



**PROGRAMME SPECIFICATION**

Part 1: Basic Data				
<b>Awarding Institution</b>	University of the West of England			
<b>Teaching Institution</b>	University of the West of England			
<b>Delivery Location</b>	University of the West of England National Economics University, Vietnam (NEU) Danang University			
<b>Faculty responsible for programme</b>	Faculty of Business & Law			
<b>Department responsible for programme</b>	Accounting, Economics and Finance (AEF)			
<b>Modular Scheme Title</b>	BA(Hons) Banking and Finance			
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>				
<b>Highest Award Title</b>	BA (Hons) (SW) Banking and Finance BA (Hons) (FT) Banking and Finance			
<b>Default Award Title</b>	n/a			
<b>Interim Award Titles</b>	DipHE Banking and Finance CertHE Banking and Finance			
<b>UWE Progression Route</b>				
<b>Mode(s) of Delivery</b>	SW, FT, Dual			
<b>Codes</b>	<b>UCAS:</b>			
	<table border="1"> <tr> <td><b>ISIS2: Award Code</b></td> <td><b>ISIS2: Target codes:</b></td> </tr> <tr> <td><b>N30C</b></td> <td><b>N30C (SW)</b> <b>N30C13 (FT)</b> <b>N30E (Dual)</b> <b>N30F (NEU) (FT)</b> <b>N30D (Danang) (SW)</b> <b>N30D13 (Danang) (FT)</b></td> </tr> </table>	<b>ISIS2: Award Code</b>	<b>ISIS2: Target codes:</b>	<b>N30C</b>
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<b>Relevant QAA Subject Benchmark Statements</b>				
<b>CAP Approval Date</b>	23 April 2012			
<b>Valid from Date</b>	September 2014			
<b>Review Date</b>	September 2018			
<b>Version</b>	2.3			

## Part 2: Educational Aims of the Programme

The B.A. (Honours) Banking and Finance has been designed to allow students to acquire the skills and intellectual attributes associated with employment or further study as a banking and finance professional.

As the programme progresses, learning and skills developed through the study of banking, accounting, financial and economics modules are applied to a wide range of financial and banking issues. Students will specialise in a variety of areas including the economics of banking and finance.

By their final year, students will be equipped by their first two years of study (which may be further enhanced by the opportunity to complete a work placement) to undertake both integrative and specialist subjects, and to complete an independent research-based piece of work of their choosing within the field of Economics.

The programme's philosophy is underpinned by a commitment to developing students as independent autonomous learners. This provides them with flexibility of opportunity on successful completion of their degree either to study economics or banking and finance at postgraduate level or to use their in-depth knowledge of how banking and finance works from a theoretical and practical perspective in a whole range of financial occupations.

The programme aims to

Provide a general educational experience in which students might acquire knowledge, skills, and those virtues associated with scholarship, objectivity, learning, and reflection.

Promote critical, creative, and analytical thinking.

Foster critical study, through collaborative and independent learning. This aim includes the promotion of self-criticism and reflexive awareness.

Teach academically challenging and vocationally relevant modules in the fields of Banking & Finance and Economics and how they relate to the current global financial and economic system.

Provide a general foundation for the world of work by equipping students with the broad range of skills, understanding, and knowledge employed in a wide range of vocations.

Offer the opportunity to experience and reflect on working in an organisation

Prepare for a career in private and/or public sector organisations.

Acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules in order to meet their particular educational and career needs and to foster their individual development.

Impart a broad range of skills: discipline specific, cognitive, and general transferable skills, which, together with the points above provide the student with a sound basis for further study.

Assist students realise their potential.

<b>Part 3: Learning Outcomes of the Programme</b>	
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	
<b>Learning Outcomes</b>	<b>Teaching, Learning and Assessment Strategies</b>
<b>A Knowledge and Understanding</b>	
<p><b>(A) Knowledge and understanding:</b></p> <p>On completion of the programme students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of the discipline, in the areas of:</p> <ol style="list-style-type: none"> <li>1. Economic concepts, theory and modelling.</li> <li>2. Financial Intermediation and the structure of the financial sector in a developed economy.</li> <li>3. The role of the financial sector in promoting growth and investment in a developed economy.</li> <li>4. Quantitative and qualitative research methods and computing techniques.</li> <li>5. Sources and context of banking and finance data and evidence</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of 1 is by the core modules: Economic Principles in a Contemporary Context (L1), Macroeconomics (L1), Economic Research Methods (L2), Economics of Money and Banking (L2), Project (L3) and also by the optional module: Economics of International Financial Markets (L3)</p> <p>Acquisition of 2 is by the core modules: Financial Institutions and Markets (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), Governance, Regulation and Risk Management in Banking (L2), Contemporary Issues in Banking and Finance (L3). And theyby optional module: Market Analysis for Private Investors (L2),</p> <p>Acquisition of 3 is by the core modules: Financial Institutions and Markets (L1), Understanding Business and Financial Information (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), Governance, Regulation and Risk Management in Banking (L2). And also by the optional modules: Credit Management: Theory and Practice (L2), Market Analysis for Private Investors (L2), Tax and Tax Planning (L2), Personal Financial Planning (L3), Credit Risk Analysis and Management (L3) and Investment Management (L3).</p> <p>Acquisition of 4 is by the core modules: Understanding Business and Financial Information (L1), Academic Skills for Accounting and Finance Students or Becoming a Practical Economist (L1), Statistics and Data Management (L1), Economic Research Methods (L2), Contemporary Issues in Banking and Finance (L3), and the Project (L3)</p> <p>Acquisition of 5 is by the core modules: Understanding Business and Financial Information (L1), Academic Skills for Accounting and Finance Students or Becoming a Practical Economist (L1), Statistics and Data Management (L1), Principles and Practices of Banking (L2), Managerial Accounting &amp; Finance (L2), Economic Research Methods (L2), Governance, Regulation and Risk Management in Banking (L2), Economics of Money and Banking (L2), Project (L3), Contemporary Issues in Banking and Finance (L3), and Investment Management (L3). And also by the optional modules: Market Analysis for</p>

### Part 3: Learning Outcomes of the Programme

<p>6. Application of theory to analyse topical events in banking and the economy</p> <p>7. Ethics, sustainability, global citizenship and the management of change</p> <p>8. Specialised areas of banking and finance.</p>	<p>Private Investors (L2), Economics of International Financial Markets (L3), International Financial Management (L3).</p> <p>Acquisition of 6 is by the core modules: Financial Institutions and Markets (L1), Economic Principles in a Contemporary Context (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), Governance, Regulation and Risk Management in Banking (L2), Economics of Money and Banking (L2), Project (L3) and Contemporary Issues in Banking and Finance (L3). And also by the optional modules: Credit Management: Theory and Practice (L2), Market Analysis for Private Investors (L2), Personal Financial Planning (L3), Credit Risk Analysis and Management (L3), Economics of International Financial Markets (L3), International Financial Management (L3), and Investment Management (L3).</p> <p>Acquisition of 7 is by the core modules: Economic Principles in a Contemporary Context (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), Managerial Accounting &amp; Finance (L2), Governance, Regulation and Risk Management in Banking (L2), Contemporary Issues in Banking and Finance (L3).</p> <p>Acquisition of 8 is by the core modules Financial Institutions and Markets (L1), Understanding Business and Financial Information (L1), Principles and Practices of Banking (L2), Managerial Accounting &amp; Finance (L2), Governance, Regulation and Risk Management in Banking (L2), Economics of Money and Banking (L2), and Contemporary Issues in Banking and Finance (L3). And also by the optional modules: Credit Management: Theory and Practice (L2), Market Analysis for Private Investors (L2), Tax and Tax Planning (L2), Personal Financial Planning (L3), Credit Risk Analysis and Management (L3), International Financial Management (L3) and Investment Management (L3).</p> <p><b>Assessment:</b> Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework, oral presentation, tasks undertaken under examination conditions and projects.</p>
<b>B Intellectual Skills</b>	
<p><b>(B) Intellectual Skills</b></p> <p>Students should develop the capacity to :</p> <p>1. Gather and critically evaluate evidence and information from a range of sources.</p>	<p><b>Teaching/learning methods and strategies:</b> <i>Intellectual skills are developed at levels 1, 2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and I.T. based activities. Particular emphasis is given to these skills in the following modules.</i></p> <p>Understanding Business and Financial Information (L1), Academic Skills for Accounting and Finance Students or Becoming a Practical Economist (L1), Statistics and Data Management (L1), Principles and Practices of Banking (L2), Economic Research Methods (L2), Governance,</p>

### Part 3: Learning Outcomes of the Programme

<p>2. Identify and analyse banking and finance problems</p> <p>3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application</p> <p>4. Apply these skills in a range of complex and unpredictable contexts.</p>	<p>Regulation and Risk Management in Banking (L2), Economics of Money and Banking (L2), Contemporary Issues in Banking and Finance (L3), and Project (L3). And also by option modules: Market Analysis for Private Investors (L2), Economics of International Financial Markets (L3), International Financial Management (L3), and Investment Management (L3)</p> <p>Financial Institutions and Markets (L1), Principles and Practices of Banking (L2), , Managerial Accounting &amp; Finance (L2), Governance, Regulation and Risk Management in Banking (L2), Credit Risk Analysis and Management (L3), International Financial Management (L3), Contemporary Issues in Banking and Finance (L3), and Investment Management (L3)</p> <p>Economic Principles in a Contemporary Context (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), , Managerial Accounting &amp; Finance (L2), Governance, Regulation and Risk Management in Banking (L2), and Contemporary Issues in Banking and Finance (L3). And also by option modules: Market Analysis for Private Investors (L2), Credit Risk Analysis and Management (L3), Economics of International Financial Markets (L3), International Financial Management (L3), and Investment Management (L3)</p> <p>Economic Principles in a Contemporary Context (L1), Macroeconomics (L1), Principles and Practices of Banking (L2), , Managerial Accounting &amp; Finance (L2), Governance, Regulation and Risk Management in Banking (L2), and Contemporary Issues in Banking and Finance (L3). And also by option modules: Market Analysis for Private Investors (L2), Credit Risk Analysis and Management (L3), Economics of International Financial Markets (L3), International Financial Management (L3), and Investment Management (L3).</p> <p><b>Assessment:</b>  <i>A variety of formative and summative assessment methods are employed to demonstrate the acquisition of intellectual skills. These include essays, management reports, presentations, tests, case studies, and examinations.</i></p>
<p><b>C Subject, Professional and Practical Skills</b></p>	
<p><b>(C) Subject, Professional and Practical Skills</b></p> <p>On completion of the programme students will be able to:</p> <p>1. Carry out banking and finance related research within the disciplines of economics and accounting and finance.</p> <p>2. Provide written reports and analysis on a range of topics</p>	<p><b>Teaching/learning methods and strategies:</b>  <i>While these skills are covered in full or in part across all modules particular emphasis is given to these skills in the following modules:</i></p> <p>Principles and Practice of Banking (L2), Governance, Regulation and Risk Management in Banking (L2), Project (L3).</p> <p>Principles and Practices of Banking (L2), and Governance, Regulation and Risk Management in Banking (L2). And</p>

### Part 3: Learning Outcomes of the Programme

<p>3. Contribute effectively to group discussions, presentations and /or debates.</p> <p>4. Select and use subject specific tools and techniques.</p>	<p>also by option modules: Credit Management: Theory and Practise (L2), Market Analysis for Private Investors (L2), Tax and Tax Planning (L2), Personal Financial Planning (L3), Credit Risk Analysis and Management (L3), Investment Management (L3)</p> <p>Macroeconomics (L1), Principles and Practices of Banking (L2), Governance, Regulation and Risk Management in Banking (L2), and Contemporary Issues in Banking and Finance (L3). However, in all modules it is expected of students that in seminars and tutorials they will contribute to discussions.</p> <p>Economic Principles in a Contemporary Context (L1), Understanding Business and Financial Information (L1), Macroeconomics (L1), Statistics and Data Management (L1), Managerial Accounting &amp; Finance (L2), and Economic Research Methods (L2). And also by option modules: Credit Risk Analysis and Management (L3), International Financial Management (L3) Investment Management (L3)</p> <p><b>Assessment</b></p> <p>Skill 1 is primarily assessed by project/dissertation at Level 3.</p> <p>Skill 2 is primarily assessed through coursework essay and reports.</p> <p>Skill 3 is primarily assessed through coursework and group presentations.</p> <p>Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules.</p>
<p><b>D Transferable Skills and other attributes</b></p>	
<p><b>(D) Transferable Skills and other attributes</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Work effectively alone.</li> <li>2. Work effectively in groups.</li> <li>3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages.</li> <li>4. Extract, process and present numerical information for a given purpose.</li> <li>5. Manage own time and workload.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b>  <i>Transferable skills are developed through an integrated programme of learning, which is built into all core modules at levels 1, 2 and 3 and the work placement.</i></p> <p>Skills 1, 2, 3, 4, 5, 6, and are developed in all modules.</p> <p>Skills 1, 3, 4, 5, 6, and 7 are given particular emphasis in the Project Module.</p> <p>Skills 1, 2, 3, 5, and 6, are given particular emphasis in the work placement.</p> <p>Skill 2 is given particular emphasis in the core modules of Accounting Skills for Accounting and Finance Students or Becoming a Practical Economist (L1), Contemporary Issues in Banking and Finance (L3). However, in all modules it is expected of students that in seminars and tutorials they will contribute to discussions.</p> <p>Skill 4 is central to this award and is again developed in all</p>

### Part 3: Learning Outcomes of the Programme

6. Take responsibility for own learning.
7. Reflect on own performance and respond positively to feedback.

modules but is integral to the following modules: Understanding Business and Financial Information (L1), Statistics and Data Management (L1), Managerial Accounting & Finance (L2), Economic Research Methods (L2), and Contemporary Issues in Banking and Finance (L3). And also by option modules: Credit Management: Theory and Practice (L2), Market Analysis for Private Investors (L2), Tax and Tax Planning (L2), International Financial Management (L3), Personal Financial Planning (L3), Credit Risk Analysis and Management (L3), Investment Management (L3), and

In all modules students are facilitated and encouraged to develop skill 7, however this skill is given particular prominence in the core modules; Financial Institutions and Markets (L1), Principles and Practices of Banking (L2), and Contemporary Issues in Banking and Finance (L3).

**Assessment:**

Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, employer assessment, self-assessment, tests, presentations, examinations, dissertations. All skills are assessed in the core modules at level 3.

**Part 4: Programme Structure** BA (Hons) Banking and Finance

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

<b>ENTRY</b>	<b>Level 1</b>	<p>Compulsory Modules</p> <p>UMED8H-30-1 Financial Institutions and Markets (30 credits)</p> <p>UMED8D-15-1 Economic Principles in a Contemporary Context (15 credits)</p> <p>UMAD4V-15-1 Understanding Business and Financial Information (15 credits)</p> <p>UMED8G-30-1 Macroeconomics (30 credits)</p> <p>UMED8J-15-1 Statistics and Data Management (15 credits)</p> <p>UMAD9C-15-1 Academic Skills for Accounting and Finance Students (15 credits) (National Economics University students will take UMED9E-15-1 Becoming a Practical Economist as an alternative module.</p>	<p>Optional Modules</p> <p>There are no optional modules at level 1</p>	<p><b>Interim Awards</b></p> <p>CertHE Banking and Finance</p> <p>Credit requirements: 120 at the appropriate level</p>
	<b>Level 2</b>	<p>Compulsory Modules</p> <p>UMED8T-30-2 Principles and Practices of Banking (30 credits)</p> <p>UMAD5J-15-2 Managerial Accounting &amp; Finance (15 credits)</p> <p>UMED8N-15-2 Economic Research Methods (15 credits)</p> <p>UMAD5P-30-2 Governance, Regulation and Risk Management in Banking (30 credits)</p> <p>UMED8Q-15-2 Economics of Money and Banking (15 credits)</p>	<p>Optional Modules</p> <p>UMAD5N-15-2 Credit Management: Theory and Practice (15 credits)</p> <p>UMAD5M-15-2 Market Analysis for Private Investors (15 credits)</p> <p>UMAD5G-15-2 Tax and Tax Planning (15 credits)</p> <p>UMED8M-15-2 Economic Modelling and Estimation</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p>	<p><b>Interim Awards</b></p> <p>DipHE Banking and Finance</p> <p>Credit requirements: 240 at the appropriate level</p>



### **Placement or Study Year Abroad (SYA):**

For the award of the sandwich title (SW) students must choose one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:

1. Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree.

During this time students must complete and pass the 15 credit level 3 module, Learning and Development on Placement UMCDDA-15-3. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

2. Study Year Abroad, which consists of two semesters of study at a partner institution abroad.

During this time students must complete and pass the 15 credit level 3 module, Learning and Development on Study Year Abroad (UMCD9Y-15-3). This module assesses the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

In addition, whilst at the partner institution students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules related to their programme of study at UWE with a further 5-10 ECTS in the language of the host country. If the advent of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams.

**To be eligible for either Placement or SYA students must have passed a minimum of 210 credits**

Level 3	<p>Compulsory Modules</p> <p>UMED8Y-30-3 Project (30 credits)</p> <p>UMEDFT-30-3 Contemporary Issues in Banking and Finance (30 credits)</p>	<p>Optional Modules Four options should be selected up to a maximum value of 60 credits.</p> <p><i>Students who have completed a Placement or SYA (and passed the relevant modules) are required to select three options up to a maximum credit value of 45 credits.</i></p> <p>UMED8V-15-3 Economics of International Financial Markets (15 credits) UMAD5T-15-3 International Financial Management (15 credits) UMAD5R-15-3 Personal Financial Planning (15 credits) UMAD5W-15-3 Credit Risk Analysis and Management (15 credits) UMAD5X-15-3 Investment Management (15 credits) UMED96-15-3 Econometrics (15 credits) UMED8W-15-3 Monetary Economics (15 credits)</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p>	<p>Awards:</p> <p>Target/highest title: BA (Hons) Banking and Finance (SW) BA (Hons) Banking and Finance (FT)</p> <p>Default title: BA Banking and Finance (SW) BA Banking and Finance (FT)</p> <p>Credit requirements: BA (Hons): 360 credits at the appropriate levels BA: 300 credits at the appropriate levels</p>
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## GRADUATION

**NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student**

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply

## Part 6: Assessment

### Approved to University Regulations and Procedures

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

### Assessment Map

The programme encompasses a range of assessment methods including; ..... (eg essays, posters, presentations, written examinations). These are detailed in the following assessment map:

#### Assessment Map for BA (Hons) Banking and Finance

		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 Level 1	UMED8H-30-1 FIM	A (50)						B1 (40)			B2 (10)
	UMED8D-15-1 EPIC	A (50)						B (50)			
	UMAD4V-15-1 UBFI				A (50)				B (50)		
	UMED8G-30-1 MACRO	A (50)				B (20)	B (10)	B (20)			
	UMAD9C-15-1 ASAF						B (30)				A (70)
	UMED9E-15-1 BPE (NEU only)						A (50)				B (50)
Compulsory Modules Level 2	UMED8J-15-1 SDM	A (50)						B (50)			
	UMED8T-30-2 PPB	A (50)						B1 (30)		B2 (10)	B3 (10)
	UMAD5J-15-2 MAF	A (60)						B (40)			
	UMED8N-15-2 ERM	A (50)						B (50)			
	UMAD5P-30-2 GRRMB	A (60)					B (15)	B (25)			
	UMED8Q-15-2 EMB	A (50)						B (50)			
Compulsory Modules Level 3	UMED8Y-30-3 PROJ									A (100)	
	UMEDFT-30-3 CIBF	A (50)						B1& B2 (50)			
Optional Modules Level 2	UMAD5N-15-2 CMTF	A (50)							B (50)		
	UMAD5M-15-2 MAPI	A (40)							B (60)		
	UMAD5G-15-2 TTP	A (70)		A (30)							
	UMAD8M-15-2 EME	A (50)							B (50)		

## Part 6: Assessment

Optional Modules Level 3	UMED8V-15-3 EIFM	A (50)						B (50)			
	UMAD5T-15-3 IFM	A (60)					B (40)				
	UMAD5R-15-3 PFP	A (50)						B (50)			
	UMAD5W-15-3 CRAM	A (60)							B (40)		
	UMAD5X-15-3 IM	A (70)								B (30)	
	UMED96-15-3 ECON	A (50)									B (50)
	UMED8W-15-3 ME	A (50)									B (50)

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

UMED9E-15-1 **Becoming a Practical Economist**

### Name and Code

### KEY

Financial Institutions and Markets (CODE1)	FIM
Economic Principles in a Contemporary Context (UMED8D-15-1)	EPIC
Understanding Business and Financial Information (UMAD4V-15-1)	UBFI
Macroeconomics (UMED8G-30-1)	MACRO
Statistics and Data Management (UMED8J-15-1)	SDM
Academic Skills for Accounting and Finance Students (UMAD9C-15-1)	ASAF
Becoming a Practical Economist (NEU students only)	BPE
Principles and Practices of Banking (CODE2)	PPB
Managerial Accounting & Finance (UMAD5J-15-2)	MAF
Economic Research Methods (UMED8N-15-2)	ERM
Governance, Regulation and Risk Management in Banking (CODE3)	GRRMB
Economics of Money and Banking (UMED8Q-15-2)	EMB
Credit Management: Theory and Practise (UMAD5N-15-2)	CMTP
Market Analysis for Private Investors (UMAD5M-15-2)	MAPI
Tax and Tax Planning (UMAD5G-15-2)	TTP
Economic Modelling and Estimation	EME
Project (UMED8Y-30-3)	PROJ
Contemporary Issues in Banking and Finance (UMEDFT-30-3)	CIBF
Economics of International Financial Markets (UMED8V-15-3)	EIFM
International Financial Management (UMAD5T-15-3)	IFM
Personal Financial Planning (UMAD5R-15-3)	PFP
Credit Risk Analysis and Management (UMAD5W-15-3)	CRAM
Investment Management (UMAD5X-15-3)	IM
Econometrics (UMED96-15-3)	ECON
Monetary Economics (UMED8W-15-3)	ME

## Part 7: Student Learning

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

## **demonstrated**

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme that, together with the contact time, will enable learning outcomes to be achieved and demonstrated. On the BA (Hons) Banking and Finance programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: For students on the sandwich programme this is

- A minimum of 40 weeks in employment - Placement option
- Two semesters of study (a minimum of 36 weeks at a partner institution abroad) - Study Year Abroad option

### **Description of Distinctive Features and Support**

The overarching aim of the Faculty's Learning Teaching & Assessment 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 supporting objectives of the strategy are the:

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- 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
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

### **Curriculum Design Content & Organization**

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

Level 1 provides students with a general foundation in financial markets, financial institutions, the micro

and macro-economy, data management with the aim to improve your analytical skills using different methodologies. The 1<sup>st</sup> year modules are prerequisites for development of your analytical strengths throughout your degree. National Economics University will undertake Becoming a Practical Economist (BPE) at Level 1 instead having requested this change previously. Rather than introduce a new module with a different structure and teaching team for NEU to work with and the resource issues this would have for them and UWE it was decided that BPE would be taught in the Banking & Finance programme at the NEU, so that module-level relationships between the two institutions could be maintained and enhanced. Both modules have employability at their core and have the same methods of assessment. Links between NEU and UWE have been provided in the form of visits by academic and administrative staff to Vietnam and the UK to provide support towards best practice.

At Level 2, there will be an increased focus on the theoretical understanding of the national and international banking and financial systems, with a focus on managing risk and introduction to some key financial instruments. The ethical behaviour of banks will be explicitly explored in the wake of the several financial crises in the last 20 years.

Level 3 includes a dissertation module as well as a number of options choices that focus on increasing specialised areas, such as credit risk, international financial markets, and investment planning.

### **Technology, Learning & Assessment**

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three. For the NEU, teaching resources are made available by UWE module leaders via Blackboard and NEU have their own module Blackboard pages that they can populate with UWE teaching materials but also their own to contextualise the material. Peer assisted learning (PAL) sessions are to be undertaken by UWE across the different levels. It is also expected that a student-exchange programme will become established.

Included within the programme is a clear personal development strand of transferable skills and “brain habits” of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	<b>Personal and Professional Strand (Employability)</b>	<b>Enquiry Strand (Research &amp; Academic Skills development)</b>
Level 1	Financial Institutions and Markets	Academic Skills for Accounting and Finance Students or Becoming a Practical Economist
Level 2	Principles and Practice of Banking	Economic Research Methods
Level 3	Contemporary Issues in Banking and Finance	Project

Whilst the 30 credit modules provide the focus for the development of skills, subject specific and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (*Economic Principles in a Contemporary Context*), numeric and problem-solving skills (*Statistics and Data Management, Understanding Business and Financial*

Information).

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. A final year project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final year capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

All sandwich students will undertake a work placement of a minimum of 40 weeks, normally in an area of a business related to the specialism of the degree, and this provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning & Development on Placement or Learning & Development on Study Year Abroad*).

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

### **Learning Resources**

All modules make use of Blackboard for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library online MySkills resources for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

### **Student Support & 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 Programme Managers.

At each level students are supported by [Academic Personal Tutors](#), an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's [Academic Support Centre](#), an initiative intended to support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

The UWE Careers Placement Support Team provides extensive support for students in preparation for their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. Together with the student portal myUWE, the university's [Essential Student Information](#) web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;



- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with UK 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 subject benchmark statements  
Banking and Finance

University strategies and policies

- University's Vision & Mission – I.N.S.P.I.R.E.
- University Strategic Plan
- UWE Charter

Faculty strategies and policies:

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects

- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback

- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme.

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.