



Programme Specification

Banking and Finance {Foundation} [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Banking and Finance {Foundation} [Frenchay]

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

Teaching institutions: UWE

Study abroad: No

Year abroad: No

Sandwich year: Yes

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, Sandwich

Entry requirements:

For implementation from: 01 September 2025

Programme code: N30T13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme is designed for students aspiring to enter the finance sector, offering a comprehensive curriculum covering various domains such as investment, retail banking, financial analysis, and more. Its primary objective is to equip students with the specialised knowledge, technical expertise, and critical thinking skills necessary for success in the dynamic finance industry. Throughout the programme, students embark on a structured learning journey designed to progressively enhance their understanding and capabilities in banking and finance profession.

The curriculum is carefully crafted to incorporate key topics including financial institutions and markets, quantitative methods, financial instruments, corporate finance, investment management, financial analysis, economics, and banking practices. The problem-based learning curriculum, grounded in research led teaching in areas relating to sustainability, banking practices, financialisation, governance and data processing develops students interdisciplinary thinking, analytical mindset and creative problem -solving skills. This holistic approach ensures that graduates are well-rounded professionals equipped with a diverse skill set tailored to meet the demands of the modern finance landscape.

Central to the programme's philosophy is the promotion of autonomy, digital literacy and social responsibility among students. Recognising the increasing importance of technology in the finance industry, the program places a strong emphasis on developing students' digital capabilities. Throughout the programme, students have access to modern digital tools used by industry professionals for tasks such as data analysis, computer programming, collaboration, and communication.

Moreover, the programme instils in students a sense of social responsibility, emphasising the ethical and sustainable dimensions of finance. By integrating economics and finance fundamentals, students are encouraged to analyse complex financial decisions through ethical lenses, considering factors such as sustainability and the future of the economy.

A distinctive feature of the program is its integrated academic and professional development portfolio, which spans multiple levels of the degree. This portfolio provides students with opportunities for personalised learning and professional growth, enabling them to produce artefacts that demonstrate their skills and competencies to potential employers. Additionally, the programme collaborates closely with industry partners, who provide valuable feedback on students' development and offer insights into the real-world applications of banking and finance concepts.

The foundation year provides students with a springboard from which to really succeed in the rest of their programme. It develops confidence, learning mindsets, foundational knowledge, scholarly skills, and a community and sense of belonging.

Throughout their academic journey, students benefit from guest lectures and immersion days facilitated by industry professionals, providing them with valuable networking opportunities and exposure to work-based environments. This integrated approach to learning and professional development ensures that graduates of the BSc Banking and Finance programme are well-prepared to excel in the fast-paced and competitive finance industry, equipped with the knowledge, skills, and attributes necessary to make meaningful contributions to the field.

Features of the programme: The BSc Banking and Finance programme has the following distinctive features:

A confidence-building, scaffolded, programmatic foundation year: This makes students feel part of the university, whilst developing the key scholarly and professional development skills that give them a good start for the rest of their degree.

Preparation for Financial Careers: Equipping students with the knowledge and skills necessary for successful careers in various sectors of finance, including portfolio manager, retail and corporate banking, insurance, wealth management, investment analysis, financial planning and analysis, accountancy, risk management and advisory roles in national and international financial institutions.

Practice-Led and Research-Informed: Grounded in a practice-led approach, the curriculum integrates cutting-edge research from research-active scholars in areas such as sustainability, finance, social justice, and banking regulation. This provides students with practical insights.

Technical knowledge and competence: Providing students with specialised knowledge and technical proficiency in areas such as financial institutions and markets, quantitative methods, investment banking, financial analysis, economics, and banking practices.

Professional Skills Development: Developing a comprehensive toolkit of professional skills essential for navigating the complexities of the banking and finance discipline, including critical thinking, enterprising mindset, digital literacy, effective communication, and teamwork abilities.

Social Responsibility and Ethical Awareness: Instilling graduates with an awareness of social responsibility, ensuring a sustainable future is prioritised in their professional endeavours, and emphasising the vital role of ethics and regulation in ensuring stability and sustainability in the global financial system.

Analytical and Critical Thinking Skills: Nurturing analytical and critical thinking skills necessary for creatively and independently solving a variety of problems within the banking and finance domain, as well as fostering strong quantitative research skills to support postgraduate endeavours.

Autonomous Learning and Lifelong Learning Skills: Fostering students as autonomous, informed learners who actively engage in their learning journey, and progressively building the knowledge, skills, and strengths necessary for lifelong learning and professional growth.

Employability and Professional Development: Emphasizing employability and professional development throughout the programme, with a focus on key modules at each level that enhance students' readiness for the workforce.

Professional and Personal Development (PPD) component: it spans the programme and is tailored to each student. PPD portfolios encompass Academic, Employability, and Wellbeing dimensions, with students reflecting on their progress and gathering evidence of development throughout the year. Regular touch points ensure timely feedback on student growth areas, enhancing their professional and personal development journey.

Educational Aims: This programme aims to prepare students for diverse careers in finance by providing excellent knowledge and technical proficiency in financial institutions, markets, investment banking, and related fields. The programme philosophy emphasises the development of critical thinking, enterprising mindset, digital literacy, effective communication, and teamwork abilities essential for navigating the complexities of the contemporary banking and finance sector. The programme instils graduates with a strong sense of social responsibility and ethical awareness, ensuring they prioritise sustainability and understand the role of ethics and regulation in the financial system. Moreover, it fosters analytical and critical thinking skills, as well as quantitative and qualitative research abilities, to enable graduates to solve problems creatively and conduct independent research in the field. The curriculum is designed to promote lifelong learning skills, progressively building students' knowledge and strengths. Emphasis is placed on employability and professional development throughout the programme, with key modules enhancing students' readiness for the workforce. Overall, the programme aims to produce graduates who are well-equipped to contribute effectively to the finance industry while upholding ethical standards and promoting sustainability.

The programme supports the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to level 4 of the programme.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Critically understand financial and economic theories, and globally integrated financial systems.
- PO2. Critically apply knowledge and quantitative skills to research, and propose solutions to challenging problems in banking and finance.
- PO3. Communicate effectively in a variety of media.
- PO4. Collaborate effectively in a team setting.
- PO5. Apply reflective skills to be professionals who can develop their own professional persona.
- PO6. Apply ethical judgement in the banking and finance field to encourage sustainability and to reflect on individual social responsibilities as part of a sustainable global future.

Assessment strategy: Assessment plays a crucial role in the BSc Banking and Finance programme, serving multiple objectives such as evaluating students' ability to integrate concepts and identifying their learning needs.

The programme focuses on developing both professional competencies and technical skills essential for real-world success, emphasising practical applications and problem-solving abilities. Authentic assessments and projects, including e-portfolios and practice skills assessments, and reports, are prioritised to enhance engagement and foster learning. Professional skills such as communication and teamwork are evaluated through case studies, group work, and presentations. A notable feature is the integration of professional development across all levels, culminating in a capstone module where graduates document their journey through a portfolio.

The programme adopts a student-centred approach, offering formative support and early interventions to address challenges and tailor support mechanisms.

Assessment is designed programmatically, considering learning outcomes, student workload, and assessment diversity, with a focus on measuring technical knowledge and transferable skills. Critical thinking and creative problem-solving are

progressively developed through scaffolded assessments, culminating in a capstone project emphasising employability skills. Choice is incorporated into assessments to promote inclusivity, allowing students to choose alternative presentation formats and analysis methods in some modules. Overall, the programme prioritises ongoing learning and growth, providing a personalized learning experience to equip students with the diverse skills needed for success in the banking and finance industry.

The foundation year of study has a focus on the acquisition both of appropriate academic skills and of an awareness of the relevance to a range of future professional lives in the disciplines of law, economics, accounting, business, marketing, events and management. Students are encouraged to develop as reflective learners and to understand the importance of the UWE graduate values. The learning, teaching and assessment methods are designed to engage students.

The foundation year is designed to support students in getting ready for the rest of their programme, and to start the exploration of their professional identities and development plans. It focusses on supporting students to celebrate their strengths and plan for improvement in areas that need attention. In so doing, it gives students the opportunity to focus on development in a confidence-building setting. Assessment is principally through portfolio assessments, giving students the space to demonstrate their learning and development over time.

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 (VLE) Virtual Learning Environment 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 (VLE) Virtual Learning Environment .

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 Leaders.

At each level students are supported by 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 academic support through 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 5 and 6. All new students are provided with a short Student Handbook to help them through their first weeks at university and to act as 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 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 Leaders.

Support to students with disabilities 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.

Part B: Programme Structure

Year 1

Full time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full time and Sandwich).

Module Code	Module Title	Credit
UMCTEB-90-0	Foundational Concepts in Business and Law 2025-26	90
UMCTEC-30-0	Foundations in Professional and Personal Development Planning 2025-26	30

Year 2

Full time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)

Full time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full time and Sandwich).

Module Code	Module Title	Credit
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UMET9G-30-1	Accounting and Finance for Decision Making 2026-27	30
UMET9V-30-1	Economics for Banking and Finance 2026-27	30
UMED8H-30-1	Financial Institutions and Markets 2026-27	30
UMET9U-30-1	Professional Skills for Banking and Finance 2026-27	30

Year 3

Full time and Sandwich students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full Time and Sandwich)

Full time and Sandwich students must take 105 credits from the modules in Compulsory modules (Full time and Sandwich).

Module Code	Module Title	Credit
UMET9W-30-2	Econometric Analysis and Professional Advancement 2027-28	30
UMEDXG-30-2	Financial Analysis and Security Valuation 2027-28	30
UMEDKP-15-2	Governance and Sustainability 2027-28	15
UMED8T-30-2	Modern Banking: Theory and Practice 2027-28	30

Year 3 Optional Modules (Full Time and Sandwich)

Full time and Sandwich students must select 15 credits from the modules in Optional Modules (Full time and Sandwich).

Module Code	Module Title	Credit
UMET9Y-15-2	Corporate Finance 2027-28	15
UMET9X-15-2	CyFi: Cyber and Financial Crime 2027-28	15

Year 4

Full time students must take 120 credits from the modules in Year 4.

Sandwich students must take 15 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full Time)

Full time students must take 90 credits from the modules in Compulsory Module Choice (Full time)

Module Code	Module Title	Credit
UMEDFT-30-3	Contemporary Issues in Banking and Finance 2028-29	30
UMETH6-30-3	Portfolio Management with Professional Practice 2028-29	30
UMETH5-30-3	Research in Banking and Finance 2028-29	30

Year 4 Optional Modules (Full Time) Group A

Full time students must take 15 credits from the modules in Optional Modules (Full Time) Group A.

Module Code	Module Title	Credit
UMAD5R-15-3	Personal Financial Planning 2028-29	15
UMETH8-15-3	Programming Economic and Financial Models 2028-29	15

Year 4 Optional Modules (Full Time) Group B

Full time students must take 15 credits from the modules in Optional Module Choice (Full time) - Group B.

Module Code	Module Title	Credit
UMETH7-15-3	Behavioural Finance 2028-29	15
UMETAG-15-3	Risk Management and Derivatives 2028-29	15

Year 4 Optional Modules Placement (Sandwich)

Sandwich students must take 15 credits from the modules in Optional Modules Placement (Sandwich).

To be eligible for either the Placement or Study Year Abroad module, students would normally be expected to have passed a minimum of 330 credits.

Module Code	Module Title	Credit
UMAT9D-15-3	Learning and Development on Study Year Abroad (Accounting, Economics and Finance) 2028-29	15
UMAT9C-15-3	Placement Learning (Accounting, Economics and Finance) 2028-29	15

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 90 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UMEDFT-30-3	Contemporary Issues in Banking and Finance 2029-30	30
UMETH6-30-3	Portfolio Management with Professional Practice 2029-30	30
UMETH5-30-3	Research in Banking and Finance 2029-30	30

Year 5 Optional Modules (Sandwich)

Sandwich students must take 15 credits from the Optional Modules (Sandwich) and the module will be studied in either Semester 1 or Semester 2.

Module Code	Module Title	Credit
UMETH7-15-3	Behavioural Finance 2029-30	15
UMAD5R-15-3	Personal Financial Planning 2029-30	15

UMETH8-15-3	Programming Economic and Financial Models 2029-30	15
UMETAG-15-3	Risk Management and Derivatives 2029-30	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme equips students with excellent knowledge and professional skills crucial for success in the industry. Covering topics such as financial institutions, investment banking, and economics it emphasises critical thinking and digital literacy. Students develop analytical skills and an awareness of global financial systems, preparing them for lifelong learning and independent research. Cutting-edge teaching and practical training in financial trading rooms, ensure that the programme remains relevant. The programme fosters autonomous learning, with modules emphasising employability and professional development. Graduates are equipped to tackle complex challenges and contribute to a sustainable future in the financial sector.

Part D: External Reference Points and Benchmarks

The programme has been designed to align with the FHEQ benchmark statements for Economics and Finance, prioritising knowledge acquisition, application, and the holistic development of skills. Its learning outcomes are shaped by graduate attributes and categorized into technical competencies, professional skills, and ethical responsibility.

Furthermore, the programme's content has been carefully tailored to reflect and embody the UWE 2030 strategy. Rooted in the graduate attributes of a work-ready graduate, it emphasises core technical competencies in banking and finance, alongside essential professional skills like digital capability, effective communication, teamwork, social responsibility, and career readiness.

Additionally, the programme design incorporates key "golden threads," including Enterprise and Employability, Research-Informed Teaching, Sustainability and Social Responsibility, and Inclusivity. Finally, as we aspire to get an affiliation from the CFA Institute, the curriculum aligns with the syllabus and expectations required by the

professional body while maintaining sufficient flexibility for students who will not follow that professional path.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.