

Programme Specification for Undergraduate Programme

Leading to:

BSc (Hons) Banking and Finance

BSc (Hons) Banking and Finance with Placement



Applicable for all undergraduate students starting at FHEQ Level 4 on or after 1st September 2020

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	Sept-20	New programme specification for 2020-21	WEA

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Economics and Finance
4. Contributing college/department/division/ associated institution	
5. Programme accredited by	
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Banking and Finance (FHEQ Level 6) BSc (Hons) Banking and Finance with Professional Development (FHEQ Level 6)
7. Programme title	BSc Banking and Finance
8. Programme type (Single honours/joint)	Single honours
9. Normal length of programme (in months) for each mode of study	3 years (FT)/4 years (Thick sandwich)
10. Maximum period of registration for each mode of study	Normal length of programme (as defined above in 9) + 3 years
11. Variation(s) to September start	None
12. Modes of study	Standard
13. Modes of delivery	Full-time/Thick Sandwich
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in Banking and Finance (FHEQ Level 4) Diploma of Higher Education in Banking and Finance (FHEQ Level 5) Diploma of Higher Education in Banking and Finance with Placement (FHEQ Level 5) BSc (Ord) Banking and Finance (FHEQ Level 6) BSc (Ord) Banking and Finance with Placement (FHEQ Level 6)
15. UCAS Code	tba
16. JACS Code	N300 - N310
17. Route Code	tba
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards Most Recent QAA Subject Benchmark Statement - Economics

	Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/undergraduate/bankiung-and-finance-bsc

23. EDUCATIONAL AIMS OF THE PROGRAMME

Students who successfully complete the BSc in Banking and Finance should be able to demonstrate the following:

- (a) A good knowledge of the key issues and risks associated with the twin processes of banking and finance, as well as the wider literature on financial economics.
- (b) A good understanding of the regulatory and international governance issues associated with modern financial systems, with a focus on the importance of macro-prudential regulation.
- (c) A good understanding of the changing role of national central banks.
- (d) Good knowledge of the role of financial markets and banking institutions in fostering economic growth.
- (e) A good understanding of the banking and financial services industry and its link to housing finance.
- (f) Good knowledge of the financial crises, understand their causes and consequences.
- (g) Some ability to undertake independent research with supervision.
- (h) Plan, deliver and communicate research by drawing on a variety of methodologies relevant to banking and finance.
- (i) Ability to collect and analyse data, using appropriate econometric tools and techniques, relate the empirical results to specific theories and models (and the literature, in general), and draw conclusions on the basis of these relationships.
- (j) The qualities and transferable skills necessary for employment requiring: i) the exercise of initiative and personal responsibility, ii) ability to ask relevant questions, iii) the independent learning ability required for continuing professional development

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
4					
	K	Know and understand basic principles of economic, financial and statistical theory			EC1005 EC1010 EC1020 EC1601 EC1030
	K	Present, analyse and evaluate economic data			EC1601 EC1040
	K	Understand at a basic level the working of financial markets and institutions			EC1030
	C	Communicate ideas, concepts and convincing arguments verbally and in writing;			All FHEQ Level 4 blocks
	S	Develop essay writing and listening skills			EC1010 EC1020
	S	Use a variety of data sources relevant to economic activities, including library and electronic information facilities			All FHEQ Level 4 blocks
5					

	K	Know and understand intermediate principles of banking, economic, financial and statistical theory			EC2601 AF2600 EC2604 EC2605 EC2002
	K	Understand at an intermediate level theoretical and practical issues related to monetary policy, the modern financial markets and intermediaries			EC2601
	C	Appreciate, understand, explore, and apply banking, financial and economic theories, concepts and techniques in a critical and comparative way;			EC2601 EC2605
	S	Use transferable skills, including writing and numeric skills, graphical representational skills, the use of information technology and information gathering techniques			AF2600 EC2024 EC2601 EC2003 EC2004
	K	The issues encountered in an employment context, and how these relate to research/theories in Banking and Finance (with professional development award)		EC2554	EC2555
	C	Critically reflect on and analyse the work placement context and the development of personal and business skills during the work placement (with professional development award)		EC2554	EC2555
	S	Adapt to an employment environment and meet organisational expectations (with professional development award)		EC2554	EC2555
6					
	K	Know and understand advanced principles of banking, financial economic, accounting and statistical theory			AF3601 AF3600 AF3608 EC3601 EC3604 EC3608
	K	Know and understand specialist applications of economics in banking bank finance and bank regulation and their practical application			AF3601 AF3600 EC3607 EC3065 EC3066 EC3608
	K	Understand banking trends and operations in a microeconomic context, at a theoretical level and in terms of practical aspects			AF3601
	C	Present, analyse and evaluate economic and financial data in a banking context			EC3000 AF3601 AF3600 EC3608
	C	Analyse, evaluate and critically reflect on academic literature relating to banking.			AF3601 AF3600 EC3000
	S	The qualities and transferable skills necessary for employment requiring: i) the exercise of initiative and personal responsibility, ii) ability to ask relevant questions, iii) the independent learning ability required for continuing professional development.			EC3000

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Teaching is principally delivered through lectures, workshops, and guided supervision of an extensive final year dissertation. Formative assessment in the form of essays is built into all levels of the programme. Other teaching methodologies will be employed as appropriate. These may include field trips, visits, directed reading, interactive learning via the University computer network, case study analysis, individual research, group learning activities, and presentations.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

Students' knowledge and understanding of the programme learning outcomes is assessed via a mixture of formal exams, tests, and final year dissertation. Each module contains at least one element of summative assessment, with formative assessment also employed throughout. Learning outcomes for the "with professional development award" are assessed through an extended essay. Assessment tasks will grow in sophistication and complexity as a student progresses on the programme. For example:

- At FHEQ Level 4 a student may be asked to describe, discuss, compare, and outline
- At FHEQ Level 5 a student may be asked to evaluate, analyse, justify, and differentiate
- At FHEQ Level 6 a student may be asked to criticise, synthesise, appraise, formulate

However, it is expected that students will begin to use and develop critical skills from the beginning of the programme.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.
e.g. AB3000 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core
e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Level/Year

FHEQ Level 4	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modular blocks are 20 credits EC1005 Mathematics for Economics and Finance (Core:3) EC1010 Microeconomic Principles EC1020 Macroeconomic Principles EC1030 Financial Markets (Core block) EC1040 Introduction to Financial Accounting EC1601 Professional Skills and Statistics	Optional modular block codes, titles and credits
FHEQ Level 4 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modular blocks are 20 credits EC2601 Money and Banking (Core block) AF2600 Housing Finance EC2604 Economics of Information EC2024 Corporate Finance EC2605 Introduction to Econometrics	Optional modular block codes, titles and credits All modular blocks are 20 credits EC2002 Macroeconomic Principles II EC2003 Financial Accounting and Statement Analysis EC2004 Company Law and Regulation
FHEQ Level 5 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume EC2554 Economics Pre-Placement (0)	Optional study block codes, titles and credit volume

Compulsory modular block codes, titles and credits EC2555 Economics Work Placement (120) (Core Block)	Optional modular block codes, titles and credits
FHEQ Level 5 Placement Progression and Award Requirements As per Senate Regulation 2 For the 'with Professional Development' award, EC2555 will contribute 25% of the FHEQ Level 5 profile and 8.3% of the overall degree calculation	

FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modular blocks are 20 credits unless indicated otherwise EC3000 Economics Project (40) (Core Block) AF3601 Economics of Banking (Core block) AF3600 Financial Regulation	Optional modular block codes, titles and credits All modular blocks are 20 credits EC3607 Risk Management EC3066 Managerial and Industrial Economics EC3601 Behavioural Economics and Finance EC3604 International Money and Finance EC3065 Financial Engineering EC3608 Further Econometrics AF3608 Advanced Financial Reporting (EC2003 is prerequisite)
FHEQ Level 6 Progression and Award Requirements As per Senate Regulation 2 For the 'with Professional Development' award, EC2555 will contribute 8.3% of the overall degree calculation.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.