

## PROGRAMME SPECIFICATION

1.	<b>Awarding Institution:</b>	The University of Law
2.	<b>Final Award:</b>	Master of Science in Corporate Financial Management
3.	<b>Exit / Interim awards:</b>	For the MSc Corporate Financial Management <ul style="list-style-type: none"> <li>- Postgraduate Diploma of Higher Education in Corporate Financial Management</li> <li>- Postgraduate Certificate of Higher Education in Corporate Financial Management</li> </ul>
4.	<b>Programme Title(s):</b>	MSc Corporate Financial Management
5.	<b>Accredited by:</b>	Chartered Management Institution (CMI) for the full MSc award only.
6.	<b>Total Credits:</b>	MSc Corporate Financial Management 180 credits  Postgraduate Diploma of Higher Education in Corporate Financial Management – 120 credits  Postgraduate Certificate of Higher Education in Corporate Financial Management – 60 credits
7.	<b>Level:</b>	MSc Corporate Financial Management Level 7 within the FHEQ  Postgraduate Diploma of Higher Education in Corporate Financial Management Level 7 within the FHEQ  Postgraduate Certificate of Higher Education in Corporate Financial Management Level 7 within the FHEQ
8.	<b>Mode of Study:</b>	Face-to-Face: Full-Time and Part-Time  Online: Full-Time and Part-Time
9.	<b>Language of Study:</b>	English
10	<b>Length of Programme:</b>	Maximum 5 Years Full-time: <ul style="list-style-type: none"> <li>- MSc award: 1 year (12 months)</li> </ul> Part-time: <ul style="list-style-type: none"> <li>- MSc award: 24 months</li> </ul>
11	<b>Criteria for admission:</b>	2:2 or above from a UK Bachelor's degree, or equivalent qualifications.

		<p>Non-standard routes:</p> <p><b>ROUTE A:</b></p> <ul style="list-style-type: none"> <li>• Applicants must possess an undergraduate degree with a grade below that of a 2:2 (3rd or Ordinary);</li> </ul> <p><b>AND EITHER</b></p> <ul style="list-style-type: none"> <li>• A professional qualification at level 6 or above from a business professional body, e.g. CIM, CMI, CFA, ACCA, CIMA, CIPD, etc.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• At least two years of proven professional work experience;</li> </ul> <p><b>ROUTE B:</b></p> <ul style="list-style-type: none"> <li>• Applicants must possess a professional qualification at Level 6 or above from a business professional body such as CIM, CMI, CFA, ACCA, CIMA or CIPD;</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• At least three years of proven professional work experience.</li> </ul> <p><b>ROUTE C:</b></p> <p>Applicants possess no formal qualifications. Applicants will need to provide 5 years of proven professional managerial work experience along with a professional reference. Applicants may also be required to attend a formal interview.</p> <p>All applications for non-standard entry must be accompanied by a full CV.</p> <ul style="list-style-type: none"> <li>• International Entry Requirements - an English language level equivalent to IELTS 6.5 or above with a minimum of 5.5 in each component.</li> </ul>
<b>12</b>	<b>UCAS code (if relevant):</b>	N/A
<b>13</b>	<b>HECOS code (if relevant):</b>	100107 – Finance 100078 – Business and Management
<b>14</b>	<b>Date of Production/Revision:</b>	November 2021
<p><b>15. Aims and Rationale of the Programme</b></p> <p>All ULBS Postgraduate degrees are organized into two hubs of programmes; Management Hub and Finance Hub. Programmes within each hub share certain modules, with additional modules that are specific to each programme. The shared modules give students the opportunity to network and liaise with students on other programmes, which they otherwise might not have done, offering invaluable networking opportunities that will benefit them in their work-life. The MSc Corporate Financial Management degree is part of the Finance Hub. The shared modules within the Finance Hub are:</p> <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Financial Accounting and Reporting</li> <li>• Management Accounting</li> </ul>		

Additionally, all students will share the following two modules:

- Professional Development
- Business Project

The overall objective of master's level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Master's degrees add value, for example to first (or bachelor's) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context and assist them to take effective roles within them.

The overall objective of master's finance courses is to educate individuals as managers and business specialists in finance, and thus to improve the quality of management as a profession in general. Master's degrees add value, for example to first (or bachelor's) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, and assist them to take effective roles within them. In particular the programme provides preparation for and/or development of a career in finance or banking, or an academic career in finance, or any management position where finance is part of the role.

The programme is structured with a significant emphasis upon meeting the industry development needs as well as enabling professionals and graduates to develop as:

- Finance Management professionals acquire a sound knowledge of the theoretical foundations that underpin modern finance, as applied in the finance services industry hence, to become specialists being able to manage the dynamic and strategic changes occurring across the globe, in the fields of accountancy, financial decision making, and portfolio management;
- Critically aware learners who can either pursue further studies in Finance or proceed directly to fast-track financial management opportunities in a range of established businesses or entrepreneurial ventures and to provide the knowledge and skills to equip students to practice in business;
- Managers and Leaders who value lifelong learning so as to equip themselves with the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.

The programme will share the vision and values associated with the University of Law. Its emphasis on practice based learning within a realistic, professional, international and contemporary context. Building on the practical nature of learning and high quality teaching and assessment, links with employers and professional bodies. The aim of the programme with regard to teaching and learning is to produce career ready postgraduates with excellent professional, intellectual and life skills.

Students will have a broad comprehension of the most important concepts in management with a strategic perspective in a global context. The University prides itself on the depth and practical relevance of the knowledge delivered on its programmes and its teaching by academics with practical experience to ensure that research is melded with relevant real-life application. Students will apply these theoretical concepts of Financial Management to real life case studies, in a practice based environment.

The MSc in Corporate Financial Management will develop students' advanced intellectual and professional skills at Masters level and provide them with:

- Critical analysis of contextual data and information surrounding real life business challenges and design of comprehensive solutions using financial tools and skills gained on the

programme through study, assessments, and interactions with academics, practitioner lecturers and guest speakers;

- Understanding and application of traditional and behavioural finance theories for creation of value;
- Synthesis and application of traditional and behavioural finance theories to create value within the academic and practice context;
- Leading and managing the implementation of solution strategies within individual and market context;
- Academic research of traditional and behavioural finance theories and issues, maintaining academic rigor, integrity and logic chain to create academic and commercial value.

The student will acquire the competences necessary for:

- Leading the development of financial analytical and decision making process (mergers and acquisitions) and managing the implementation of financial project within the context of social corporate responsibility;
- International leadership and management of finance led organisation;
- Synthesis and presentation of comparative data (quantitative and qualitative) for business performance and financial decisions – particularly in relation to risk management and banking regulation and business performance;
- Amalgamating creativity with the integrity and corporate responsibility in financial management.

## **16. Programme Outcomes**

### *Knowledge and understanding*

Upon successful completion of the programme students should be able to:

- Engage with and demonstrate understanding of the complexities and uncertainties of the issues in accounting, finance and investments;
- Demonstrate scholarship in analysing the differences between a range of theories and models by applying them to the differing scenarios in accounting, finance and investments;
- Critically evaluate the strengths, weaknesses and appropriateness of tools and techniques applied in accounting, finance and investments decision;
- Demonstrate deep understanding of the debates related to theories in accounting, finance and investments and evaluate their effectiveness for the real world;
- Synthesise in-depth knowledge of the various accounting, finance and investments functions within areas of specialisation;
- Critically assess key performance indicators of companies relating to accounting, finance and investments;
- Critically evaluate theoretical advances into the areas of financial asset pricing and corporate finance;
- Compute and apply statistical and mathematical methods in accounting, finance and investments;

- Analyse and discuss financial information in a business context, identifying the most relevant data to inform decision making;
- Demonstrate the skills of using primary and secondary data to illustrate or support arguments in the context of financing and investments decision-making.

### *Practice and Skills*

Upon completion of the Programme students should be able to:

- Practice, conforming to expectations from the professions who oversee finance and banking
- Evaluate key debates about issues in accounting, finance and investments;
- Demonstrate skills required and operate effectively in the context of financing and investments decisions;
- Engage with and format appropriate information related to research in accounting, finance and investments;
- Work independently as well as effective members and /or leaders of teams;
- Reflect upon own performance and formulate action plans for improving own and others' practices;
- Communicate effectively across cultural, geographical and sector divides by identifying and selecting the most appropriate mode of communication;
- Develop independent research skills and undertake research tasks, using a full range of resources for information retrieval, with some guidance from the tutor.

### **Relevant Subject Benchmark Statements and other reference points to inform programme outcomes**

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

Subject Benchmark Statement Master's Degree in Business and Management June 2015 (QAA)

CMI Level 7 Award in Strategic Management and Leadership

### **17. Programme Structure, Levels, Modules and Credits**

All Modules are 30 credits, apart from the Dissertation Module (which includes research methods and Professional Development) which is 60 credits.

<b>Programme Title – MSc in Corporate Financial Management</b>	<b>Level 7</b>
<b><i>Module Titles</i></b>	<b><i>Credit</i></b>
Financial Management	15
Financial Accounting and Reporting	15
Management and Accounting	15
Corporate Governance	15
Corporate Social Responsibility	15
Financial Risk Management	15
Mergers, Acquisitions and Integration	15
Data and Decision Making	15
Responsibility of Directors	15

Professional Development	Non Credit Bearing
Business Project	45

Students who obtain the full 180 credits from the modules above will receive the MSc Corporate Financial Management award and will achieve all the learning outcomes described in this document.

Students who obtain 120 credits from the modules above will receive the Postgraduate Diploma of Higher Education in Corporate Financial Management award, and consequently the learning outcomes described in this document will be achieved only partially, on the basis of the modules passed.

Students who obtain 60 credits from the modules above will receive the Postgraduate Certificate of Higher Education in Corporate Financial Management award, and consequently the learning outcomes described in this document will be achieved only partially, on the basis of the modules passed.

<b>18. Programme Outcomes, Learning &amp; Teaching and Assessment Strategies</b>	
<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>• Engage with and demonstrate understanding of the complexities and uncertainties of the issues in accounting, finance and investments;</li> <li>• Demonstrate scholarship in analysing the differences between a range of theories and models by applying them to the differing scenarios in accounting, finance and investments;</li> <li>• Critically evaluate the strengths, weaknesses and appropriateness of tools and techniques applied in accounting, finance and investments decision;</li> <li>• Demonstrate deep understanding of the debates related to theories in accounting, finance and investments and evaluate their effectiveness for the real world;</li> <li>• Synthesise in-depth knowledge of the various accounting, finance and</li> </ul>	<p><b><i>Learning and Teaching Methods</i></b></p> <p>The learning and teaching methodology will be consciously constructed around the University's emphasis on critical practice based learning within a realistic, professional and contemporary context, and will fit with the Business School's agreed approach for teaching and learning sessions to be student led.</p> <p>The programme will also incorporate varied teaching and assessment methods, to the extent where this is useful, but also mindful of the need for students to practice different method of assessment. A balanced approach is achieved across subjects and programmes.</p> <p>Students will be taught by people who have substantial finance experience, there will also be guest speakers and involvement from the professional bodies. International opportunities will be put in place for the programme. Thus the programmes will benefit from opportunities for live consultancy projects. Where these are not possible student will benefit from reflection of previous work experience, volunteering, and simulations.</p> <p>All students will benefit from identification of strengths and learning styles. Where necessary remedial provision will be put in place for numeracy and academic writing. Students will also have access to a personal tutor and reviews of their learning journey.</p>

<p>investments functions within areas of specialisation;</p> <ul style="list-style-type: none"> <li>• Critically assess key performance indicators of companies relating to accounting, finance and investments;</li> <li>• Critically evaluate theoretical advances into the areas of financial asset pricing and corporate finance;</li> <li>• Compute and apply statistical and mathematical methods in accounting, finance and investments;</li> <li>• Analyse and discuss financial information in a business context, identifying the most relevant data to inform decision making;</li> <li>• Demonstrate the skills of using primary and secondary data to illustrate or support arguments in the context of financing and investments decision-making.</li> </ul>	<p>In particular, the delivery of lectures and the student led nature of tutorials and workshops is designed to ensure active participation in the learning process. Methods such as experiential learning, active learning techniques, directed reading, critical reflection, personal research, applied research encourage engagement by students in their teaching and learning processes. In addition, case study analysis and discussion are used by students to contextualise the learning and the application of models, techniques and concepts.</p> <p>Knowledge and understanding is developed through the teaching and learning methods outlined above. Each class, whatever its particular format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation.</p>
<p><b><i>Practice and Skills</i></b></p> <ul style="list-style-type: none"> <li>• Practice, conforming to expectations from the professions who oversee finance and banking</li> <li>• Evaluate key debates about issues in accounting, finance and investments;</li> <li>• Demonstrate skills required and operate effectively in the context of financing and investments decisions;</li> <li>• Engage with and format appropriate information related to research in accounting, finance and investments;</li> </ul>	<p><b>Assessment Methods</b></p> <p>The assessment methods have been designed to recognise the differences in learning styles thereby ensuring that they are not biased towards any one learning style. Learners will be assessed in a more practical environment and with a practical application of the theoretical content to real life learning. Students will demonstrate the learning outcomes through a range of different assessments, such as group presentation (formative) and written individual coursework (summative).</p> <p><b>Learning and Teaching Methods</b></p> <p>In each session, whatever its format, students participate in the discussion of key issues, both orally and in writing. The dissertation not only develops knowledge and understanding, but also in its preparation, through studying research methods and professional development, important practical and transferable skills are learnt.</p> <p>Students will practice and develop skills by evaluating the central issue(s) and facts of case studies and simulations so that tools, models and methods can be applied to the situation in hand. They will be encouraged to justify their assumptions and present conclusions and recommendations that are realistic and presented in a format that would be expected in industry and a Masters level programme with appropriate theoretical underpinning and appropriate referencing.</p>

<ul style="list-style-type: none"> <li>• Work independently as well as effective members and /or leaders of teams;</li> <li>• Reflect upon own performance and formulate action plans for improving own and others' practices;</li> <li>• Communicate effectively across cultural, geographical and sector divides by identifying and selecting the most appropriate mode of communication;</li> <li>• Develop independent research skills and undertake research tasks, using a full range of resources for information retrieval, with some guidance from the tutor.</li> </ul>	<p>Students are assigned to small study groups which develop organisational, social and cultural intelligence, networking, autonomous learning and entrepreneurial, skills as they interacting with their peers.</p> <hr/> <p><b>Assessment Methods</b></p> <p>A wide range of assessment methods, both formative and summative, will be used across all modules to ensure that programme outcomes can be demonstrated by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of</p> <ul style="list-style-type: none"> <li>• workshop group activity, where students consider a case-study, issue, or problem, and report on towards the end of the session in an oral presentation</li> <li>• simulations and role-play activities</li> <li>• in-class debates</li> <li>• communication exercises</li> <li>• activities that confirm understanding</li> </ul> <p>Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills.</p> <p>Summative assessments of each module will be one of the following:</p> <ul style="list-style-type: none"> <li>• written reports (formative element in the form of lecturer giving guidance on structure and general content)</li> <li>• portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer</li> <li>• presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details.</li> </ul> <p>This variety of approaches to assessment supports diversity in learning.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors.</p> <p>For the online version the assessment methods will be the same and administered remotely.</p>
<b>19. Inclusive Considerations</b>	<p>Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural awareness. Students who appear not to keep up with the pace of the class, are signposted to ULaw's student support services.</p>
<b>20. Prior credits considered for RPL</b>	<p>In accordance with the University's RPL Policy.</p>

### Document revision summary

<b>Version</b>	<b>Amended by</b>	<b>Revision summary</b>	<b>Date</b>
V1.0	Head of Quality Assurance	Updated into amended format	August 2019
V1.1	Head of Quality Assurance	Modification to include named exit awards  Clarification regarding IELTS requirements	May 2020
V1.2	Head of Quality Assurance	Further clarification regarding core modules.	June 2020
V1.3	Head of Quality Assurance	Periodic review – major modification	November 2021