



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England		
Delivery Location	University of the West of England National Economics University, Vietnam (NEU) Danang University		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Business and Law		
Department responsible for programme	Accounting, Economics and Finance (AEF)		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links			
Highest Award Title	BA (Hons) Banking and Finance (SW) BA (Hons) Banking and Finance (FT)		
Default Award Title	n/a		
Fall-back Award Title	n/a		
Interim Award Titles	BA Banking and Finance DipHE Banking and Finance CertHE Banking and Finance		
UWE Progression Route			
Mode(s) of Delivery	SW, FT, Dual		
Codes	UCAS:	JACS:	
	ISIS2: N30C N30C (SW); N30C13 (FT); N30E (Dual); N30F (NEU) (FT); N30D	HESA:	
Relevant QAA Subject Benchmark Statements			
First CAP Approval Date	23 April 2012	Valid from	September 2012
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016
Version	3.1		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

The B.A. (Honours) Banking and Finance is aimed at students who wish to work in finance. The programme is designed so students can acquire specialist knowledge, technical skills and intellectual attributes that are necessary and expected of a contemporary banking and finance professional. The programme offers an excellent opportunity to acquire in-depth subject-specific knowledge, and to develop analytical and critical thinking skills to solve a range of problems creatively. For those interested in pursuing further study in this area, the programme also helps to foster strong quantitative and qualitative research skills to support postgraduate study.

The philosophy of the programme is underpinned by a commitment to developing students as independent autonomous learners who are: informed about the intricacies of financial services provision and the interdependence between the financial system and the real economy; critical, technically competent, and analytically minded; confident but at the same time aware of the limitations of their analysis; problem-solvers, good communicators and team players; co-producers of knowledge and self-reliant researchers; and, most importantly, aware of the sophistication of globally interconnected national financial systems and the role ethics and regulation play in ensuring their stability and sustainability.

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 Banking and Finance. Further, students will be able to apply their newly acquired knowledge to new and unfamiliar contexts and to conduct independent research in the area of banking and finance using alternative research methodologies.

The programme is an ideal launch pad for a career in retail and corporate banking, insurance, wealth management, investment analysis, financial planning and analysis, accountancy, and advisory roles in national and international financial institutions.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The BA (Hons) Banking and Finance prepares students for successful careers in the finance industry. Cutting-edge teaching from our research-active experts and practical training modules using the industry standard financial trading room ensure that the students are up-to-date and well-connected with industry. Engagement with a real world applied context is key to success and underpinned with social responsibility and ethical standards which are embedded in core studies. Graduates are able to demonstrate excellent technical competence, apply their knowledge to new and unfamiliar contexts and conduct independent research in resolving challenging business and financial problems

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:

This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for an approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.

The Learning Outcomes should be set out under the following four headings:

A. Knowledge and Understanding (subject specific)

What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)

Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)

Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)

An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.

*Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD.***

Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	UMED8H-30-1	UMED8D-15-1	UMAD4V-15-1	UMED8G-30-1	UMED8J-15-1	UMAD9C-15-1	UMED9E-15-1	UMED8T-30-2	UMAD5J-15-2	UMED8N-15-2	UMAD5P-30-2	UMED8Q-15-2	UMED8Y-30-3	UMEDFT-30-3
A) Knowledge and understanding of:														
1. Economic concepts, theory and modelling		√		√						√		√	√	
2. Financial Intermediation and the structure of the financial sector in a developed economy	√			√				√			√			√
3. The role of the financial sector in promoting growth and investment in a developed economy	√		√	√				√			√			
4. Quantitative and qualitative research methods and computing techniques			√		√	√				√	√		√	√
5. Sources and context of banking and finance data and evidence			√		√	√		√	√	√		√	√	√
6. Application of theory to analyse topical events in banking and the economy	√	√		√				√			√	√	√	√
7. Ethics, sustainability, global citizenship and the management of change		√		√				√	√		√			√
8. Specialised areas of banking and finance	√		√					√	√		√	√		√
(B) Intellectual Skills														
1. Gather and critically evaluate evidence and information from a range of sources			√		√	√		√		√	√	√	√	√
2. Identify and analyse banking and finance problems	√							√	√		√			√
3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application		√		√				√	√		√			√
4. Apply these skills in a range of complex and unpredictable contexts		√		√				√	√		√			√

Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	UMED8H-30-1	UMED8D-15-1	UMAD4V-15-1	UMED8G-30-1	UMED8J-15-1	UMAD9C-15-1 UMED9E-15-1	UMED8T-30-2	UMAD5J-15-2	UMED8N-15-2	UMAD5P-30-2	UMED8Q-15-2	UMED8Y-30-3	UMEDFT-30-3
(C) Subject/Professional/Practical Skills													
1. Carry out banking and finance related research within the disciplines of economics and accounting and finance	√	√	√	√	√	√	√	√	√	√	√	√	√
2. Provide written reports and analysis on a range of topics	√	√	√	√	√	√	√	√	√	√	√	√	√
3. Contribute effectively to group discussions, presentations and /or debates	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Select and use subject specific tools and techniques	√	√	√	√	√	√	√	√	√	√	√	√	√
(D) Transferable skills and other attributes													
1. Work effectively alone	√	√	√	√	√	√	√	√	√	√	√	√	√
2. Work effectively in groups	√	√	√	√	√	√	√	√	√	√	√	√	√
3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Extract, process and present numerical information for a given purpose	√	√	√	√	√	√	√	√	√	√	√	√	√
5. Manage own time and workload	√	√	√	√	√	√	√	√	√	√	√	√	√
6. Take responsibility for own learning	√	√	√	√	√	√	√	√	√	√	√	√	√
7. Reflect on own performance and respond positively to feedback	√	√	√	√	√	√	√	√	√	√	√	√	√

√ These skills are covered in full or in part across these modules

√ Particular emphasis is given to these skills across these modules

Part 4: Student Learning and Student Support

Teaching and learning 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 the teaching resources provided for students

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 1st 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 of Academic Skills for Accounting and Finance students, 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.

Part 4: Student Learning and Student Support

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:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
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.

Placement learning For students on the sandwich programme this is either:

- **Placement option** – a significant period of paid employment or self-employment. A typical

Part 4: Student Learning and Student Support

placement lasts for 40 weeks or more, although shorter periods in employment may also be possible subject to meeting the academic requirements of the placement module.

- **Study Year Abroad option** - Two semesters of study at a partner institution 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

Student learning is fully supported by UWE Library Services through extensive print and electronic resources and a variety of learning spaces. Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service. There is excellent access to electronic resources both on and off campus, facilitated by the extensive student computing network and Wi-Fi.

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 'University Study Skills web pages' 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

Part 4: Student Learning and Student Support

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 4: Student Learning and Student Support

Description of any Distinctive Features

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

Part 5: 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 Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

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.

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.

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.

Subject, Professional and Practical Skills

Skill 1 is primarily assessed by project/dissertation at Level 3.

Skill 2 is primarily assessed through coursework essay and reports.

Skill 3 is primarily assessed through coursework and group presentations.

Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules.

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 5: Assessment

Assessment Map

The programme encompasses a range of assessment methods. 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	A (50)						B1 (40)			B2 (10)
	UMED8D-15-1	A (50)						B (50)			
	UMAD4V-15-1				A (50)				B (50)		
	UMED8G-30-1	A (50)				B (20)	B (10)	B (20)			
	UMAD9C-15-1						B (30)				A (70)
	UMED8J-15-1	A (50)						B (50)			
	UMED9E-15-1 (NEU only)						A (50)				B (50)
Compulsory Modules Level 2	UMED8T-30-2	A (50)						B1 (30)		B2 (10)	B3 (10)
	UMAD5J-15-2	A (60)						B (40)			
	UMED8N-15-2	A (50)						B (50)			
	UMAD5P-30-2	A (60)					B (15)	B (25)			
	UMED8Q-15-2	A (50)						B (50)			
Compulsory Modules Level 3	UMED8Y-30-3									A (100)	
	UMEDFT-30-3	A (50)					B (10)	B (40)			
Optional Modules Level 2	UMAD5N-15-2	A (50)							B (50)		
	UMAD5M-15-2	A (40)							B (60)		
	UMAD8M-15-2	A (50)							B (50)		
Optional Modules Level 3	UMED8V-15-3	A (50)						B (50)			
	UMAD5T-15-3	A (60)					B (40)				
	UMAD5R-15-3	A (50)						B (50)			
	UMAD5W-15-3	A (60)							B (40)		
	UMAD5X-15-3	A (70)							B (30)		
	UMED96-15-3	A (50)							B (50)		
	UMADKB-15-3	A (60)							B (40)		

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

Part 6: 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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<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)</p> <p>(National Economics University students will take UMED9E-15-1 Becoming a Practical Economist as an alternative module)</p>	<p>There are no optional modules at level 1</p>	<p>CertHE Banking and Finance</p> <p>Credit requirements: 120 at the appropriate level</p>

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UMED8T-30-2 Principles and Practices of Banking (30 credits)	UMAD5N-15-2 Credit Management: Theory and Practice	DipHE Banking and Finance Credit requirements: 240 at the appropriate level
	UMAD5J-15-2 Managerial Accounting & Finance (15 credits)	UMAD5M-15-2 Market Analysis for Private Investors	
	UMED8N-15-2 Economic Research Methods (15 credits)	UMED8M-15-2 Introductory Econometrics	
	UMAD5P-30-2 Governance, Regulation and Risk Management in Banking (30 credits)	<i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i>	
	UMED8Q-15-2 Economics of Money and Banking (15 credits)		

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

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	<p>UMED8Y-30-3 Project (30 credits)</p> <p>UMEDFT-30-3 Contemporary Issues in Banking and Finance (30 credits)</p>	<p>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)</p> <p>UMAD5T-15-3 International Financial Management (15 credits)</p> <p>UMAD5R-15-3 Personal Financial Planning (15 credits)</p> <p>UMAD5W-15-3 Credit Risk Analysis and Management (15 credits)</p> <p>UMAD5X-15-3 Investment Management (15 credits)</p> <p>UMED96-15-3 Econometrics (15 credits)</p> <p>UMADKB-15-3 Islamic Banking and Finance</p> <p>UJUUKY-15-3 Financial Crime</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p>	<p>BA Banking and Finance (SW) BA Banking and Finance (FT)</p> <p>Credit requirements: BA: 300 credits at the appropriate levels</p>

GRADUATION

Part 7: Entry Requirements

T The University's Standard Entry Requirements apply

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

The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business & Management and the following University and Faculty strategies and policies:

University strategies and policies

- University's 2020 Strategy
- 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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The course is underpinned by cutting edge research which is incorporated into the teaching. External speakers, including industry employers, are regularly involved in guest lectures and are consulted on programme development to maintain currency and relevance. Students provide mid-term and end of module feedback which is incorporated into module actions and development. Students also provide feedback via Student-Staff Forums and Programme Management Committees. The feedback of External Examiners is also taken into account and is key to ensuring a competitive and appropriate offering in the broader academic context. All modules within the programme are required to produce action focused annual reports to constantly review and enhance teaching and learning quality within 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](#).

