

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	International Finance and Banking
<b>Qualification</b>	MSc
<b>Intermediate Qualification(s)</b>	PG Diploma in International Finance and Banking
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA University Square Campus
<b>Mode(s) of Study and Duration</b>	Full Time over 1 Year (MSc) Full Time over 9 months (PG Diploma)
<b>Core Teaching Pattern</b>	PG Block Delivery
<b>FHEQ Level</b>	Level 7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Not Applicable
<b>PSRB Renewal Date</b>	Not Applicable
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	MSXFB
<b>Subject Community</b>	Finance and Banking
<b>UCAS Course Code</b>	Not Applicable
<b>Relevant External Benchmarking</b>	QAA (2015), 'Subject Benchmark Statement: Master's Degrees in Business and Management' QAA (2014), 'UK Quality Code for Higher Education' QAA (2015), 'Master's Degree Characteristics Statement'

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
AAF039-6	7	30	Bank Management	Core
AAF038-6	7	30	Global Economic Context	Core
AAF041-6	7	30	Financial Regulation and Fraud Management	Core
AAF040-6	7	30	Financial Markets and Portfolio Management	Core
MAR042-6	7	60	Business Dissertation	Option
MAR040-6	7	60	Professional Practice	Option
MAR041-6	7	60	Business Live Project	Option

### Why study this course

This MSc course provides you an opportunity to critically analyse the role of banking within international financial markets. Attention is also placed on developing a contemporary empirical understanding of the behaviour of international financial markets that is particularly relevant for the aspects of international banking, alongside providing you with the ICT and research skills required by employers in this highly competitive banking sector. It is specially designed for those seeking a management career in the international banking system, international corporations or in capital markets.

### Course Summary – Educational Aims

This course will enable you to become a more effective and enterprising manager in a range of financial organisations in a knowledge-based global economy. Finance and Banking as a study area is distinct from Accounting in that it is interdisciplinary and draws upon a wide range of soft and hard sciences. Thus at post graduate level the study must be integrative, blending economic, mathematical and financial theory with analytical approaches to solving complex problems and implementing solutions. Finance must also be treated as international in context to ensure relevance in the global economy.

The programme of study aims to achieve the following:

- To enable you to expand on undergraduate skills and enable you to contribute to a global knowledge economy.
- To enable you to appreciate the integrated nature of finance and banking study and to relate both hard and soft issues to problem solving.
- To emphasise the international nature of finance and banking study.
- To add value to you to enhance your employment prospects.
- To allow you to undertake advanced studies of finance and banking and the changing external context in which they operate;
- To enhance your career aspirations in investment and finance by developing skills at a masters' level.
- To develop the ability to apply knowledge and understanding of banking and finance to complex issues, both systematically and creatively, to improve practice;

To enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business, society and the global economy.

### Entry requirements

We consider applicants with a good honours degree from a recognised University. To apply for this course, a Business degree or any other degree indicating basic quantitative skills is required. Otherwise, applicants from different subject areas will be considered on an individual basis according to their relevant professional experience or qualifications.

English language requirements are described at: <http://www.beds.ac.uk/international/international-applications/countries/english>

#### **PSRB details**

#### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Contribute expertise productively to business or organisations in a range of complex situations in the international finance and banking areas
- Use advanced techniques to conduct detailed investigation into relevant finance and banking issues
- Evaluate the rigour and validity of published research and be able to acquire and analyse data and information with certified technical knowledge and skills in leading financial trading platform (Reuters Eikon) and software packages (Eviews, SPSS)

#### **Higher Education Achievement Report - Additional Information**

REUTERS EIKON – the world leading simulating trading room will equip you with the technical knowledge and skills in stock trading and financial data analysis. You are encouraged to take further online training courses and receive the certification.

#### **Learning and Teaching**

This Course will provide you with a unique learning experience. It will be intense but also very rewarding. You will start with a week-long induction where, apart from being introduced to the University and your Faculty, the first interaction with the area of International Finance and Banking will prepare you for the rest of your studies. The delivery method followed is that of Block teaching which is based on learning through interactive class room activities and team works. You will undertake one Unit at a time for six weeks. At the end of four blocks you will progress to the master's capstone experience stage where you will opt to complete either, a dissertation, a professional placement, an internship or a live project unit. Each of these options will include an element of research methodology which is embedded within the unit. In order to undertake any of the capstone elements of this course you must have successfully completed 90 taught credits with the exception of the Professional Placement Unit for which you need to have completed all taught elements. Each Unit will include significant direct contact time but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 6 of each block.

With no doubt, being active participants in the learning process, instead of members of a passive audience, improves your learning experience and increases your knowledge. At the same time, and throughout the course, you will be working on building up on a number of transferable skills. Those are the ability to conduct high quality academic research, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesizing, and to present your argument in a clear and concise manner as it is required for your success in this course but also as it will be expected by your future employers.

Your contribution to your own learning is pivotal. It is essential that, in order to maximise your benefit and to derive the best student experience, you must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in induction week you will prepare for what will be an intensive delivery, which will then be followed by your own individual learning and assessment. Your tutors are active researchers and they will guide you through this process by exposing you to the latest developments of the relevant subjects. Research informed teaching is the basis for transforming a course to a unique student experience in a very dynamic in its evolution and always relevant area of knowledge. Although the main concepts and theories might be following the structure of a textbook, you are expected to do a substantial amount of reading yourselves. There will be both guided and independent reading and the information will be available to you through BREO and your Unit Handbooks. The University's Virtual Learning Environment will be essential in your effort given the delivery method.

## Developing your employability

The MSc International Finance and Banking will not focus solely on the study of finance, banking or research methods. It is a process through which you will develop problem solving skills using the techniques you learn when you study finance, banking and research methods, becoming therefore more skilled, well informed and alert professionals in an increasingly demanding world.

The course sits at the heart of developing the University of Bedfordshire Business School's distinctiveness through its practice-based provision while maintaining its high academic standards. The Bank Management and the Financial Regulation and Fraud Management units will provide you with an opportunity to appreciate the way regulation underpins the world of International Finance and Banking and impact on financial institutions and capital markets. The Financial Markets unit will equip you with the knowledge and skills necessary in today's world particularly in the aftermath of one of the biggest economic crises in recent history which originated in the financial sector. Your enterprise, research skills and report writing ability will be enhanced and evolve through the very exciting masters capstone experience where you will explore a problem or research questions on a topic that is highly relevant and applicable to today's finance or banking environment.

## Department (s)

Department of Law and Finance

## Assessment

There will be a range of assessment methods on the programme that permit you to reflect your strengths and improve upon your weaknesses. Assessment will be carried out using a mixture of approaches including written essay, time-constrained written examinations, oral presentation, project design and written dissertation. The details of these assessments are given in the individual Unit Information Forms.

We consider it's essential that comprehensive feedback is provided in due time so it is integrated in your learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. In some cases, different kinds of assessment may be used in combination, making sure however that there are no hidden tasks.

The intensive character of this Course's delivery as it is outlined in its Teaching and Learning philosophy is consistent with the needs of today's world for graduates who accumulate knowledge fast and are able to express the outcome of this process in a way that is meaningful and comprehensive. After induction, a week of intensive direct contact time followed by your own contribution through individual learning, will take you to your first assessment point. At the end of your six-week block, your final assessment will be due. This will be a demanding but very rewarding experience.

The overall assessment strategy for this course includes:

Written Examination or Class Test: Questions in these exams always promote critical thinking and help you gradually develop your ability to apply, analyse, synthesize and evaluate.

Individual Written Report or Essays: Your knowledge and skills are developed when you undertake the task of writing an individual report and the whole process contributes to your improvement when it comes to conducting postgraduate level research and developing your enterprise. The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze and evaluate the relevant concepts is being assessed.

Case Study Examination: You will apply your knowledge in the context of a specific case.

Oral Presentation: A number of transferable skills will be developed including the ability to present your findings in a professional, clear and concise manner.

Reflective Report: Evaluating your own contribution to a team is essential in the context of this course but in the workplace as well

Dissertation Professional Placement/Internship/Live Project: Regardless of which masters capstone experience you opt for you will have to produce an individual, independent piece of work. You will be asked to identify the research question or problem under investigation, review the relevant literature, develop a sound methodology in order to explore the problem, proceed with the analysis, discuss your findings and make recommendations. It is the capstone of this course and builds on the knowledge and skills acquired in all Units. It will be one of the most challenging but yet enjoyable and rewarding experiences you will

encounter.

The use of a wide range of sources, both academic and other is a requirement for a postgraduate degree. The notions of accountability and academic integrity will be an integral part of your course. Free riding and plagiarism will not be tolerated. You will be informed about what plagiarism is and how to avoid it during the delivery of each Unit. Where an individual project is required you will be asked to show the different stages of your work or to present it in its entirety upon completion. Where collaborative tasks are assigned, an individual reflective report will be necessary to indicate your contribution to the team. All coursework assignments will require a thorough evaluation of the sources used and referencing will be done according to the Harvard Referencing System.

## After Graduation

### Career:

Students who complete this course find career opportunities in international banking and financial services industry:

- Financial services institution (banking, insurance)
- Investment banking, venture capital, mutual fund
- Risk management
- Financial regulation and supervision agency

The information is a guide and further information about your subject can be found at the link:

[http://www.prospects.ac.uk/cms/ShowPage/Home\\_page/Options\\_with\\_your\\_subject/plExbLc](http://www.prospects.ac.uk/cms/ShowPage/Home_page/Options_with_your_subject/plExbLc)

### Further study:

Students which complete this course are well prepared for further research study in either the MPhil, or PhD.

## Student Support during the course

At the University of Bedfordshire, student experience is a top priority. A holistic approach requires that students receive appropriate support which is not limited to their scheduled class time. A range of services will be available to you as students in this course. **Library Services**

(<http://lrweb.beds.ac.uk>) and the **Student Information Desk**

(<http://www.beds.ac.uk/studentlife/student-support/sid>) will usually be your first point of reference and two of the places you visit most often. For an overview of those services, including **Health and Well Being** as well as **Career Services** please visit: <http://www.beds.ac.uk/studentlife/student-support>

**BREO:** Bedfordshire Resources for Education Online (BREO) includes the University's virtual learning environment (Blackboard) and a range of other technologies. Through BREO you will have access to a range of materials and resources to help and support you in each of the units you study and it is important that you access BREO regularly to find out about any changes.

In addition to these support services available in the University, course specific support has been designed to help you progress successfully, both academically and in terms of your future career and study ambitions.

**English Language Support** through the Language Centre with daily drop in service and free language classes.

For international students, there is a Dedicated **International Students' support team**. The team is here to help you settle into University life and give advice on a range of issues such as: part-time work, how to open a bank account, places of worship and local places of interest. There is also an

international student welcome programme, designed to enrich your time of study at the University as well as help you settle in, adjust to your surroundings and get to know your way around.

Your **Course Coordinator is a key contact for you who** will be there to advise you on the following:

- Specific information regarding your Course, particular Units, options, regulations, etc.
- Accuracy of your results
- Obligations regarding re-assessment and repeats
- Materials including the Course Handbook, and welcome information.

You will first meet your course coordinator during welcome week (induction) at the start of your course. Welcome week is a vital part of your course, designed to help you settle into the university and provide you with all the information that you need relating to how your course runs. During this week, you will be involved in several interactive tasks designed to prepare you for study at Masters level and to start planning your personal development. Between each block of study, you will be expected to attend follow on sessions where you will reflect on your progress against your intended aims and plan future development steps. During welcome week, we will explain the teaching and learning experience that we have designed in the course and explain why you will be engaged in various learning activities. The employability aspects and the skills that the course aims to develop will be also be explained. You will have an opportunity to reflect on and evaluate your learning strengths and weaknesses and current skills base during welcome week. In between each block of study, you will then be able to reflect on your progress, identify the activities that have contributed to your personal development and plan future development targets and actions.

During welcome week, the Masters capstone unit choices will be explained and you will make an initial choice about whether your final unit is a traditional dissertation or a work related learning experience. The course team will then work with you to help you plan the steps that you need to take to be successful in your final unit. Finally, during welcome week, you will develop a map of 'your support network' and be introduced to the individuals who are available to help you with the various aspects of your study.

A **Personal Academic Tutor** will be allocated to you after you have arrived and registered. Your PAT will be your coach during your studies. A dedicated information system is designed to support this process and you will be invited to meetings with your PAT to discuss your progress. Your PAT will be an important person to help you reflect on your progress and get the most of your decision to study a master's degree. As you will be studying one unit at a time, you will develop a strong relationship with the staff and your peers in each block of study. This design aspect of the course means that you will be benefitting from and contributing to learning communities that are dynamic and supportive. Staff and peers will get to know you very quickly, they will notice if you are missing and will follow up to check that everything is OK. There is also time in each block of delivery to help you catch up if you unavoidably miss a session due to illness for example.

A lot of thought and attention has been paid to ensuring that you are supported, at a university, course and unit level. Your engagement with these support systems is crucial for you to achieve your ambitions.

### **Accessibility and Key Features**

We welcome applications from disabled students and make sure that our campuses are accessible and welcoming to all. Our disability advice team is available to discuss any issues you may have and can provide advice and a range of support and services. On this course there are no foreseeable issues that may discriminate against students with disabilities and all such students are able to undertake any element of the course. Unit tutors have undertaken awareness programmes provided by the University.

The course will follow the general guidelines set out by the University policy on disability.

During the application process disabled students will be able to discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. In relation to other courses in the Division, it has normally been the case that disability has not proved an obstacle to students participating. Hence no major issues are envisaged concerning disability and the course. The only possible concern is in relation to field visits. However there is no proposed residential aspect to these visits – they will be on a day-

visit basis only.

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team - see <http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2>

## Assessment Map

Unit Code	C/O	Weeks												
		0	1	2	3	4	5	6	7	8	9	10	11	12
AAF039-6	C				WR-I			CW-Data						
AAF038-6	C				PR-Oral			WR-I						
AAF041-6	C				CW-CS			CW-CS						
AAF040-6	C				CW-CS			PJ-Proj						
MAR042-6	O				WR-I									PJ-Diss
MAR040-6	O				WR-I									WR-WB
MAR041-6	O				WR-I									PJ-Proj

**Please Note:** The numbered weeks in the above table indicate the point in block where the assessment is due in the individual Unit teaching schedule. According to this delivery mode, Units do not run concurrently but consecutively. Therefore, students have only one point of assessment in Weeks 3 and 6 per block of delivery.

### Assessment Types:

Unseen examination (Ex)

Case study examination (Ex-CS)

Computer-based examination (Ex-CB)

Summative in-class test or phase test (Ex-PT)

Other form of examination e.g. open book, seen exam (Ex-OT)

Essay (CW-Ess)

Case study (CW-CS)

Literature review (CW-LR)

Reflective writing (CW-RW)

Data exercise (CW-Data)

Portfolio (CW-Port)

e-portfolio (CW-ePort)

Journal (CW-Jour)

Individual report (WR-I)

Business report (WR-Bus)

Group report (WR-Gr)

Laboratory report (WR-Lab)

Poster (WR-Post)

Problem-based report (WR-Prob)

Field work (WR-Field)

Work-based report (WR-WB)

Project report (PJ-Proj)

Dissertation report (PJ-Diss)

Exhibition (PJ-Exhib)

Artefact (PJ-Art)

Collaborative activity such as a wiki (PJ-Coll)

Oral presentation (PR-Oral)

Viva (PR-viva)

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

#### For an MSc in International Finance and Banking:

1. Demonstrate a critical understanding of bank valuation and risk management in accordance with regulatory requirements; and practical skills of applying banking regulatory frameworks to provide good corporate governance in banking sector for diverse stakeholders.
2. Critically analyse various economic models and practical skills of decomposing economic models in order to apply them to real and current economic situation.
3. Critically assess and evaluate global financial regulation and fraud management and practical skills of examining and identifying potential fraud and irregularities.
4. Demonstrate the ability to evaluate various securities in the financial markets and apply different techniques in portfolio management in order to meet the required return and minimize risk.
5. Demonstrate effective, rigorous and reflective skills of self-management and independence in terms of planning, behaviour, motivation, individual initiative and enterprise in order to meet the demands of a Master's in International Finance and Banking, while taking responsibility for personal learning and continuous professional development against clearly identified personal career-related goals
6. In the absence of complete data, analyse a range of complex and pervasive issues in a systematic and creative manner to generate sound judgements and recommendations that are communicated effectively to both a specialist and non-specialist audience

#### For a PG Diploma in International Finance and Banking:

1. Demonstrate a critical understanding of bank valuation and risk management in accordance with regulatory requirements and practical skills of applying banking regulatory frameworks to provide critical responses to approaches in corporate governance in banking sector.
2. Critically analyse various economic models and practical skills of decomposing economic models in order to apply them to real and current economic situation.
3. Critically assess and evaluate global financial regulation and fraud management and practical skills of examining and identifying potential fraud and irregularities.
4. Demonstrate the ability to evaluate various securities in the financial markets and apply different techniques in portfolio management in order to meet the required return and minimize risk.

### Course-specific regulations

Not applicable

### Teaching, Learning and Assessment

CRe8 articulates the University of Bedfordshire's approach to creating an environment that supports effective learning and teaching. Its elements, appropriate curriculum design, personalized and realistic learning, employability and suitable assessment strategies, are the basic ingredients of our approach to teaching and learning. The MSc International Finance and Banking has been developed based on those principles.

This Course will provide students with a unique learning experience. It will be intense but also very rewarding. Students will start with a week-long induction where, apart from being introduced to the University and the Faculty, the first interaction with the area of Finance and Banking will prepare them for the rest of their studies. The delivery method followed is that of Block teaching. Students will undertake one Unit at a time for six weeks and that will be a block of delivery. At the end of four blocks they will progress to their chosen master's capstone experience which demands students to demonstrate an ability to apply current literature and thinking to address a topical research question of practical problem. Research methods appropriate to the enquiry context of the chosen unit will be embedded within the chosen capstone unit.

Packages such as Reuters Eikon, Datastream and Eviews are available to all students during their study and research. Students are also encouraged to obtain externally validated certification where appropriate. Each Unit will include significant direct contact time but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 6 of each block. By the end of this course learners will appreciate the importance of developing a deep understanding regarding the structure of our economy and in particular the financial world and the need to explain, interpret and judge institutional and corporate behaviour.

A number of taught Units where direct contact will be blended with independent learning have been designed to offer an interesting, current and innovative curriculum. Students will undertake four 30 credit Units in the areas of:

The Global Economic Context

Bank Management

Financial Regulation and Fraud Management

Financial Markets and Portfolio Management

These are four areas of cognitive knowledge that provide a sound background for a graduate and will be the basis for a successful career. They will provide our students with a clear understanding of a very dynamically evolving environment and will equip them with a holistic awareness of the world we live in and with qualities that are highly sought by employers.

The Economics unit will introduce you the global economic context in which firms operate and make decisions, and the economic policies at the national, European and global level. Bank Management will focus on a number of issues regarding the way banks handle risk in accordance with their regulatory controls, law and external environment. Financial Markets and Portfolio Management provides the key financial elements in finance and banking related subject, as well as the risk diversification strategy through portfolio management.

A number of transferable skills will be further developed. The need to understand key developments in global markets requires a range of technical and analytical skills. Today's demanding labour markets, in the UK and internationally, require a number of other abilities and proficiencies. The ability to conduct sound research, computer literacy, relevant software use, professionalism, presentation skills are some of the attributes that our graduate will possess at the end of their course.

The knowledge and concepts acquired during the first four taught periods of block teaching along with a number of highly important transferable skills will be combined and evaluated during the writing of the final piece of work, master's capstone experience unit. Whether the students opt for a traditional research dissertation or an experiential learning option (professional placement, internship or live project), an appropriate research methods element will introduce the students to the idea of postgraduate and /or action-based research. This final unit will enhance student ability to produce an independent piece of work and it will provide them with an opportunity to show the creativity and independence required in the workplace by holders of postgraduate degrees.

With no doubt, being active participants in the learning process, instead of members of a passive audience, improves the student learning experience and increases knowledge. At the same time, and throughout the course, students will be working on building up on a number of additional transferable skills. Those are the ability to conduct high quality academic enquiry, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesizing, and to present argument in a clear and concise manner as it is required for their success in this course but also as it will be expected by future employers.

Student contribution to own learning is pivotal. It is essential that, in order to maximise the educational benefit and to derive the best experience, students must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in induction week students will prepare for what will be an intensive delivery which will then be followed by their own individual learning and assessment. The Lecturers who will deliver this Course are active researchers and will guide students through this process by exposing them to the latest developments of the relevant subjects. Research informed teaching is the basis for transforming a course to a unique student experience in a very dynamic in its evolution and always relevant area of knowledge. Although the main concepts and theories might be following the structure of a textbook, students will be expected to do a substantial amount of reading themselves. There will be both guided and independent reading and the information will be available to through BREO and Unit Handbooks. The University's Virtual

Learning Environment will be essential in this effort given the delivery method.

Besides the knowledge of theories and concepts and their application to real life situations, four basic elements have been used in developing this course. Critical and creative thinking should be part of every postgraduate course. Students will be encouraged to receive, discuss and evaluate across all Units. They will also participate greatly in developing their own learning through independent and guided reading and they will be encouraged to share their views, ideas and knowledge. Systemic thinking will be greatly promoted. A postgraduate student in Finance and Banking should be able to apply knowledge and understanding of banking and finance to complex issues, both systematically and creatively. The ability to decompose and synthesize will be a key factor in achieving this and it will be developed in all Units. Finally, collaboration at all stages of this course will be required, either informally in the context of class discussions, or when formative group assessments have to be prepared. Along with sharing their ideas and contributing to their team, students will learn to appreciate the importance of being dependable.

The assessment strategy for this course is designed in a way that will contribute to student development and will help them achieve their goals and enhance their employability. An essential element of this process is that feedback will be provided in due time so it is integrated in the learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. The different kinds of assessment are listed below and in some cases they will be used in combination, making sure however that there are no hidden tasks. In addition to the assessment strategies followed in each Unit, student knowledge and skills will be also formatively assessed through problem solving sessions or case study discussions, in order to ensure that development of their comprehension of the underlying concepts is appropriate to the level of studies and continuously supports the overall student achievement. A full list of how each Unit will be assessed is presented in the previous section. Please refer to the relevant section of this form regarding Academic Integrity.

As mentioned above, MSc International Finance and Banking is designed to develop a number of transferable skills which along with the knowledge and understanding of the relevant theories and concepts will provide our graduates with all those abilities required for a successful career. The different methods used to assess student performance are designed to give a varied experience yet critically test knowledge and understanding within a variety of contexts, to evaluate the following skills: Research and literature review skills, data handling, application, numeracy, computer literacy, ability to contextualize and evaluate, presentation skills and professionalism, and collaboration.

The Course's Assessment Strategy includes:

Written Examination or Class Test: Questions in these exams always promote critical thinking and help you gradually develop student ability to apply, analyse, synthesize and evaluate.

Individual Written Report or Essays: The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze, and evaluate the relevant concepts is being assessed. At the same time, student academic integrity is developed.

Case Study Examination: Students will apply their knowledge in the context of specific cases.

Oral Presentation: A number of transferable skills will be developed

Reflective Report: Own work and that of peers will be evaluated

Dissertation / Professional Placement / Internship / Live Project: Regardless of which master's capstone experience students opt for, they will have to produce an individual, independent piece of work. They will be asked to identify the research question or problem under investigation, review the relevant literature, develop a sound methodology in order to explore the problem, proceed with the analysis, discuss their findings and make recommendations. It is the capstone of this course and builds on the knowledge and skills acquired in all Units. It will be one of the most challenging but yet enjoyable and rewarding experiences they will encounter.

**Additional Academic Information**

**Peer-assisted learning (PAL)**

Not Applicable

**Initial Assessment**

Each block's initial assessment is in week 3.

**Improving students' learning**

This course will build upon the general knowledge and skills acquired at the undergraduate level. However, as the understanding of the underlying theories evolves throughout this course and additional skills are developed, students will find new ways of improving their learning and enhancing their student experience and employability. Along with the cognitive knowledge in the area of Finance and Banking, a number of skills, including the review of the relevant literature, critical evaluation of a published work, replication of seminal work, creativity, development of methodological approaches and other will be developed not only in the taught Units of this course but also in the research methods part of the final unit.

The blocks delivery structure involves an extensive induction week at the start of each block which will introduce new students to both university structures and prepare them for block delivery. Students will also have the opportunity to consider the skills that they are expected to develop during the course of their master's study, On progression to subsequent blocks, students will return to review their personal progress and assess further development needs and opportunities. Therefore, continuing students will also benefit from this week at the start of each new block to reflect on progress made to date on their skills development. Furthermore, the blocks delivery structure provides opportunities to significantly enhance the student learning experience with new students studying units alongside continuing students (depending on entry points), supporting the transition for new students and promoting a supportive learning community. Prior to the final capstone masters experience unit, students will participate in an 'outduction' which will assist in their transition from a taught environment to one which requires application of skills and knowledge through independent action.

**Academic Integrity**

The use of a wide range of academic and other sources is a requirement for a postgraduate degree. The concepts of accountability and academic integrity will be introduced to students during induction week and are an integral part of this course. University regulations regarding academic misconduct are introduced to students during their induction and throughout lectures and seminars. All coursework assignments will require a thorough evaluation of sources used and referencing will be done according to the University of Bedfordshire Harvard Referencing System.

Free-riding and plagiarism will be penalized and students will be reminded of this during each Unit. Where a 'higher-risk' assessment (as defined by the University of Bedfordshire Quality Handbook Ch 8) is used additional steps will be taken. For instance, if an individual project is required students will present their work in stages or will present their work in its entirety upon completion. Case study assessments are typically developed individually with the student based on employer engagement and personal interest. When collaborative tasks are assigned, an individual reflective report will indicate each student's contribution to the team. Turnitin will be used for all submissions and for plagiarism checking.

**HEAR implementation**

Not applicable

**Internationalisation**

Internationalization is a notion examined and addressed in this course. As the Course title indicates students will be exposed to the theory and application of financial system that particularly relevant for the aspects of international banking. Financial theory has been developed to accommodate the increased openness of domestic financial system and considers their role in a globalized world. Several Units have a very strong internationalization element in their syllabus, such as International Financial Regulation and Fraud Management. The increasingly globalized characters of the world economy and finance as well as the global

nature of financial and economic crises, that particular in banking industry, are considered throughout this course.

### ***Sustainability***

- The continuous struggle between individual or corporate gain and that of awareness of the implications of corporate or institutional behaviour sits at the heart of this Course. In the aftermath of one of the biggest economic crises where financial institutions have played a major role, the discussion has been heated and led to significant changes in the way we think about economic performance and behaviour at all levels of governance. These issues are discussed and analysed in a number of Units and are taken into account in the capstone research oriented final Unit.
- The behaviour of financial institutions as well as governments is globalised. This is not only because of the need to explore opportunities that go beyond national borders but also of the necessity to understand the actions of all agents and the effect of those actions on the welfare and well-being of individuals and societies across the globe. The Course makes excellent use of the opportunities that current circumstances are providing and encapsulates all those international characteristics that and financial behaviour require in order to be meaningful, current and efficient.
- Even within trading blocks and economic unions that have been formed in the western world there are major differences and discrepancies in terms of performance, wealth, economic policy implications and financial responsibility. When students are required to take a step back and consider the differences between different regions of this world, the understanding of the diversity revealed and that of the need for economic policies and financial behaviours that will take into consideration the different needs and precautions is imminent and absolutely necessary. The cognitive knowledge and skills offered to students through this provision is consistent with this way of thinking and provides them with an opportunity and a rather difficult task to think globally, efficiently and always with social consideration.

All of the above highlight the need for an approach that goes beyond the individual and the national entity. Students will be required to undertake a dissertation or equivalent unit where the enterprise developed and the knowledge and skills acquired will enable them to make policy recommendations that take into account not only profit but the need for responsible behaviour and actions. They will also recommend areas of future research where the issue of sustainability (not only economic but multidimensional) will be a key element.

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	UBBS
<b>Portfolio</b>	Postgraduate
<b>Department/School/Division</b>	Department of Law and Finance
<b>Course Coordinator</b>	Dr. Sandar Win
<b>Version Number</b>	1/16
<b>Approved by (cf Quality Handbook ch.2)</b>	University Approval Panel
<b>Date of approval (dd/mm/yyyy)</b>	13/06/2016
<b>Implementation start-date of this version (plus any identified end-date)</b>	AY2016/17

**Form completed by:**

**Name:** Dr. Sandar Win

**Date:** 11 July 2016

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** .....

**Date:** .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	International Finance and Banking
<b>Qualification</b>	MSc
<b>Route Code (SITS)</b>	MSXFB
<b>Faculty</b>	University of Bedfordshire Business School
<b>Department/School/Division</b>	Department of Law and Finance
<b>Version Number</b>	1/16

### Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	AAF039-6	AAF038-6	AAF041-6	AAF040-6	MAR042-6	MAR040-6	MAR041-6
Level	7	7	7	7	7	7	7
Credits	30	30	30	30	60	60	60
Core or option	C	C	C	C	O	O	O
Course Learning Outcome (number)							
1	LO1/LO2		LO1/LO2	LO1	LO1/LO2	LO1/LO2	LO1/LO2
2		LO1/LO2	LO1	LO1/LO2	LO1/LO2	LO1/LO2	LO1/LO2
3	LO1/LO2	LO1	LO1/LO2	LO1	LO1/LO2	LO1/LO2	LO1/LO2
4	LO1/LO2	LO1	LO1	LO1/LO2	LO1/LO2	LO1/LO2	LO1/LO2
5					LO1/LO2	LO1/LO2	LO1/LO2
6					LO1/LO2	LO1/LO2	LO1/LO2

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	PG Diploma in International Finance and Banking
<b>Mode(s) of Study and Duration</b>	Full Time over 9 months
<b>Type of Intermediate Qualification(s)</b>	Postgraduate Diploma
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	TBC

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	PG Diploma in International Finance and Banking	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input checked="" type="checkbox"/>

List of units (if applicable): -

Bank Management  
The Global Economic Context  
Financial Regulation and Fraud Management  
Financial Markets and Portfolio Management

### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					PG Diploma in International Finance and Banking									
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10
AAF039-6	7	30	Bank Management	Core	LO1/LO2		LO1/LO2	LO1/LO2						
AAF038-6	7	30	The Global Economic Context	Core		LO1/LO2	LO1	LO1						
AAF041-6	7	30	Financial Regulation and Fraud Management	Core	LO1/LO2	LO1	LO1/LO2	LO1						
AAF040-6	7	30	Financial Markets and Portfolio Management	Core	LO1	LO1/LO2	LO1	LO1/LO2						

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	MSc International Finance and Banking
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
<b>Graduates should be able to demonstrate:</b>										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		x	x	x	x					
A comprehensive understanding of techniques applicable to their own research or advanced scholarship						x	x			
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x	x	x	x	x	x			
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline						x	x			
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses						x	x			
<b>Graduates should be able to:</b>										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		x	x	x	x	x	x			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level						x	x			
continue to advance their knowledge and understanding, and to develop new skills to a high level		x	x	x	x	x	x			
<b>Graduates will have:</b>										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility		x	x	x	x	x	x			
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations		x	x	x	x	x	x			
the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development.		x	x	x	x	x	x			

<b>Subject Benchmark Statement(s)</b>	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
A systematic understanding of relevant knowledge about organizations, their external context and how they are managed		LO1, LO2, LO3, LO4
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organization		LO1, LO2, LO3, LO4, LO5, LO6
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3, LO4
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO1, LO2, LO3, LO4
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO2, LO3, LO4, LO5, LO6
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesize a range of information in the context of new situations		LO1, LO2, LO3, LO4, LO6
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2, LO3, LO4, LO5, LO6
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO1, LO2, LO3, LO4, LO5, LO6
Ability to communicate effectively both orally and in writing, using a range of media		LO1, LO2, LO3, LO4, LO5, LO6
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO1, LO2, LO3, LO4, LO5, LO6
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO1, LO2, LO3, LO4, LO5, LO6

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA (2015), 'Master's Degree characteristics Statement'	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession		LO1, LO2, LO3, LO4
Use initiative and take responsibility		LO1, LO2, LO3, LO4, LO5, LO6
Solve problems in creative and innovative ways		LO1, LO2, LO3, LO4, LO5, LO6
Make decisions in challenging situations		LO1, LO2, LO3, LO4, LO5, LO6
Continue to learn independently and to develop		LO1, LO2, LO3, LO4, LO5, LO6
Communicate effectively, with colleagues and a wider audience, in a variety of media		LO1, LO2, LO3, LO4, LO5, LO6

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	PG Diploma in International Finance and Banking
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
<b>Graduates should be able to demonstrate:</b>										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		x	x	x	x					
A comprehensive understanding of techniques applicable to their own research or advanced scholarship										
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x	x	x	x					
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline										
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses										
<b>Graduates should be able to:</b>										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		x	x	x	x					
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level										
continue to advance their knowledge and understanding, and to develop new skills to a high level		x	x	x	x					
<b>Graduates will have:</b>										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility		x	x	x	x					
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations		x	x	x	x					
the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development.		x	x	x	x					

<b>Subject Benchmark Statement(s)</b>	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
A systematic understanding of relevant knowledge about organizations, their external context and how they are managed		LO1, LO2, LO3, LO4
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organization		LO1, LO2, LO3, LO4
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3, LO4
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO1, LO2, LO3, LO4
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO2, LO3, LO4
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesize a range of information in the context of new situations		LO1, LO2, LO3, LO4
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2, LO3, LO4
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO1, LO2, LO3, LO4
Ability to communicate effectively both orally and in writing, using a range of media		LO1, LO2, LO3, LO4
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO1, LO2, LO3, LO4
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO1, LO2, LO3, LO4

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA (2015), 'Master's Degree characteristics Statement'	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession		LO1, LO2, LO3, LO4
Use initiative and take responsibility		LO1, LO2, LO3, LO4
Solve problems in creative and innovative ways		LO1, LO2, LO3, LO4
Make decisions in challenging situations		LO1, LO2, LO3, LO4
Continue to learn independently and to develop		LO1, LO2, LO3, LO4
Communicate effectively, with colleagues and a wider audience, in a variety of media		LO1, LO2, LO3, LO4

## Annex D: Equality Impact Assessments of Courses and Units

### Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

### Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

### Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education [www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance)

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

[www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised](http://www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised)

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

[www.heacademy.ac.uk/resources/detail/inclusion/LTsummit\\_final\\_report](http://www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report)

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

[www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity](http://www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity)

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

[www.jisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)

Teachability project: Creating accessible information about courses or programmes of study for disabled students [www.teachability.strath.ac.uk/chapter\\_1/tableofcontents1.html](http://www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html)

Teaching International Students Project [www.heacademy.ac.uk/teaching-international-students](http://www.heacademy.ac.uk/teaching-international-students)

<b>Course Equality Impact Assessment</b>		
<b>Course Title</b>	MSc International Finance and Banking	
<b>Question</b>	<b>Y/N</b>	<b>Anticipatory adjustments/actions</b>
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	Students undertaking a placement experience who have particular requirements related to disability, learning difficulties or other protected characteristics are invited to complete a needs assessment form prior to undertaking their search for an appropriate placement so that they and the university can work with employers to reduce barriers wherever possible.
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

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<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.