



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	International Finance and Banking
Qualification	MSc
FHEQ Level	Level 7
Intermediate Qualification(s)	PG Diploma in International Finance and Banking
Awarding Institution	University of Bedfordshire
Location of Delivery	AA University Square Campus
Mode(s) of Study and Duration	Full Time over 1 Year (MSc) or 15 months Full Time over 9 months (PG Diploma)
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not Applicable
UCAS Course Code	Not Applicable
External Benchmarking	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'
Entry Month(s)	October, November, February, April, June, August

### Why study this course

The MSc International Finance and Banking is designed to 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.

### Educational Aims

The course aims to enable you 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 Structure

The Units which make up the course (including the Professional Practice Year as applicable) 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
AAF040-6	7	30	Financial Markets and Portfolio Management	Core
AAF041-6	7	30	Financial Regulation and Fraud Management	Core
MAR042-6	7	60	Business Dissertation	Option
MAR040-6	7	60	Professional Practice	Option
MAR041-6	7	60	Business Live Project	Option

### Course-Specific Regulations

Not Applicable

### 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>

### Additional Course Costs

There will be some optional visits organised by the department, such as the London Stock Exchange Trip.

## Graduate Impact Statements

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

- Appreciate the importance of the key areas of financial markets, financial regulation and risk management and have a thorough understanding of the role they play in the running and operation of business;
- Evaluate, with academic rigour, the validity of published research and assess its relevance to new areas of financial risk as they arise;
- Use their own initiative, resourcefulness and research skills as well as their systemic thinking to identify real life business problems, approach them accordingly, and use the appropriate empirical methodology in order to provide recommendations and possible solutions in a professional manner

## 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 self-management in terms of planning, behaviour, motivation, individual initiative and enterprise in order to meet the demands of a Master's degree in MSc International Finance and Banking, while taking responsibility for personal learning a continuous professional development.
6. Deal with a range of complex and pervasive issues in a systematic and creative manner appropriate to a Master's degree in MSc International Finance and Banking, in doing so form sound judgements in the absence of complete data and communicate conclusions and recommendations appropriate 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.

## **PSRB details**

### **Learning and Teaching**

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.

In its structure this course recognizes the importance of regulation in underpinning the world of financial reporting and its varied impact on published results and capital markets. At the same time we realize that although knowledge of economic and finance is a necessary condition when trying to understand the world we live in, it needs to be applied in a concrete way in order to avoid consuming itself in analyzing theoretical models. Therefore, this course is structured in a way that uses risk management and financial theory as the driving force and at the same time it links its concepts with other pillars of knowledge through the holistic approach the global economic and financial environment require.

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 International 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.

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 International Finance, Financial Regulation, Risk Management and Strategic 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.

A number of transferable skills will be further developed. The need to understand key developments in global markets require 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 most are former practitioners with some still active in practice. They 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 into a unique student experience in a very dynamic way 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 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 business 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 International Finance and Banking should understand that all theoretical ideas and their applications are not independent of the world we live in and should be interconnected when

trying to analyse financial information and explain business behaviour. 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.

## Assessment

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.

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 students own contribution through individual learning, will take them to the first assessment point. The process will repeat and at the end of the six-week block, the final assessment will be due. This will be a demanding but very rewarding experience.

As mentioned above, the 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 evaluate the following: 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 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.

**Assessment Map**

Unit Code	C/ O	Weeks												
		0	1	2	3	4	5	6	7	8	9	10	11	12
Bank Management	C				WR-I			CW-Data						
Economics	C				PR-Oral			WR-I						
Financial Regulation and Fraud Management	C				CW-CS			CW-CS						
Financial Markets and Portfolio Management	C				CW-CS			PJ-Proj						
Business Dissertation (Diss)	O				WR-I									PJ-Diss
Professional Placement (PP)	O				WR-I									WR-WB
Business Internship (Int)	O				WR-I									WR-WB

**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)
Laboratory-based (PR-Lab)
OSCE (PR-OSCE)
Performance (PR-Perf)
Placement - where work-based skills are assessed (PR-Plac)
Practical skills assessment – not included elsewhere (PR-OT)

---

## **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.

## **After Graduation**

Upon completion of this course you will be eligible for a career in a number of fields. With a postgraduate degree in International Finance and Banking and the knowledge and skills you will have acquired, you will be able to pursue a career in a variety of business areas such as financial institutions, central banks, multinational firms, government departments, international institutions and universities around the world. This course also provides an excellent pathway for further studies at the MPhil and PhD levels.

## **Additional Information**

### **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 masters 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.

## Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	
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.	Y	If so indicate the anticipatory adjustments and arrangements here
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> ?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

Administrative Information – Faculty completion	
Faculty	UBBS
Portfolio	Postgraduate
Department/School	Law and Finance
Course Coordinator	<b>Sandar Win</b>
Semester pattern of operation	Block Delivery
PSRB renewal date (where recognised)	<b>N/A</b>
Version number	1/18
Approved by (c.f. Quality Handbook ch.2)	Periodic Review
Date of approval (dd/mm/yyyy)	27 November 2017
Implementation start-date of this version (plus any identified end-date)	September 2018
Study model type if not on-campus	N/A

	Name	Date
Form completed by	Jing Di-Wojtasiuk	26 Feb 2018

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

<b>Signature of Chair of Faculty TQSC</b>		
---	--	--

**Course Updates** – ensure that the revised CIF is given a new version number each time a change is made

Date	Nature of Update	FTQSC Minute Ref:

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	MSXFB MSFABAAF
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	



## 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+ MSFABAAF
<b>Faculty</b>	University of Bedfordshire Business School
<b>Department/School</b>	Department of Law and Finance
<b>Version Number</b>	1/18

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

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

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Insert intermediate qualification and title</i>	
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 Markets and Portfolio Management  
 Financial Regulation and Fraud 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/L O2		LO1/ LO2	LO1/ LO2						
AAF038-6	7	30	The Global Economic Context	Core		LO1/ LO2	LO1	LO1						
AAF040-6	7	30	Financial Regulation and Fraud Management	Core	LO1/L O2	LO1	LO1/ LO2	LO1						
AAF041-6	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

Course (or intermediate) qualification and title	MSc International Finance and Banking									
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	x	x				
A comprehensive understanding of techniques applicable to their own research or advanced scholarship	x	x	x	x	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	x	x	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	x	x	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	x	x	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>	<b>Evidence and/or Course Learning Outcome(s)</b>
QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	<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, LO6
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, LO5, 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	LO2, LO3, LO4, LO5, LO6
Ability to communicate effectively both orally and in writing, using a range of media	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	LO1, LO2, LO3, LO4, LO5, LO6



## Annex D: Diet Template

<b>Course Title:</b>	MSc International Finance and Banking		
<b>Route Code:</b>	MSXFB	<b>Mode: e.g. Full Time</b>	<b>Full time</b>
<b>Length of course:</b>	12 (15) months		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

### Location of delivery (please tick):

Luton AA	√	
Bedford AB		
Milton Keynes AD		
Other (please state)		

### Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	OCT	FEB	JUN	Exception.....			
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG	
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)					
<u>Other (outside of agreed patterns)<sup>2</sup></u>							

A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

<sup>2</sup> Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

**Units for Year 1 for Academic Year ..... (Foundation Year where applicable)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>

**Units for Year 2 for Academic Year .....**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>

**Units for Year 3 for Academic Year ..... (Professional Practice Year where appropriate)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>

**Units for Year 4 for Academic Year ..... (where applicable)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>

\*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at [studentrecords@beds.ac.uk](mailto:studentrecords@beds.ac.uk) with any queries.