

Template C4



Programme Specification

Title of Course: *MSc Investment and Financial Risk Management*

Date first produced	30/09/2012
Date last revised	13/08/2024
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Version number	7
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Accounting, Finance and Informatics
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Investment and Financial Risk Management
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Pg Cert Investment and Financial Risk Management Pg Dip Investment and Financial Risk Management
Course Code <i>For each pathway and mode of delivery</i>	N/A PFIFR1IFR01
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 3
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • A degree or equivalent (i.e. ACA/ACCA), from a UK university (or recognised overseas equivalent) with second class honours (or a Grade Point Average greater than 2.75, depending on the standing of the awarding institution). Relevant work experience is welcomed, but is not a requirement. The programme is aimed at students from a variety of academic backgrounds, including those who have not studied economics, finance or accountancy at Bachelors level. • A minimum IELTS score of 6.5, TOEFL 600 or equivalent is required for those for whom

	<p>English is not their first language.</p> <ul style="list-style-type: none"> Applicants with non-standard qualifications will be considered.
Programme Accredited by:	AACSB
QAA Subject Benchmark Statements:	Masters award in Business and Management
Approved Variants:	This programme is approved to use 15-credit modules.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The MSc Investment and Financial Risk Management has been developed with advice from managers at a number of banks including: Barclays, RBS Capital Markets; Commerzbank AG; Standard Chartered Bank; NatWest Bank. The programme is designed both for those who already have work experience in financial risk management, investment, banking and other financial services and want to enhance and update further their knowledge and understanding, and for those graduates from different disciplines who wish to have a rewarding, exciting and challenging career in investment and financial risk management field.

Graduates from the programme are expected to hold or progress to high ranking positions in investment and financial risk management around the globe or work in a related field, such as the financial press or relevant government bodies, or pursue a PhD. Thus, developing employable graduates is at the heart of this programme. The students have the opportunity to engage in work-related projects drawing on case studies and real-life scenarios, and modules are designed to develop the skills valued by employers, such as presentations, teamwork, problem solving and communication. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment method to mirror real-life practices, e.g. preparation of financial statements, business plans, reports and summaries, so that students are exposed to opportunities that develop their skills on an ongoing basis. Students are also encouraged to reflect on their learning so they can articulate how the acquisition of such skills relates to practice and how they can be developed in the future.

This programme is designed to produce 'plug and play' graduates who are ready to slot into a specialised role. It covers financial modelling, financial risk management, risk financing, financial engineering, and fixed income analysis. It also covers financial statement analysis, modern portfolio theory and its implications for asset pricing, investment banking, and investment decisions associated with risk management. The students will be required to construct and manage investment portfolios for a specific period and present the results. They will use the dedicated Bloomberg dealing room and software packages to gain such practical experience. Finally, the research project will equip students to conduct research independently.

The programme covers many aspects of the Chartered Financial Analyst (CFA) programme, giving students the chance to take the CFA professional examination. The programme currently attracts some part qualified CFAs who wish to enhance and update further their knowledge and understanding in this field.

The programme is aimed to demonstrate the links between theory and practice. Real-life examples and case studies will be used extensively during the taught sessions and the assessments will also expose students to real life problems and solutions. Students also have the opportunity to use the Bloomberg trading room where different trading techniques can be applied in practice with real live data.

The programme has a balanced approach between quantitative and qualitative methods, and will provide candidates with the computer and research skills required by employers in this highly competitive sector.

The programme also helps develop employment-ready students through an integrated business experience in the form of a work placement.

This integrated placement provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting and/or study in another country, both of which enable them to develop their self-confidence and strengthen their CV. Students undertaking such placement activities are in a stronger position to achieve their best in the final year of study, as well as gaining skills and experience that employers desire in today's business world.

The specific aims of this programme are to:

- To examine the objectives, role and scope of investment and financial risk management practices in the context of the global business environment
- To develop students' knowledge and understanding of the principles, concepts, theories, issues, problems and empirical evidence associated with investment and financial risk and other financial services through a critical examination of the literatures associated with these fields of academic enquiry
- To provide a critical understanding of alternative research methods and develop research skills and to enable course members to originate, to plan, to undertake and to present the findings of a substantial research project in the field of banking, finance and other financial services
- To develop student knowledge and skills necessary for analysis and synthesis, and continuing professional development
- Give students a head start on the employment ladder, preparing them for employment, further study and lifelong learning.

B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Masters Awards in Business and Management. This award conforms to the type 1A model and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

In addition to the QAA Benchmark, other core benchmark statements from industry are also utilised and can be found emanating from the Chartered Financial Analyst (CFA) programme and the Investment Management Certificate (IMC). The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate knowledge and understanding of the core theoretical contributions to investment and financial risk management and how these may be applied to enhance management and professional practice	B1	Analyse, interpret and present investment and financial risk data and information sources and demonstrate a critical awareness of the relevance and limitations of such analyses	C3	Communicate effectively in written and oral forms in English in a business context
A2	Demonstrate knowledge and understanding of key findings from the related empirical research literatures	B2	Evaluate issues, problems and opportunities associated with investment and financial risk management and demonstrate how these functions bear on the activities of modern corporations and institutions	C1	Demonstrate skills of analysis and synthesis, and apply them to issues and decisions associated with investment and financial risk management, banking, finance, and other financial services management , and also in the broader context of business and management
A3	Identify and explore the connections between the legal, economic and social environments as they bear on the investment, risk, finance and banking operations	B3	Undertake critical self-reflection of the learning process and experience, and demonstrate how this reflection and learning can be utilised to enhance future performance	C2	Identify and utilise appropriate research strategies, methods and sources of data and information in order to formulate, design, manage and execute a substantial research project, and present and communicate the research findings in an appropriate form
A4	Identify the relative merits and disadvantages of various research methods and techniques and to achieve competence in the				

	application of those methods and techniques				
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The programme consists of seven modules of various weightings. Teaching blocks 1 & 2 each comprise one 30-credit and two 15-credit modules, TB3 contains a 60-credit research methods and dissertation module. A student must complete 180 credits for a Masters degree. All students will be provided with the University regulations. Full details of each module are provided in the module descriptors and student module handbooks.

Due to the nature of the degree, which provides students with a range of opportunities including the option to take a one-year work placement following the taught programme, the course is intensive and requires hard work and dedication.

The programme has two starting points: September, starting in teaching block 1 (TB1), and January, starting in teaching block 2 (TB2). Students in each intake will have their modules in a different order, except for Financial Modelling and Data Analytics which will always run in the students' first teaching block, and Financial Statement Analysis which will always run in the second teaching block.

Placement version

Students on the 2-year placement version of the programme should complete all of their taught modules and their project and may work in their placement area for a maximum of 12 months. The student will be advised of the deadlines when by which they need to apply and have their placement confirmed. Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year has helped them in their placement and demonstrate ability to apply their teaching in a real business situation.

MSc Investment and Financial Risk Management

Level 7							
MSc Investment and Financial Risk Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
BANK FINANCIAL RISK MANAGEMENT	BK7019	15	7	2		1	2
Financial Engineering and	BA7012	30	7	TB1		1	2

Fixed Income Analysis							
Financial Modelling and Data Analytics	BA7006	15	7	TB1		1	2
Financial Statement Analysis	BA7007	15	7	1 and 2		3	3
PORTFOLIO THEORY AND INVESTMENT BANKING	BK7024	30	7	2		1	1
RISK FINANCING	BK7101	15	7	1		1	1
Optional Modules							
Professional Placement	BA7777	120	7	September cohort TB1 – TB2 - TB3, January cohort TB3-TB1-TB2		2	3

D. Principles of Teaching, Learning and Assessment

The approach to student learning is a reflection of the Learning and Teaching Strategy of the Faculty, which seeks to provide a learning experience from which all students gain optimum benefit.

Further, the teaching and learning strategies take cognisance of the QAA Benchmark Statements for Masters Awards in business and management. These statements make specific reference to the knowledge and understanding and a range of cognitive and intellectual skills, and specific techniques expected as outcomes in all Masters level awards.

Students on the MSc Investment and Financial Risk Management programme seek and expect:

- a wide range of knowledge and understanding that is recognised by, *inter alia*, prospective employers
- transferable skills of analysis and synthesis which they will be able to utilise to enhance their future careers.

To meet these objectives in the context of a one-year programme devoted to investment and financial risk requires flexibility in learning styles on the part of the students. It also requires flexibility in delivery and support for learning provided by the Course Team. Key resources for students include:

- tutor led learning in formal lectures and classroom activities and directed learning undertaken outside formal class contact
- independent self-directed learning on the part of students
- use of study groups, including discussions and exercises outside of the classroom
- individual preparation of case materials and exercises
- peer group interaction and mutual support from other members of the cohort
- the facilities available through the Learning Resources Centre, including online bibliographic databases, financial databases, and other electronic media
- individual supervision by lecturers for the preparation of the dissertation

- the Canvas online Learning Management System including online discussion groups
- external guest speakers from other academic institutions, the professions, and the corporate sector.

Student learning is facilitated by the use of a variety of these materials and structures. Lecturers direct learning by identifying appropriate reading, case materials, exercises and topics or scenarios for class discussion. They also lead discussions, to ensure that key learning points are acquired. Lecturers also use Canvas to provide additional materials as a means of engendering independent and collaborative and interactive student learning, and for communicating with students.

The assessment strategy reflects the aims and learning outcomes of the programme. It is designed to assess the knowledge and skills essential to meet the overall requirements of a Masters degree, as well as the specific knowledge requirements of individual subject modules.

The purposes of the assessment strategy are to provide:

- appropriate formative assessments to enable students to develop and measure their knowledge, understanding, skills and capacities associated with a master's degree in investment and financial risk management. Class and independent exercises allow students to have feedback on their understanding and application of knowledge.
- appropriate summative assessments to enable students to demonstrate their ability to apply theory, concepts, principles and empirical evidence to practice and to develop flexible, innovative, and conceptually robust solutions to problems in investment and financial risk management.
- opportunities for students to utilise and apply their own experience in assessment.
- an equitable, consistent and reliable measure of achievement and performance.

The summative assessment regime will utilise a variety of assessment methods and techniques in order to reflect the teaching and learning strategies employed. These will include:

- written analyses of case studies, and quasi business reports, providing students with real life data and examples; traditional essays based on theoretical issues; reports and analyses, developing academic research and writing skills
- a formal presentation, developing skills and confidence in making presentations
- formal examinations and objective testing to assess knowledge and application
- a group assessment, providing students with the opportunity for peer learning and developing students' abilities to work as a team.

E. Support for Students and their Learning

Each student is allocated a personal tutor. The role of the personal tutor is to support their tutees on their course of study, providing a contact that students can meet and discuss progress, achievements and any concerns that they may have.

In addition to the personal tutor, students are also supported by:

- Module leader for each module
- A Course Director to help students understand the programme structure
- Technical support to advise students on IT and the use of software
- An induction session at the beginning of the programme
- Student Voice Committee
- FBSS Academic Skills Centre
- Canvas – a versatile on-line interactive intranet and learning environment
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.

- Disabled student support
- The Students' Union
- Careers and Employability Service
- The Careers and Employability Service team provides valuable guidance in supporting students with their placements
- Placement Tutor will visit during the placement and meet with the student and work place supervisor
- Guest speakers from other academic institutions, the professions and the banking sector
- Practical training on financial databases such as Bloomberg based trading, Datastream/Thomson One Banker, FAME.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- School Education Committee
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies.

G. Employability and work-based learning

The programme has been developed with advice from managers at a number of banks including: Barclays, RBS Capital Markets; Commerzbank AG; Standard Chartered Bank; NatWest Bank, and is designed both for those who already have work experience in investment, finance, banking and other financial services and want to enhance and update further their knowledge and understanding, and those graduates who wish to have a rewarding, exciting and challenging career in the area of banking and finance. Graduates from the programme are expected to hold or progress to high ranking positions in investment, finance, banking and other financial services around the globe, or work in a related field, such as the financial press, relevant government bodies or pursue a PhD. Thus, developing employable graduates is at the heart of this programme. The students have the opportunity to engage in work-related projects drawing on case studies and real-life scenarios, and modules are designed to develop the skills valued by employers, such as presentation, teamwork, problem solving and communication. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment methods to mirror real-life practices, e.g. preparation of financial statements, business plans, reports and summaries, so that students are exposed to opportunities that developed their skills on an ongoing basis. Students are also encouraged to reflect on their learning so they can articulate how the acquisition of such skills relate to practice and how they can be developed in the future.

Throughout the course practical training on how to use Bloomberg trading terminals, financial databases and Excel is provided to support employability. Kingston University is one of only a small number of universities across the UK that has introduced a Bloomberg trading room. It is used by asset management companies, investment banks, hedge funds, banks and central banks to analyse, price and trade (in real time) stocks, bonds, derivatives and almost every type of financial instrument. Students have the opportunity to complete

Bloomberg's Market Concepts Certification, which will equip them straight into the working world.

The University has an established Careers and Employability department. The Careers & Employability team aim to deliver interactive sessions for students across all subjects. With Employability Coordinators based within each Faculty, the team offers a wide variety of events including speed interviewing, skills workshops and employers on campus. All students are supported with CV preparation, applications, interview techniques and assessment centres, and guided through practical sessions in partnership with industry experts. The Careers and Employability team also offer an assessment centre opportunity to all students.

Additionally, the Careers and employability information is provided to students by:

- Direct contact with the Dedicated Careers Tutor
- Contact with former graduates through guest visits
- Visits from professional bodies and industry practitioners
- Advice from individual lecturers
- Career advice from the Careers and Employability service

The Programme team liaise with industry and, in particular, coordinate activity between students looking for employment and employers looking for graduates, summer interns or part-time term-time employees. This includes, amongst other things, advertising opportunities to students, collating CVs, arranging interview facilities at the University for visiting employers, and advising employers on the graduate skills available. They do this alongside the University Careers and Employability service.

Developing employable graduates is at the heart of this programme. The integrated work placement programme is designed to provide our students with the best opportunities for obtaining employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Service team providing drop-in and scheduled events to support students in the preparation of CVs, applications and preparation for interviews and assessment centres.

Work-based learning, including sandwich courses and higher or degree apprenticeships

The professional placement is an integral part of the 2-year degree and students will receive support by the Careers and Employability Service team.

While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements to record on their CV, and also greater maturity and motivation.

H. Other sources of information that you may wish to consult

The Business and Management QAA Benchmark statement:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

Other useful websites include:

IFS: <http://www.ifslearning.ac.uk/>

CISI: <http://www.cisi.org>

CFA: <https://secure.cfauk.org/qualifications/IMC-exam/new-to-imc/exemptions-policy.html>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7						
		BA7777	BK7101	BK7024	BK7019	BA7006	BA7007	BA7012
Knowledge & Understanding	A1		S	S	S			
	A2		S	S	S			
	A3		S	S	S			
	A4			S	S			
Intellectual Skills	B1		S	S	S			
	B2		S	S	S			
	B3		S	S	S			
Practical Skills	C3		S	S				
	C1		S	S				
	C2		S	S	S			

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.