# Programme Specification (Postgraduate)

**FOR ENTRY YEAR: 2026/27**

**Date created:** 18/03/2025 **Last amended:** 02/07/2026 **Version no.** 2 **Date approved by EQED:**
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## 1. Programme title(s) and code(s):

MSc Finance

Postgraduate Diploma in Finance*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

**a) HECOS Code**

| HECOS Code | % |
|---|---|
| [100107] | [100 %] |

2. **Awarding body or institution:** University of Leicester

**3. a) Mode of study:** Full-time

**b) Type of study:** Distance learning

## 4. Registration periods:

The normal period of registration is 18 months.

The normal period of registration on the accelerated route is 12 months.

The maximum period of registration is 36 months.

The maximum period of registration on the accelerated route is 24 months.

## 5. Typical entry requirements

Students enter the programme on the basis of one of the following:

1. APL: Students must have 60 Level 7 postgraduate credits or a relevant postgraduate level professional qualification in Finance related area, such as the Association of Chartered, Certified Accountants (ACCA) or Chartered Institute of Management Accountants (CIMA) or Institute of Chartered Accountants in England and Wales (ACA) or Chartered Financial Analyst (CFA) Professional Qualification or Chartered Tax Adviser (CTA) Professional Qualification or a Postgraduate Certificate from a recognised HEI in the following subject areas:

**Table 1: Finance-related fields for APL**

| ***Degree Title*** | ***Recognised Content Areas for APL*** |
|---|---|
| Finance | Corporate finance, financial markets, investment, derivatives, risk |
| Accounting and Finance | Financial reporting, management accounting, finance principles, audit |
| Economics | Micro/macroeconomics, econometrics, financial economics |
| Business Economics | Economics, financial analysis, corporate strategy |

| | |
|---|---|
| Banking and Finance | Retail/commercial banking, credit analysis, financial regulation |
| Investment and Financial Risk Management | Risk modelling, portfolio theory, derivatives, fixed income |
| Actuarial Science | Financial mathematics, risk, statistics, insurance |
| Business Studies with Finance | Business strategy, capital markets |
| Financial Mathematics | Quantitative finance, modelling |
| Management with Finance | Strategic management, managerial finance, budgeting |
| International Business with Finance | International finance, currency risk, trade finance |
| Mathematics / Statistics (with Finance modules) | Quantitative analysis, modelling, probability |
| Engineering or Physics (with strong finance/economics electives) | Financial engineering, risk analysis, quantitative modelling |

1.1. The qualification must be approved by the programme leader.

2. APEL (experiential route):

Candidates should normally have:

2.1. A bachelor's degree from a recognised HEI

i) with significant (>=3 years) work experience in a finance-related field (see Table 1 above for APL), mapped against the pre-determined APEL learning outcomes (see Module Specification for AF7500 Principles and Practice of Applied Finance) and approved by the programme leader and one other academic member of staff. 5-year time limit for acceptance of evidence is applied.

2.2. In support of their application, students must also submit the following documents:

(1) APEL Reflective Account Form
(2) Employer Verification Letter or Job Role Description with Supporting Commentary
(3) Professional Development Record or CPD Evidence (if applicable).

2.3. In cases where an applicant's prior learning does not unequivocally meet the stipulated requirements for APEL, an interview panel (two academics) will be convened to further evaluate the applicants' suitability for credit recognition.

2. When English is not the first language of the candidate, candidates should meet the University's English regulations by other means as stated in Senate Regulation 1.

## 6. Accreditation of Prior Learning

See above for entry requirements.

## 7. Programme aims

The programme aims to:

I. Critically apply and evaluate advanced theories and models in core areas of finance, including asset pricing, corporate finance, and risk management, to complex real-world scenarios and decision-making processes within a global context.

II. Demonstrate the ability to critically evaluate financial strategies, policies, and research, using advanced analytical techniques to solve complex financial problems and make informed decisions.

III. Demonstrate a high level of proficiency in designing and conducting empirical research in finance, including formulating advanced research questions, applying sophisticated quantitative methodologies, and using tools such as R programming language to analyse data effectively, forecast trends, and solve intricate financial problems.

IV. Independently execute a substantial research project through the dissertation, demonstrating the ability to critically review and evaluate the relevant literature, collect and analyse data, and present findings in a clear and coherent manner.

## 8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

i) Knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Demonstrate a comprehensive understanding of key financial concepts, theories, and frameworks (i) | Seminars, lectures, course material, guided independent learning | Independent guided study, interactive questions via seminars, Blackboard discussions, Blackboard activities | Assessed through a range of formative and summative assessments (e.g. seminars activities, oral presentations, case studies, Individual Assignments) |
| Students should be able to:<br>Apply the knowledge gained in corporate and global financial contexts (i) | Seminars, lectures, course material, guided independent learning, case studies | Independent guided study, Seminar activities, case studies, Blackboard discussions, Blackboard activities | Assessed through a range of formative and summative assessments (e.g. seminars activities, oral presentations, case studies, Individual and Group Assignments) |

ii) Concepts

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Demonstrate a comprehensive understanding of key financial concepts (i) | Seminars, lectures, course material, guided independent learning | Seminar activities, Independent guided study, interactive questions during seminars, Blackboard discussions, Blackboard activities | Assessed through a range of formative and summative assessments (e.g. seminars activities, oral presentations, case studies) |

iii) Techniques

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply advanced financial and statistical techniques and tools, including R programming language, to analyse data and solve complex problems (ii) | Seminars, lectures, data analysis projects, bespoke course materials, formative and summative feedback and signposted support from central library and learning services | Independent guided study, Seminars' coding activities, Blackboard coding activities, analyse financial data, and develop data visualizations | Assessed through a range of formative and summative assessments (e.g. seminars activities, oral presentations, case studies) |

iv) Critical Analysis

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>To critically evaluate financial strategies, policies, and research (ii) | Seminars, lectures, course material, guided independent learning | Independent guided study, interactive questions via seminars, Blackboard discussions, Blackboard activities | Assessed through a range of formative and summative assessments (e.g. seminar activities, case studies) |

v) Presentation

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Present research proposal and research findings in a clear and coherent manner (iii, iv) | Online seminars, project supervision, guided independent learning, formative feedback | Active listening activities, independent guided study, presentations | Assessed through a range of formative and summative assessments, including a formative presentation by each student |
| Students should be able to:<br>Communicate financial insights and recommendations to diverse audiences (iv) | Online seminars, project supervision, guided independent learning, formative feedback | Short presentations during seminars, active listening activities, independent guided study, presentations | Assessed through a range of formative and summative assessments, including a formative presentation by each student |

vi) Appraisal of evidence

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Evaluate the available evidence in order to inform strategy decisions (iv) | Seminars, lectures, formative and summative feedback, appraisal of evidence learning activities | Evaluate financial sources, and preparation of short evidence evaluation reports, Seminar activities, Blackboard activities | Assessed through a range of formative and summative assessments (e.g. case studies) |
| Students should be able to:<br>Critically appraise financial information sources for relevance, reliability, and validity (iv) | Seminars, lectures, data analysis projects, formative and summative feedback, appraisal of evidence learning services | Seminars' data evaluation activities, Independent guided study, Blackboard evidence evaluation activities | Assessed through a range of formative and summative assessments (e.g. case studies) |

**b) Transferable Skills**

i) Research Skills

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Design and conduct empirical research in finance (iii) | Seminars, lectures, project supervision, guided independent learning | Develop research proposals, conduct empirical research, and Independent guided study | Assessed through a range of formative and summative assessments (e.g. written and oral presentations, including the Proposal and Dissertation) |
| Students should be able to:<br>Write a substantial research project through the dissertation (iv) | Seminars, lectures, project supervision, guided independent learning, supervisory meetings | Conduct independent research, write a dissertation, actively engage in supervision sessions, Written and Oral comments provided on draft chapters of the dissertation | Assessed through a range of formative and summative assessments (e.g. written and oral presentations), Dissertation |

ii) Communication skills

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Communicate financial information effectively using verbal, written, and digital media (iv) | Seminars, Virtual presentations, Supervision meetings, guided independent learning | Independent guided study, prepare short presentations, prepare short reports for the proposal and dissertation | Assessed through a range of formative and summative assessments (e.g. written and oral presentations, Group assignment, Proposal and Dissertation) |
| Students should be able to:<br>Prepare professional reports, presentations, and financial documents tailored to specific audiences (iv) | Seminars, Virtual presentations, Supervision meetings, guided independent learning | Independent guided study, prepare short presentations, prepare short reports for the proposal and dissertation | Assessed through a range of formative and summative assessments (e.g. written and oral presentations, Group assignment, Proposal and Dissertation) |

iii) Data Presentation

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Present financial data and analysis clearly and effectively (iv) | Seminars, project supervision, guided independent learning, formative feedback, bespoke course materials, formative and summative feedback and signposted support from central library and learning services | Develop data visualizations, engage in skills training, Independent guided study, deliver short presentations, present short reports for the proposal and dissertation | Assessed through a range of formative and summative assessments (e.g. written and oral presentations, Group assignment, Proposal and Dissertation). |

iv) Information Technology

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply advanced information technology skills, such as R Studio, in financial analysis and research (ii, iii) | Seminars, lectures, data analysis projects, bespoke course materials, formative and summative feedback and signposted support from central library and learning services | Independent guided study, seminar activities, Blackboard activities, case studies, Analyse financial data | Assessed through a range of formative and summative assessments (e.g. Group assignment, Individual Assignment and Dissertation). |

| | | | |
|---|---|---|---|
| Students should be able to:<br>Use information technology tools to support financial decision-making and problem-solving (ii, iii) | Seminars, lectures, data analysis projects, bespoke course materials, formative and summative feedback and signposted support from central library and learning services | Independent guided study, Seminar activities, Blackboard activities, Case studies | Assessed through a range of formative and summative assessments (e.g. seminars activities, oral presentations, case studies) |

v) Problem Solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply financial knowledge and skills to derive and evaluate solutions to real life corporate scenarios and problems (ii) | Seminars, lectures, data analysis projects, bespoke course materials, formative and summative feedback | Independent guided study, seminar activities, Blackboard activities, case studies | Assessed through a range of formative and summative assessments (e.g. Group assignment, Individual Assignment, Seminar activities). |

vi) Working relationships

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Work effectively as part of a team, recognizing the value of diverse perspectives in financial decision-making (iv) | Seminars, bespoke course materials, formative feedback and signposted support from central library and learning services | Group work activities, Blackboard discussions, team presentations | Assessed through formative and summative assessments (e.g. Group assignments, Seminar activities, Blackboard Activities, team presentations). |

vii) Managing learning

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to: | Seminars, self-study guides, formative feedback and signposted support from central library and learning | Engage in self-study, complete research projects (proposal and | Assessed through formative and summative assessments (e.g. Individual and Group assignments, |

| | | | |
|---|---|---|---|
| Demonstrate self-directed learning and time management skills in studying and completing financial assignments and research (ii, iii, iv) | services, oral and written feedback on activities and assignments | dissertation) and assignments, Reflective learning journals | Seminar activities, Blackboard Activities, individual and team presentations) |

viii) Career Management

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Reflect on their own performance, identifying strengths and areas for improvement in corporate finance, financial analysis and research (iii) | Seminars, formative feedback and signposted support from central library and learning services, oral and written feedback on activities and assignments | Self-reflection activities, Independent guided study, participate in career development sessions, and develop career plans, 1-2-1 meeting with Careers and Employability Service | Assessed through a series of formative and summative assessments (e.g. Individual and Group assignments, Seminar activities, Blackboard Activities, individual and team presentations and self-assessment evaluation) |
| Students should be able to:<br>Evaluate career options and establish personal career goals and action plans to achieve those (ii) | Seminars, formative feedback and signposted support from central library and learning services, oral and written feedback on activities and assignments | Participate in career planning workshops, self-assessment activities, Independent guided study, 1-2-1 meeting with Careers and Employability Service | Career planning report, self-assessment evaluation, |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations, except as follows:

- Students are required to pass either AF7XX1 Corporate Financial Strategy OR AF7XX2 Research Methods on the first attempt with a mark above 50.00% in order to be allowed to progress to the research project.

- Where students fail either or both of the above with a mark below 50.00%, they will be allowed to re-sit only 30 credits.

- Following re-assessment, students may be allowed a compensation for 30 credits (with a mark between 40.00 - 50.00%) in order to achieve the full MSc. Students who have a mark below 40.00% following reassessment will be awarded the appropriate interim award as noted in the Senate Regulations.

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### a) Course transfers

N/A

### b) Year in Industry

Because of the structure of the programme, 'Year in Industry' is not available

## 11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

Students who enter with Accredited Prior Experiential Learning (APEL) will be considered for award under the following scheme of assessment:

At the point of award, the Programme Credit Weighted average will be calculated based on the 120 credits awarded by the University of Leicester. Awards will be calculated based on this CWA. A Master's degree will be calculated based on completion of 120 credits. A Postgraduate Diploma and Postgraduate Certificate will be calculated based on the 60 taught credits completed at the University.

To achieve the following awards, the below requirements will be in effect. Where credits and CWA are referenced, this refers to content studied at UoL only:

- Masters and Postgraduate Diploma
  - ✓ A Programme Credit-Weighted Average mark of at least 50.00%

- Masters and Postgraduate Diploma with Merit
  - ✓ A Programme Credit-Weighted Average of at least 60.00%, or

- ✓ A Programme Credit-Weighted Average of 58.00% or higher and at least 60 credits at 60.00% or higher[1]

- Masters and Postgraduate Diploma with Distinction
  - ✓ A Programme Credit-Weighted Average of at least 70,00%, or
  - ✓ A Programme Credit-Weighted Average of 68.00% or higher and at least 60 credits at 70% or higher

- Postgraduate Certificate
  - ✓ A Programme Credit-Weighted Average mark of at least 50.00%

- Postgraduate Certificate with Merit
  - ✓ A Programme Credit-Weighted Average mark of at least 60.00% or
  - ✓ A Programme Credit-Weighted Average mark of at least 58.00% or higher and at least 30 credits at 60.00% or higher

- Postgraduate Certificate with Distinction
  - ✓ A Programme Credit-Weighted Average mark of at least 70.00% or
  - ✓ A Programme Credit-Weighted Average mark of at least 68.00% or higher and at least 30 credits at 70.00% or higher.

**12. Special features**

This course is specifically designed for candidate with existing postgraduate qualifications and experienced working adults. It has the following features.

(a) It is taught entirely by distance learning, augmented with optional synchronous features

(b) It allows for APL/APEL compliant entry.

**12a. Research-inspired Education**

**Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:**

| RiE Quadrant | Narrative |
|---|---|
| **Research-briefed**<br>Bringing staff research content into the curriculum. | The programme is fundamentally shaped and inspired by both established theoretical frameworks in finance and the cutting-edge research expertise of Business School faculty. Recognising the diverse professional backgrounds of APL students, the programme integrates staff research insights through carefully selected readings, real-world case studies, and online resources. |

[1] This is reduced from 90 credits to reflect the fact that students will have studied a third fewer credits at UoL. The Policy on APL indicates that the classification calculations will be reduced on a pro-rata basis, and this calculation and those below are proportionate on the basis of the credits studied with the University.

| | |
|---|---|
| **Research-based**<br>Framed enquiry for exploring existing knowledge. | Students will be challenged to critically analyse diverse real-world financial cases, complex corporate scenarios, and practical real-world problems. This analysis requires the application of established financial theories, methodological tools and analytical methods introduced within the programme, encouraging students to frame their prior experiences through academic lens. |
| **Research-oriented**<br>Students critique published research content and process. | The programme will equip students with the required analytical tools and skills to critically engage with and evaluate their own work alongside published scholarly research in finance, fostering a deep understanding of research quality and rigour. This process is an integral part of the programme, culminating with the formulation of proposal and development of dissertation. Both of these elements involve extensive critical engagement with published research. |
| **Research-apprenticed**<br>Experiencing the research process and methods; building new knowledge. | Students will experience the research process first-hand through the formulation of their proposal and then its development into a dissertation. The students research projects will be focused on corporate financial problems/concerns that are linked to scholarly debates. They will leverage their analytical and problem-solving skills to formulate original, defensible and actionable recommendations. |

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

Students will have access to valuable extra and co-curricular opportunities designed to foster engagement with research culture. Eminent researchers from both academia and practice will be invited as external speakers to present their research journeys and key findings. These sessions offer students direct exposure to cutting-edge research in finance, providing insights into research questions, methodologies, and the impact of scholarly work.

Furthermore, students have the opportunity to attend the Leicester Masterclass, a series of lectures and dedicated workshops. While broader in scope, the Masterclass regularly introduces innovative ideas and enhances understanding of key concepts that are at the forefront of academic inquiry, through a series of lectures and dedicated workshops. These opportunities aim to complement the formal curriculum by providing diverse perspectives on research and its relevance to the field of finance, fostering a deeper appreciation for scholarly investigation.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The programme consciously integrates systematic inquiry into its design and delivery. This involves grounding the curriculum and teaching methodologies in current research from education, learning sciences, and digital pedagogy.

Furthermore, the programme incorporates best practices in online learning (e.g. synchronous teaching and timely and constructive feedback) and continuously evaluating their effectiveness through data and feedback, ensures a high-quality, research-informed experience for students.

Crucially, all module leaders and teaching-focused staff actively engage with both their subject-specific research groups and the College's Academy of Business Education and Practice. The Academy fosters a teaching and learning research culture through regular sessions with external speakers, reflective workshops, and a pedagogic reading group. This active engagement provides a clear platform for staff to share, evaluate, and continuously enhance their teaching practices, ensuring the programme benefits from the latest pedagogical insights and best practices in business education.

## 13. Indications of programme quality

The teaching methodology has been informed from established MSc and MBA programmes within the university.

There is also a wide range of support provided to students, including on-line learning resources though the Library (e.g. access to peer review publications and eBooks, access to a wide range of financial databases (microeconomic, macroeconomic, corporate and SMEs data)), Learning Technology Infrastructure (e.g. Blackboard, Collaborate, Teams) and technical support when needed, Personal Tutor, Individual Supervisor during the proposal and dissertation stage and Careers and Employability Service, during and after the studies. There are also

External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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## Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Finance

**Level 7/Year 1 Delivery Year 2026/27 Intake Month October Mode of Study Full Time Structure**

### Credit breakdown

| Status | Year long | Teaching period 1 | Teaching period 2 | Teaching period 3 |
|---|---|---|---|---|
| Core | n/a | 30 credits | 30 credits | 60 credits |
| Optional | n/a | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| October | AF7XX1 | Corporate Financial Strategy | 30 credits |
| April | AF7XX2 | Research Methods | 30 credits |
| October | AF7XX3 | Dissertation | 60 credits |

**Notes**
N/A

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## Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery) [login-required]