Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 15/12/2025 **Last amended:** 16/05/2026 **Version no.** 1 **Date approved by EQED:** 27/05/2026

1. Programme title(s) and code(s):

MSc FinTech and RegTech

MSc FinTech and RegTech with Professional Practice

MSc FinTech and RegTech with AI

Postgraduate Diploma (PGDip) FinTech and RegTech*

Postgraduate Certificate (PGCert) FinTech and RegTech*

Notes

^ Refer to Section 11: Criteria for Award and Classification

* 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 Campus-based

4. Registration periods:

MSc FinTech and RegTech (and award variants listed in Section 1)

The normal period of registration is 12 months (1 year)

The maximum period of registration is 24 months (2 years)

5. Typical entry requirements

Good UK honours degree or its equivalent, or a postgraduate diploma from a recognised institution, or a relevant graduate-level qualification. Or a demonstration of considerable relevant practical experience and evidence of the ability to cope with the demands of the course.

International Qualifications: Find your country in this list to check equivalent qualifications, scholarships and additional requirements.

English Language Requirements: IELTS 6.5 or equivalent. If your first language is not English, you may need to provide evidence of your English language ability. If you do not yet meet our requirements, our English Language Teaching Unit (ELTU) offers a range of courses to help you to improve your English to the necessary standard.

6. Accreditation of Prior Learning

n/a

7. Programme aims

On completion of this programme, students will be able to:

I. Demonstrate advanced and integrated understanding of contemporary FinTech and RegTech, including data-driven finance, digital market infrastructure, digital safeguarding and resilience, and governance in AI-enabled financial systems.

II. Evaluate and use appropriate analytical, computational and evidential approaches in technology-enabled finance, including the disciplined interpretation of data, models and outputs.

III. Critically evaluate innovation, risk, resilience, regulation and governance in contemporary financial systems, including ethical and compliance considerations relevant to automated decision-making.

IV. Design and undertake an independent or applied enquiry at Master's level by selecting and justifying appropriate methods and evidence, and by meeting academic integrity and ethical/professional standards through one capstone route.

V. Communicate complex financial, technical and governance issues clearly and effectively to specialist and non-specialist audiences using appropriate written, oral and visual formats.

VI. Work independently and collaboratively to plan, deliver and review substantial outputs to academic and professional standards, demonstrating judgement, organisation and constructive teamwork.

VII. Reflect on professional development and evaluate career pathways in finance, FinTech/RegTech, risk/resilience, governance and related technology-enabled contexts.

The "with AI" variant also aims to:

- Equip students with the knowledge and practical skills to leverage AI technologies in global business contexts.
- Develop the ability to analyse complex business problems using AI-driven insights and systems thinking approaches
- Enable students to design, implement, and evaluate AI agent prototype to support decision-making and operational efficiency
- Foster ethical awareness, critical evaluation, and effective communication in the deployment of AI in international business settings.
- Promote research-informed approaches to integrating AI into business strategy and innovation.

The "with Professional Practice" variant also aims to:

- Equip students with the capacity to integrate academic learning with real-world professional experience, strengthening their readiness for contemporary workplace demands.
- Foster reflective, ethical, and evidence-informed practitioners who can adapt to complex business environments and contribute meaningfully to organisational improvement.
- Develop graduates who can navigate professional challenges with confidence, applying analytical, interpersonal, and research skills to generate impactful solutions.

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
Successful students should achieve the following learning outcomes (I, III): – Demonstrate integrated knowledge of contemporary FinTech and RegTech, including data-driven finance, digital market infrastructure, digital safeguarding and resilience, and governance in AI-enabled financial systems. – Critically evaluate how technological innovation reshapes financial systems, institutional practice and oversight expectations.	Lectures, seminars, workshops, case-based teaching, guided reading, and Blackboard resources.	Independent guided study, interactive questions during seminars, Blackboard discussions, Blackboard activities, and case study analysis.	Assessed through a range of formative and summative assessments (e.g., individual practice-based coursework, Bloomberg and Digital Finance Portfolio, presentations, briefing-note formats, group coursework, poster presentation and dissertation).

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (I, III): – Critically use core concepts and frameworks in data-driven finance, digital market infrastructure, resilience, regulation and AI governance to interpret contemporary issues in finance. – Evaluate how innovation, risk, resilience and regulatory expectations interact in technology-enabled financial settings.	Lectures, seminar discussions, case analysis, simulation exercises, guest presentations, and guided reading.	Seminar activities, independent guided study, interactive questions during seminars, Blackboard discussions, and Blackboard activities.	Assessed through a range of formative and summative assessments (e.g., case-based coursework, Bloomberg and digital finance portfolio activity, presentations, briefing-note formats, group coursework, poster presentation and dissertation).

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (II, IV): – Select and use appropriate analytical, computational and evaluative techniques to	Practical workshops, computer lab sessions, software training, applied exercises, and data analysis projects.	Independent guided study, seminar coding activities, Blackboard coding activities, analyse financial data, develop data visualizations, model building, risk calculation exercises.	Assessed through a range of formative and summative assessments (e.g., individual practice-based coursework in AF7001, Bloomberg and Digital Finance Portfolio in AF7002, applied

investigate finance-related problems in a disciplined manner. – Interpret data, models and governance-relevant evidence critically, recognising limitations, assumptions and the need for transparent justification.			presentations and group coursework, briefing-note formats, poster presentation and dissertation).

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (III, IV): – Critically assess innovation, risk, resilience, governance and ethical issues in technology-enabled finance using appropriate evidence and evaluative frameworks. – Develop defensible judgements that recognise uncertainty, competing priorities and the constraints of professional and regulatory practice.	Critical discussion sessions, case studies, and guided independent learning.	Independent guided study, interactive questions via seminars, Blackboard discussions, and Blackboard activities.	Assessed through a range of formative and summative assessments (e.g., analytical coursework, governance and ethics analyses in AF7004, evidence-based group coursework, poster presentation, dissertation, and applied project work in MK7006/MK7002 where relevant).

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (V): – Communicate technical, analytical and research-informed material clearly to specialist and non-specialist audiences. – Present complex information about technology-enabled finance, risk, resilience and governance in structured and audience-appropriate formats.	Presentation skills workshops, writing clinics, feedback sessions, project supervision, and formative feedback.	Draft preparation, audience analysis, independent guided study, and prepare presentations and reports.	Assessed through a range of formative and summative assessments (e.g., presentation in AF7003, poster presentation in AF7005, briefing-note formats, business project outputs, AI business project outputs, and executive-style summaries within coursework).

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (III, IV): – Locate, organise and critically appraise evidence from academic, practitioner,	Evidence evaluation workshops, source critique sessions, research methodology training, seminars, lectures, and appraisal of evidence learning activities.	Literature review, data verification, evaluate financial sources, prepare evidence-evaluation reports, seminar activities, and Blackboard activities.	Assessed through a range of formative and summative assessments (e.g., evidence-based coursework, Bloomberg and digital finance portfolio activity, case analyses, poster presentation,

regulatory and data sources relevant to FinTech and RegTech. – Develop coherent arguments and evaluations that recognise the limits, quality and implications of available evidence.			dissertation, and applied project work where relevant).

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (IV, VI): – Design and execute an independent or applied investigation using appropriate methods, evidence and academic standards. – Produce a coherent capstone output through one of the three routes: dissertation (AF7005), placement-based business project (MK7006), or AI business project (MK7002).	Research methods training, supervision meetings, seminars, lectures, project supervision, and guided independent learning.	Develop dissertation plans, conduct empirical research, independent guided study, write a dissertation/business project, and actively engage in supervision sessions	Assessed through a range of formative and summative assessments (e.g., poster presentation and dissertation in AF7005, business project outputs in MK7006, and project documentation/evaluation in MK7002).

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (V, VI): – Communicate financial, technical and governance-related material effectively in written, oral and professional formats. – Adapt communication to audience, purpose and context across academic and applied settings.	Writing support, presentation practice, feedback sessions, seminars, virtual presentations, supervision meetings, and guided independent learning.	Independent guided study, prepare short presentations, prepare reports for proposals and projects, and draft documents.	Assessed through a range of formative and summative assessments (e.g., written coursework, presentation in AF7003, regulatory / governance briefing note in AF7004, poster presentation in AF7005, and professional/reflective outputs in MK7006 and MK7002 where relevant).

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (II, V): – Present data, modelling outputs and evaluative findings clearly using appropriate visual, written and analytical formats.	Seminars, project supervision, guided independent learning, formative feedback, formative and summative feedback and signposted support from the central library and learning services	Develop data visualizations, engage in skills training, independent guided study, deliver short presentations, create charts and dashboards, and output interpretation.	Assessed through a range of formative and summative assessments (e.g., practice-based coursework in AF7001, Bloomberg and Digital Finance Portfolio in AF7002, presentation materials, poster presentation, and research or project outputs with visual summaries).

– Communicate evidence in ways that are accurate, interpretable and appropriate to different stakeholder groups.			

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (II, VI): – Use appropriate digital and analytical tools, including Python/R and relevant financial or data platforms, to support analysis and communication in finance. – Apply information technology confidently in investigating and presenting finance-related problems in technology-enabled contexts.	Software training, practical workshops, formative and summative feedback, seminars, lectures, data analysis projects, platform familiarisation, and bespoke course materials.	Independent guided study, seminar activities, Blackboard activities, case studies, analyse financial data, programming practice, software application, and platform navigation.	Assessed through a range of formative and summative assessments (e.g., practice-based analytical coursework in AF7001, Bloomberg and Digital Finance Portfolio in AF7002, data-informed coursework, and project outputs where relevant).

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Successful students should achieve the following learning outcomes (II, VI): – Frame and investigate complex finance-related problems in technology-enabled and regulated settings. – Evaluate alternative responses and justify decisions using appropriate evidence, analytical reasoning and professional judgement.	Case-based learning, problem-solving workshops, scenario analysis, simulation exercises, seminars, lectures, data analysis projects, and formative and summative feedback.	Independent guided study, seminar activities, Blackboard activities, and case studies.	Assessed through a range of formative and summative assessments (e.g., case-based coursework, scenario responses, data-informed analysis, governance and resilience tasks, and applied project work).

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (VI): – Work constructively with others in collaborative analysis and project delivery. – Contribute to shared outputs through responsible participation, coordination and academic/professional standards.	Group projects, team-based activities, collaborative workshops, peer feedback sessions, seminars, bespoke course materials, and formative feedback.	Group work activities, Blackboard discussions, team presentations, role negotiation, task allocation, progress coordination, outcome integration.	Assessed through a range of formative and summative assessments (e.g., group coursework, collaborative presentations, team-based project activity, and associated reflective or evaluative discussion where relevant).

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (IV, VI): – Demonstrate self-directed learning, organisation and reflective improvement in managing postgraduate study and extended tasks. – Plan and sustain independent work effectively across modules, assessments and the capstone stage.	Study skills workshops, time management guidance, learning planning support, feedback discussions, seminars, self-study guides, and formative feedback.	Engage in self-study, complete research projects and assignments, reflective learning journals, study planning, progress monitoring, and resource identification.	Assessed through a range of formative and summative assessments (e.g., individual and group coursework, staged assessment preparation, presentation, poster presentation, dissertation, and applied capstone work).

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Successful students should achieve the following learning outcomes (VII): – Reflect on professional capabilities and evaluate career pathways across finance, FinTech/RegTech, risk/resilience, compliance and governance-related roles.	Career workshops, employer sessions, professional development activities, mentoring, seminars, formative feedback, and signposted support from careers services.	Self-reflection activities, independent guided study, participate in career development sessions, develop career plans, 1-2-1 meetings with Careers and Employability Service, skills auditing, career research.	Assessed through a range of formative and summative assessments (e.g., reflective evaluation in MK7006 where applicable, professional and project outputs, presentations, and skills-development activity embedded across the programme).

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course, and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

a) Course transfers

N/A

a) Year in Industry

'Year in Industry' is not available with this programme.

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 are required to pass the module MK7002 to be able to get an award titled MSc FinTech and RegTech with AI.

Students are required to pass the module MK7006 Placement in Business to be able to get an award titled MSc FinTech and RegTech with Professional Practice.

If the interim award is based only on a combination of AF7001, AF7002, AF7003, or AF7004, students will instead gain an interim award of FinTech and RegTech PGCert/Dip.

12. Special features

This programme includes three MSc award pathways aligned to a common 120-credit taught core plus a 60-credit capstone route:

- MSc FinTech and RegTech (capstone via AF7005 "Dissertation" (an independent, supervised, original piece of academic research))
- MSc FinTech and RegTech with Professional Practice (capstone via MK7006 "Placement in Business", combining an 8-week virtual internship, a substantial business project and structured reflective evaluation).
- MSc FinTech and RegTech with AI Business Project (capstone via MK7002 "AI Agent Solutions in Business Project", involving team-based solution development plus critical evaluation and ethical reflection).

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 Bringing staff research content into the curriculum.	Across AF7001–AF7004, students engage with contemporary academic, practitioner and regulatory research relevant to financial data analytics and machine learning, digital market infrastructure, digital safeguarding and resilience, and governance in AI-enabled financial systems. Teaching draws on current scholarship and applied evidence so that students understand how knowledge in these areas is generated, contested and refined.

Research-based Framed enquiry for exploring existing knowledge.	The taught core incorporates enquiry-led learning through structured analytical tasks, data-informed investigation and case-based evaluation. Students are required to interrogate evidence, compare alternative explanations, and justify conclusions in relation to contemporary finance problems, thereby engaging with framed enquiry rather than only receiving established content.
Research-oriented Students critique published research content and process.	Students are supported to critique research content and process across the programme. This includes evaluating assumptions, methodological choices, limitations of evidence, and the interpretation of findings in finance-related contexts. Through this, students develop a critical understanding of how research is conducted and how published claims should be assessed rather than accepted uncritically.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed learning is realised most explicitly through the capstone stage. In AF7005 "Dissertation", students undertake an independent supervised investigation requiring question formulation, critical review of literature, methodological justification, analysis and coherent communication of findings to Master's standard. Where selected, research-apprenticed learning is also achieved through MK7006 "Placement in Business", which requires an enquiry-led business project grounded in organisational evidence, or MK7002 "AI Agent Solutions in Business Project", which requires iterative design, testing and critical evaluation of an AI-enabled solution.

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 are encouraged to engage with research culture beyond taught sessions through the School and College research-facing activity. This includes attendance at staff research seminars/guest talks (where available), exposure to research-active academics in teaching teams, and opportunities to discuss emerging issues in financial innovation, RegTech/SupTech, data analytics, risk and resilience, cryptoassets/DeFi, and ethics and governance in AI through research-informed events.

The programme also promotes participation in the College's annual Investment Conference (or equivalent research-led finance event), enabling students to encounter current research themes, interact with researchers and practitioners, and see how research informs professional and regulatory debate. Where possible, students will be signposted to dissertation/project showcases, doctoral researcher presentations and relevant public lectures, strengthening their sense of belonging to a research-intensive academic community and supporting progression to independent or applied enquiry in the capstone stage.

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:

Teaching on the programme is research-informed through systematic use of evidence-based approaches to learning, assessment and feedback at Master's level. Module teams use clearly structured learning designs (sequenced lectures, applied seminars/workshops and guided independent study), explicit assessment literacy activity, and criteria-referenced feedback to support transparent expectations and equitable student progression.

Teaching teams review and refine delivery through annual module monitoring, student feedback, moderation and external examiner input, and through collegial mechanisms such as peer observation and sharing of effective practice within the School. In addition, modules use tiered reading lists (essential/recommended/enrichment) and annual review to maintain currency in fast-evolving fields while supporting accessibility and progression at Level 7.

This ensures the curriculum is not only informed by disciplinary research (analytics/ML; blockchain/DeFi/cryptoassets; digital safeguarding/resilience/InsurTech; RegTech/SupTech and AI governance) but also by reflective enhancement of teaching practice, supporting students to become confident critical readers of evidence and independent producers of research-informed analysis.

13. Indications of programme quality

The quality of all ULSB programmes is the responsibility of the School's Learning and Teaching Committee. The school use a variety of indicators to maintain oversight of programme quality including:

- External Examiner Reports
- Internally Administered Student Satisfaction Feedback
- Student Attainment Data
- Peer Enhancement of Learning and Teaching Process and Reporting
- Panel of Examiners

All programmes are reviewed formally through the University administered processes of:

- Periodic Development Review
- Programme Level Annual Development Review
- Curriculum Planning

14. 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].

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 FinTech and RegTech, MSc FinTech and RegTech with Professional Practice, MSc FinTech and RegTech with AI Business Project

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

Credit breakdown

Status	**Teaching Period 2**	**Teaching Period 3**	**Teaching Period 4 and 1**
Core	60 credits	60 credits	n/a

Status	Teaching Period 2	Teaching Period 3	Teaching Period 4 and 1
Optional (Dissertation, placement or AI business project)	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Teaching Period 2 (January – April) SEM2	AF7003	Digital Safeguarding, Resilience and InsurTech	30 credits
Teaching Period 2 (January – April) SEM2	AF7004	RegTech, Ethics & Governance in AI	30 credits
Teaching Period 3 (May – July) TERM3	AF7001	Data Analytics and Machine Learning for Finance	30 credits
Teaching Period 3 (May – July) TERM3	AF7002	Blockchain, DeFi and Cryptoassets	30 credits

Notes

This is a 180-credit programme, structured in four 30-credit taught modules (AF7001–AF7004), plus one 60-credit capstone route selected by the student: AF7005 Dissertation, or MK7006 Placement in Business (Professional Practice route), or MK7002 AI Agent Solutions in Business Project (AI Business Project route) (see below). Each module is self-contained, and scaffolding is built into each module.

Option modules

Delivery period	Code	Title	Credits
Teaching Period 4 & 1 (July-January) TERM3*	AF7005	Dissertation	60 credits
Teaching Period 4 & 1 (July-January) TERM3*	MK7006	Placement in Business	60 credits
Teaching Period 4 & 1 (July-January) TERM3*	MK7002	AI Agent Solutions in Business Project	60 credits

Notes

*Denotes modules with delivery spanning 2 academic years.

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

Credit breakdown

Status	Teaching Period 3	Teaching Period 4	Teaching Period 1 and 2 (Year-long)
Core	60 credits	60 credits	n/a
Optional (Dissertation, placement or AI business project)	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Teaching Period 3 (April – July) TERM3	AF7001	Data Analytics and Machine Learning for Finance	30 credits
Teaching Period 3 (April – July) TERM3	AF7002	Blockchain, DeFi and Cryptoassets	30 credits
Teaching Period 4 (July – September) TERM3*	AF7003	Digital Safeguarding, Resilience and InsurTech	30 credits
Teaching Period 4 (July – September) TERM3*	AF7004	RegTech, Ethics & Governance in AI	30 credits

Notes

*Denotes modules with delivery spanning 2 academic years.

This is a 180-credit programme, structured in four 30-credit taught modules (AF7001–AF7004), plus one 60-credit capstone route selected by the student: AF7005 Dissertation, or MK7006 Placement in Business (Professional Practice route), or MK7002 AI Agent Solutions in Business Project (AI Business Project route) (see below). Each module is self-contained, and scaffolding is built into each module.

Option modules

Delivery period	Code	Title	Credits
Teaching Period 1 and Teaching Period 2 (October – April) Year-Long	AF7005	Dissertation	60 credits
Teaching Period 1 and Teaching Period 2 (October – April) Year-Long	MK7006	Placement in Business	60 credits
Teaching Period 1 and Teaching Period 2 (October – April) Year-Long	MK7002	AI Agent Solutions in Business Project	60 credits

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Appendix 2: Module specifications

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