

PROGRAMME SPECIFICATION

Name of Programme:		BSc (Hons.) in Corporate Finance	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham & International Business School (separate degrees)	Teaching institution:	International Business School
School of Study:	School of Business	Parent Department: (the department responsible for the administration of the programme)	Collaborations
Length of the programme:	6 semesters	Method of study:	Full-time, face-to-face
Framework for Higher Education Qualifications (FHEQ) Level	FHEQ Level 6	Relevant subject benchmark statement (SBS)	Business and Management (2023) Accounting (2019) Finance (2019)
Professional body accreditation (if applicable):	N/A		
Criteria for admission to the programme:	<ul style="list-style-type: none"> - Certificate of Secondary Education - Non-native speakers: IELTS 6.0 or TOEFL 550 or TOEFL computerised 213 or a Pass mark in the Single English Test at IBS (SETI) examination 	Cohort(s) to which this programme specification is applicable: (e.g., from 2012 intake onwards)	From September 2024
UCAS Code	N/A		

Summary of Programme

The programme is designed to provide students with a comprehensive understanding of finance and accounting principles, theories, and practices within the broader context of business management. Through a combination of theoretical knowledge and practical skills development, students will gain the expertise needed to analyse financial data, make informed decisions, and effectively manage financial resources in various organizational settings. The programme emphasizes critical thinking, ethical decision-making, and global perspective, preparing students to navigate complex financial landscapes while upholding high ethical standards and contributing positively to their organizations and society. With a focus on practical skills development, leadership, and social responsibility, graduates will be well-equipped to pursue successful careers in finance, accounting, and related fields, making meaningful contributions to the global economy and society at large.

Educational Aims of the Programme

The specific aims of the programme are the following:

- To provide students with a thorough understanding of key theoretical frameworks, concepts, and principles in finance and accounting in the broader framework of business management, enabling them to apply this knowledge effectively in various organizational contexts.
- To equip students with advanced financial theories, principles, and techniques, empowering them to analyse complex financial scenarios, make informed decisions, and manage financial resources efficiently.
- To foster critical thinking skills and ethical reasoning abilities in financial decision-making, enabling students to evaluate the ethical implications of financial choices and act responsibly in diverse business environments upholding ethical standards and promoting diversity and inclusion.
- To develop students' awareness of the role of financial markets and institutions in the global economy, while also addressing the impact of regulatory frameworks, economic policies, and technological advancements on financial systems.
- To cultivate practical skills such as leadership, problem-solving, active learning, communication, and technology use, enabling students to excel in real-world financial management and accounting roles.

Programme Outcomes

Knowledge and understanding of:

At the end of the programme, students are expected to gain knowledge and understanding of:

1. Key theoretical frameworks, concepts, and principles in various areas of business management, including marketing, finance, human resource management, operations, and strategic management.
2. Advanced financial theories, principles, and techniques applied in various financial contexts.
3. Accounting standards and principles used in analysing financial statements, interpreting financial data, and assessing the performance of organizations.
4. The role of financial markets and institutions in the global economy, including the impact of regulatory frameworks, economic policies, and technological advancements on financial systems.
5. The ethical implications and responsibilities inherent in financial decision-making, including issues related to corporate governance, social responsibility, and sustainability.
6. Financial management techniques and portfolio management strategies tailored to specific risk-return objectives.
7. Contemporary issues and challenges facing the finance and accounting profession.



Teaching/Learning Strategy

Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding

- The flipped classroom methodology will be widely used during the programme. This concept enables a problem-based approach in class, whereby students will have the opportunity to work on real-life scenarios and case studies, practice problem solving and critical peer-review skills, along with teamwork and collaboration skills and techniques through a variety of classroom activities including individual and group tasks (discussions, simulations, role plays, presentations, organisation-based case studies, business outings, etc.).
- Virtual learning environments are utilized throughout the teaching and learning process.
- Presentations by invited experts and practising managers and field visits will provide real world input.
- Special sessions and individual consultation will be available for students for providing academic support as appropriate.



Assessment Strategy:

Explain the strategies used to assess the achievement of each part of the knowledge and understanding

- coursework (tests, case study analyses, posters, learning journals, portfolios, simulations, movie analyses, role plays and their analyses, individual and group assignments and presentations, continuous assessment tasks),
- formal examinations

Programme Outcomes

Cognitive (thinking) skills:

At the end of the programme students are expected to develop the following cognitive and intellectual skills:

1. Problem-solving. Determine the source of a problem and find an effective solution.
2. Initiative. Take on responsibilities and challenges.
3. Self-awareness. Assess their own values, passions, aspirations, fit with environment, reactions (including thoughts, feelings, behaviours, strengths and weaknesses), and impact on others, as well as understand how they are perceived by others in terms of those same factors.
4. Active learning and learning strategies. Understand the implications of new information for both current and future problem-solving and decision-making.
5. Reading, writing, and quantitative skills. Exhibit core literacies needed to work with and acquire more specific skills in a variety of different domains.



Teaching/Learning Strategy:

Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills

- Integrated skills development modules. A series of skills development modules spread across the programme's six semesters. These modules systematically address various cognitive skills.
- Experiential learning opportunities. Experiential learning opportunities offered through case studies, simulations, projects, etc. These hands-on experiences enable students to apply cognitive skills in real-world contexts, fostering deeper understanding and skill development.
- Feedback and reflection mechanisms. Provide regular feedback and opportunities for reflection on students' cognitive skill development. Feedback can come from instructors, peers, and self-assessment exercises, allowing students to identify areas for improvement and track their progress over time.
- Multimodal instructional approach. Employ a multimodal instructional approach that integrates diverse teaching methods, technologies, and resources. This approach caters to different learning styles and encourages active engagement, ensuring that students develop a holistic set of cognitive skills necessary for success in business and management.



Assessment Strategy:

Explain the strategies used to assess the achievement of each part of the cognitive skills

Programme Outcomes

- Authentic performance tasks. Authentic performance tasks are employed that require students to apply cognitive skills in real-world contexts relevant to business and management. These assess students' ability to analyse complex scenarios, take initiative in proposing solutions, reflect on their own strengths and weaknesses, and adapt their learning approaches accordingly.
- Integrated assessments. Integrated assessments evaluate students' proficiency in multiple transferable skills. Student performance is assessed based on a combination of deliverables, teamwork dynamics, communication effectiveness, and adherence to ethical and cultural considerations.
- Portfolio-based assessment. Portfolio-based assessments require students to compile evidence of their transferable skill development across various activities and assignments. The depth and breadth of students' transferable skills demonstrated through portfolio artifacts are evaluated, providing feedback on strengths and areas for improvement.
- Peer and self-assessment exercises. Peer and self-assessment exercises are integrated into the assessment process to encourage reflection and collaboration.

Programme Outcomes

Practical/Transferable skills (able to):

At the end of the programme students are expected to develop the following practical and transferable skills:

1. Resource management and operations. Allocate resources efficiently and effectively, and manage activities that businesses engage in daily to gain value from physical or intangible assets.
2. Digital literacy. Efficiently analyse and critically evaluate business data using appropriate digital technologies to underpin decision-making.
3. Active listening, communication and information exchange. Pay attention to what others say and understand points being made, establish rapport, adjust the register, and respect the intervention of others.
4. Service orientation. Actively look for ways to help others as well as make them feel attended to and welcome.
5. Leadership and social influence. Have an impact on others in the organization and display energy and leadership, regardless of their function within the organization.
6. Social cultural awareness. Respect and value others, and demonstrate awareness of the wider world, of history and of social justice issues.



Teaching/Learning Strategy:

Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills

- Process approach to skills development. The programme takes a process approach to skills development, whereby students need to tackle small tasks in order to incrementally build the skills, with ample opportunity for formative feedback from peers and the Seminar Leaders.
- Integrated skill development. Integrated skill development modules address multiple transferable skills simultaneously. By integrating skills, students can learn to apply them in interconnected real-world scenarios.
- Experiential learning activities. Experiential learning activities are implemented where students work alone or in teams to tackle more or less complex organizational challenges.
- Role-play and simulation exercises. These exercises simulate real-world business environments in which students take on different roles allowing them to a range of transferable skills.



Assessment Strategy:

Explain the strategies used to assess the achievement of each part of the practical/transferable skills

Programme Outcomes

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External Reference Points

The following reference points were used in designing the programme:

- [Framework for Higher Education Qualifications](#)
- Relevant [Subject Benchmark Statement\(s\)](#)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.