



Programme Specification

Banking and Finance [NEU]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Banking and Finance [NEU]

Highest award: BSc (Hons) Banking and Finance

Interim award: BSc Banking and Finance

Interim award: DipHE Banking and Finance

Interim award: CertHE Banking and Finance

Awarding institution: UWE Bristol

Affiliated institutions: National Economics University Vietnam

Teaching institutions: National Economics University Vietnam

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies:

Chartered Institute of Management Accountants (CIMA)

Modes of delivery: Full-time

Entry requirements: For the current entry requirements, see the UWE public website.

For implementation from: 01 September 2020

Programme code: N30L13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc (Honours) Banking and Finance is aimed at students who wish to work in finance. 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.

Features of the programme: The overarching aim of the Faculty's Learning Teaching and 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.

Educational Aims: 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.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Compare, contrast, and assess the theories, evidence, procedures, and practices required for the effective governance and risk management of financial institutions incorporating multiple economics and financial approaches.
- PO2. Critically review the complexities of the globally integrated financial systems and financial structures of different countries.
- PO3. Apply critical thinking skills to develop informed arguments and propose evidence-based solutions in defined contexts.
- PO4. Identify and refine the scope of research and solve problems using appropriate methods, methodologies, techniques, and tools.
- PO5. Plan, conduct and communicate independent research from a small project to diverse audiences.
- PO6. Work effectively as a member of a team and present in a professional manner.
- PO7. Develop personal resilience and reflexive self-awareness skills to achieve career goals
- PO8. Reflect critically on the ethical dilemmas and challenges in the practice of contemporary finance, including the issues of social injustice and the transition to a sustainable economic future for all.

Assessment strategy: 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.

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.

Student support: 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 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 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 and 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 my UWE, 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 and 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 and 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 B: Programme Structure

Year 1

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMED8H-30-1	Financial Institutions and Markets 2023-24	30
UMADRU-15-1	Introduction to Finance 2023-24	15
UMEDKN-15-1	Introductory Microeconomics 2023-24	15
UMED8G-30-1	Macroeconomics 2023-24	30
UMED8J-15-1	Statistics and Data Management 2023-24	15

UMAD4V-15-1	Understanding Business and Financial Information (Accounting, Economics and Finance) 2023-24	15
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Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UMED8N-15-2	Economic Research Methods 2024-25	15
UMED8Q-15-2	Economics of Money and Banking 2024-25	15
UMADNB-15-2	Financial Accounting 2024-25	15
UMEDKP-15-2	Governance and Ethics in Banking 2024-25	15
UMED8M-15-2	Introductory Econometrics 2024-25	15
UMADKQ-15-2	Investment Banking 2024-25	15
UMED8T-30-2	Principles and Practice of Banking 2024-25	30

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMEDFT-30-3	Contemporary Issues in Banking and Finance 2025-26	30
UMAD5W-15-3	Credit Risk Analysis and Management 2025-26	15
UMED96-15-3	Econometrics 2025-26	15

UMED8V-15-3	Economics of International Financial Markets 2025-26	15
UMAD5X-15-3	Investment Management 2025-26	15
UMED8Y-30-3	Project 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme 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 D: External Reference Points and Benchmarks

QAA subject benchmark statements

Banking and Finance

The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business and 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.

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.

Part E: Regulations

Approved to University Regulations and Procedures.