

Programme Title: MSc International Financial Management



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MSc International Financial Management
Name of Interim Award(s)	N/a
Duration of Study / Period of Registration	12 Months (Full-time)
QM Programme Code / UCAS Code(s)	N1Q6
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/a
Date Programme Specification Approved	
Responsible School / Institute	School of Business & Management

Schools which will also be involved in teaching part of the programme

N/a

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

### Programme Outline

On this programme you will develop your ability to apply knowledge and understanding of financial management to complex issues - ranging from innovation in a global marketplace to creative accounting - both systematically and creatively. Without assuming any pre-existing knowledge, the programme will nevertheless take your studies to a high level

### Aims of the Programme

By the end of the programme, the student should:

Have acquired a depth of knowledge and understanding of some of the key theories, approaches and issues in the field of financial management;

Have demonstrated transferable cognitive skills in relation to the analysis, synthesis and evaluation of the knowledge of financial

management;

Be able to appraise critically complex and contradictory areas of knowledge in the core and option modules;  
 Be able to evaluate the appropriateness of the use of qualitative and quantitative research methods in particular contexts;  
 Have developed a range of personal skills including presentation skills, argumentation, evaluation, problem solving, interactive and group skills, self-appraisal, autonomy in planning and management of learning.

The programme will end with an individual research project and the students will write a final dissertation, based on the project, to demonstrate their ability critically and analytically to synthesise theories and their practical applications to key issues in financial management

### What Will You Be Expected to Achieve?

The School promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

Academic Content:	
A 1	Develop knowledge and skills in business and management subjects
A 2	Prepare individuals for employment either related to their first degree discipline or in a management role
A 3	The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Disciplinary Skills - able to:	
B 1	Develop a sound understanding of contemporary business/organisational contexts
B 2	Develop an understanding of theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context.
B 3	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices
B 4	The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

Attributes:	
C 1	Deliver an advanced study of organisations, their management and the changing external context in which they operate;
C 2	Develop the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
C 3	Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large

C4	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
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### How Will You Learn?

Modules are assessed by a wide variety of means: some by a combination of coursework (20-40% of the total mark) and a final (two hour) examination; others wholly by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results

### How Will You Be Assessed?

Modules are typically assessed by a combination of coursework (usually 20-40% of the total mark) and final (two hour) examinations; however there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results

### How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

#### Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the Postgraduate webpages of the respective Schools. Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

## Programme Title: MSc International Financial Management

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation for International Financial Management	BUSM101	60	7	Core	1	Semester 3
International Macroeconomics and Finance	BUSM041	15	7	Compulsory	1	Semester 1
Financial Markets and Institutions	BUSM072	15	7	Compulsory	1	Semester 1
Financial Reporting	BUSM054	15	7	Compulsory	1	Semester 1
Financial Analysis and Management Accounting	BUSM107	15	7	Compulsory	1	Semester 1
Quantitative Research Methods	BUSM014	15	7	Compulsory	1	Semester 2
Corporate Finance for Managers	BUSM030	15	7	Compulsory	1	Semester 2
Corporate Governance	BUSM060	15	7	Elective	1	Semester 2
Contemporary Issues in Accounting	BUSM061	15	7	Elective	1	Semester 2
Advanced Management Accounting	BUSM067	15	7	Elective	1	Semester 2
Accounting and Value Management	BUSM071	15	7	Elective	1	Semester 2
Behavioural Finance and Decision Making	BUSM085	15	7	Elective	1	Semester 2

### What Are the Entry Requirements?

A good upper second class (2:1) honours degree or equivalent in any subject. Some basic quantitative skills and some elementary prior knowledge of accounting would be an advantage.  
IELTS 7.0 (writing 6.0) or equivalent

### How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the School.

All PGT programmes have a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

## Programme Title: MSc International Financial Management

Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

The School operates a Teaching and Learning Committee which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies, undertaking periodic programme reviews and considering all proposals for module and programme approval and amendment before submission to the Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, via the SSLC or consideration of student surveys.

Student feedback is also formally raised with and addressed by the PGT Programmes Directors at the PGT Programmes Sub-committee. Student feedback and the School's response to this feedback is presented at the Teaching forum held by the school once a semester.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

### Academic Support

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School uses various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

### Programme-specific Rules and Facts

The research proposal assessment must also be passed in order to progress to the dissertation stage

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations and guidance for examiners
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

## Links With Employers, Placement Opportunities and Transferable Skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g. assistance in creating effective CVs to reach potential employers, interview skills).

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

## Programme Specification Approval

**Person completing Programme Specification**

Lorna Ireland, , PGT Programmes Manager

**Person responsible for management of programme**

Dr. Nick Tsitsianis

**Date Programme Specification produced/amended by School Learning and Teaching Committee**

3 Dec 2014

**Date Programme Specification approved by Taught Programmes Board**