qualification at Master's level. The programme has been designed to incorporate the QAA's *Master's degree characteristics* (March 2011). There is no QAA subject benchmark statement for Law at master's level.
- *UWE Vision and Mission*
The educational aims and learning outcomes support the UWE Vision and Mission by focusing in particular on the development of skills which foster innovation, sustainability, internationalisation, diversity and employability. The programme aims to address the need for an understanding of Environmental and Sustainable Development law in a global context, focusing on both national and international legal developments and is designed to appeal to a diversity of students, recognising their differing needs.
- *Faculty Strategies and Policies*
The FBL Employability Strategy, LTA Strategy and the Blended Learning Framework are implemented in the learning, teaching and assessment strategies adopted.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.

The University's Disability Statement

The University philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. It aims to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation (www.uwe.ac.uk/csa/disability.html).