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Course Specification

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the course. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

MSc in Financial Leadership

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London (PCL)
3. School/Division responsible for management of the course	Kent Business School
4. Teaching Site	Pearson College London (PCL)
5. Mode of Delivery	Full-time Part-time Distance Learning
6. KentVision Academic Model	
7. Course accredited by	N/A
8. a) Final Award	MSc Financial Leadership
8. b) Alternative Exit Awards	PG Dip Financial Leadership PG Cert Financial Leadership
9. Course	Financial Leadership
10. UCAS Code (or other code)	
11. Credits/ECTS value	MSc Financial Leadership – 180 credits/90 ECTS
12. Study Level	Level 7
13. Relevant QAA subject benchmarking group(s)	Master's Degrees in Business and Management 2015
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	February 2016 (v1) August 2020 (v2) April 2021 (v3)
15. Intended Start Date of Delivery of this Course	April 2021 (as amended)

16. Educational Aims of the Course

The course aims to:

This course aims to develop learners' technical knowledge and the skillsets that, with experience, will help to prepare learners for senior financial roles in business. The course will enable learners to develop a broader set of contemporary skills and knowledge required by modern finance professionals in business. It will support learners to become fully exam-qualified with the Association of Chartered Certified Accountants (ACCA), by including the completion of the Strategic Business Leader (SBL) and Strategic Business Reporting (SBR) ACCA exams as part of the course, and providing teaching and revision of two option modules that will prepare students to undertake the two relevant ACCA professional exams independently to become fully exam-qualified.

The title of this qualification reflects the core aim of the course to develop the key skills and knowledge required, along with experience, to become a leader of a finance function in an organisation (for example a Chief Financial Officer or Financial Controller). Accountancy is a key element of the course, with all learners studying a module on financial accounting, and three other technical modules which focus on other areas of the subject including management accounting, financial management, taxation, and audit.

The specific aims of the course are to:

- Produce graduates who not only have the preparation necessary to become fully exam-qualified with the ACCA qualification (as detailed above) but who also possess the contemporary skillset and knowledge needed by senior professionals;
- To develop graduates who meet the evolving needs of finance functions within organisations.
- help learners to hone and develop their professional skills, attitudes and judgement;
- help develop the ethical influence of future financial leaders and accounting and finance professionals;
- promote thought leadership and the practise of emerging technology-based skills in a financial context within businesses;
- Develop leadership, people skills, innovation, collaboration, effective communication, and technology skills in learners to complement their technical expertise;
- Develop learners' ability to use an innovative mind set to approaching and solving complex business problems.

17 Course Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The course outcomes have references to the subject benchmarking statement for Master's Degrees in Business and Management (2015), referenced as 'SBS' below.

A. Knowledge and Understanding of:

A1. A systematic knowledge and understanding of accountancy and finance and a critical awareness of the influence this has on how organisations and their financial functions operate, and of the role of the finance professional and other key business functions in contributing to an efficient, effective and ethical organisation, and building knowledge and understanding of the core principles of effective leadership and management (**SBS 3.8**) (ACCA, Strategic Business Leader).

A2. A systematic knowledge and understanding of key and emerging areas within an accountancy and finance department in an organisation, such as: new International Standards of Financial Reporting (IFRSs), International Standards of Auditing (ISAs) and other assurance standards, Tax

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legislation, financial management, tax, planning, strategy, budgeting, governance, and record-keeping, including developments and changes in professional practice in these areas **(SBS 3.8)** (ACCA Strategic Business Reporting).

A3. A systematic knowledge and understanding of the pervasive business issues within modern finance functions and management practice, such as, globalisation, technology, risk, analytics and corporate social responsibility, and of the need to consider such issues when formulating strategy and making business decisions **(SBS 3.8)**.

A4. A systematic knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current professional practice **(SBS 3.8)**.

Skills and Other Attributes

B. Intellectual Skills:

B1. Critically analyse and evaluate information and arguments presented in a variety of formats and draw appropriate conclusions **(SBS 3.13)**.

B2. Draw upon a comprehensive understanding of techniques to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions **(SBS 3.13)**.

B3. Develop a conceptual understanding of the subject to critically analyse and evaluate current research relating to aspects of accountancy and finance **(SBS 3.13)**.

B4. Apply a range of appropriate techniques to analyse incomplete data to help solve complex business problems, which may be structured or unstructured in nature, while appreciating the ambiguity that such problems may present **(SBS 3.13)**.

B5. Evaluate accounting and finance methodologies and develop critiques of them, and, where appropriate propose new hypotheses and improved techniques **(SBS 3.13)**.

C. Subject-specific Skills: *(These will include practise and professional skills)*

C1. Systematically draft individual and consolidated financial statements from accounting records and information and critically evaluate the limitations of financial reporting practices and procedures (ACCA Strategic Business Reporting).

C2. Interpret complex financial data arising from accounting statements and data generated in financial markets, communicating their findings and conclusions to specialist and non-specialist audiences (ACCA Strategic Business Leader).

C3. Develop the skills required for a senior role in a finance team - relating to issues such as capital investment, financing, risk management, investments, mergers & acquisitions and dividend policy decisions.

C4. Apply professional judgement, creativity, and initiative to advise on areas such as leadership, corporate governance, internal audit, control, risk, finance, ethics and management **(SBS 3.13)** (ACCA, Strategic Business Leader).

C5. Demonstrate self-direction in applying knowledge, skills, and professional judgement in the application and evaluation of financial reporting principles and practices in a range of business contexts and situations (ACCA, Strategic Business Reporting).

C6. Apply relevant knowledge, skills, creativity and professional judgement in selecting and applying strategic and specialist techniques in different business contexts and to contribute to the evaluation of the performance of an organisation and its strategic development (ACCA, Strategic Business Leader, ACCA).

C7. Develop a systematic approach to evaluating and critiquing methodologies in contemporary areas in order to be able to make sound, professional judgements on complex issues **(SBS 3.13)**.

C8. Advance their knowledge and understanding in areas that fall within the remit of emerging finance functions, such as risk management, predictive analytics and digital decision-making, innovation, intrapreneurship, and change management, so as to be able to critically evaluate current research and professional practice **(SBS 3.13)**.

D. Transferable Skills: *(Non-subject specific key skills)*

D1. Effectively communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients **(SBS 3.13)**.

D2. Demonstrate strong leadership and interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate **(SBS 3.13)**.

D3. Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals **(SBS 3.13)**.

D4. Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning **(SBS 3.13)**.

D5. Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement **(SBS 3.13)**.

D6. Demonstrate the ability to lead teams that include a diverse range of people from different cultural backgrounds and levels of seniority through digital collaboration on real projects **(SBS 3.13)**.

D7. Demonstrate the ability to learn independently and proactively as required for continuing professional development.

Teaching/learning and assessment methods and strategies used to enable the course learning outcomes to be achieved and demonstrated

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the course.

The learning and teaching strategy is based on a blended pedagogy and is designed to be flexible, allowing students to choose the approach that best suits their circumstances and learning needs.

All students are provided with the same resources on the OLE, which is the backbone of the course and ensures a minimum level of consistency. The course is based on a blended pedagogy that allows students to experience primarily face to face teaching over the course while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the course.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

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Learning intervention	Content and learning outcomes	Mode of experience
Lectures	<p>These provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context.</p> <p>As such, lectures relate mainly, though not exclusively, to the knowledge outcomes A1-5 set out above.</p>	<p>These may be experienced live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded.</p>
Seminars	<p>These provide a forum for students to practise techniques, and explore and apply theory to problems and case studies, developing their skills and deepening their knowledge in the process.</p> <p>They are often premised upon the flipped classroom approach, with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance.</p> <p>The focus is on the cognitive and business skills set out above at B1-5 and C1-8.</p>	<p>These may be experienced live (face to face or synchronously online in a virtual classroom)</p>
Workshops and Industry Days	<p>These provide a forum for students to apply the knowledge and skills that they have developed in the context of highly practical sessions, usually facilitated by industry professionals. For students in a relevant job, work experience can replicate and replace workshops. The focus here is on the general transferable skills set out at D1-7 above.</p>	<p>These may be experienced live (face to face or online, using appropriate technology)</p>

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<p>Simulations and simulated placements</p>	<p>These carry similar objectives to workshops i.e. they offer an opportunity for students to apply their knowledge and skills in a simulated environment where they replicate tasks carried out in the workplace in the context of the subject being studied. Often facilitated by industry professionals, they present an opportunity for learners to benchmark their performance to the standard of a professional.</p>	<p>These may be experienced live (face to face or online, using appropriate technology)</p>
<p>One-on-one support</p>	<p>This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills. As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.</p>	<p>Students will have open access to their module tutor for advice by a range of communication methods (face to face, telephone, email, chat etc.). For modules without regular taught sessions, students will have a timetabled weekly meeting with their module tutor. In addition, part-time students will have regular meetings with the tutor with special responsibility for part time students, who will act as their personal tutor.</p>

The course is offered in an online mode as well as face-to-face. The course is based on a blended pedagogy which allows students to study in the classroom, via synchronous online activities and via an independent study model.

The synchronous online workshops, seminars and clinics happen in real-time so that students can interact with each other and with the tutor as they would in a physical classroom. This is important for this course as many ACCA members are based overseas and this has been developed at least partly with a global cohort in mind.

Students may study certain modules via the mentored independent study model in which they can study independently with support from a tutor, rather than through weekly seminars. In this case students do not undertake synchronous classes in real time but the weekly mentoring does take place in real time. Students cover the same learning outcomes and complete the same assessments. This gives greater flexibility to enable students to choose the approach that suits them best. This is a key part of the pedagogy for our students who are in employment as it allows a number of modules to be incorporated more readily into their work experience. It also allows students to complete a module individually where there has been an interruption of studies, or where there is not a viable class group in a given term to study the module. It can also expand the range of modules available for accelerating students. Flexibility is a hallmark

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of Pearson College London and the mentored independent study mode is central to this, and is likely to become more so as we work increasingly with employers.

The face-to-face course is based on a blended pedagogy that allows students to experience primarily face to face teaching over the course while also developing the capacity to learn independently and online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the course although, as indicated, most would be experienced face-to-face in the classroom.

The online students undertake most modules in the synchronous interactive mode. Online in this context means they do not have to come to a particular place to study, as all classes can be accessed via the computer but students will have to join classes at scheduled times. These students are also exposed to the mentored independent study model for some modules as this increasingly reflects workplace practice.

Assessment Strategy

A variety of modes of assessment are used on the course. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Written examinations;
- Group assessment;
- Peer assessment;
- Portfolio assessment (including learning logs);
- *Viva* assessment;
- Practice related coursework (for example: Blogs, Advertising campaigns, Wireframedesign for an app, Pitches, Briefing notes for a manager / Board of Directors, Business cases, Management Reports, Presentations, Training slides).

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire course;
- In the course of this assessment regime, students' written, oral and online communication skills will be tested along with their capacity to work in a team and individually under pressure.

For details of when coursework / examinations will typically take place, please see above.

Feedback

Students will have the opportunity to receive constructive and developmental formative feedback, typically as part of the academic clinics during the term. During the clinics feedback

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will be provided in writing and orally. Mock presentations and examinations are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment at the end of the term.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

In addition to learning resources the Online Learning Environment also provides students with a gateway to a wide range of other resources to help them with their studies including news and announcements, timetables, support and guidance.

In addition to the provision of all essential reading in electronic format students also have access to a wide range of online library resources via the Online Learning Environment using their Athens account which is provided at the start of the course.

Library resources include full access to DawsonEra, an online library that contains access to over 250,000 academic books across all disciplines and databases like EBSCO Business Source Complete which contain a wide range of full text academic journals and FT.com, which includes an electronic subscription to the business newspaper Financial Times and access to the archives including market reports and interactive business tools.

Talent Development information

Pearson College London has a Talent Development service and every student has access to a Talent Coach to support the development of their skills and competencies throughout their degree.

During the induction students will be introduced to the Skills Audit and the process of drawing up a Personal Development Plan. The plan is tailored to their individual career needs and following the induction students are advised to book an appointment with the Talent Development team. The Personal Development Plan ensures that the student develops the right skills to help them to achieve their career goals and will be revisited at regular intervals during the course through the appraisal process.

The College's Talent Coach can provide a range of careers advice, guidance and support. Examples of the type of support and guidance includes preparation for interviews, guidance on how to apply for jobs and internships, advice on how best to promote yourself on LinkedIn,

review and feedback on your CV and general guidance on how to research and target employers.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this course of study, see the module mapping table, located at the end of this specification.

18 Course Structures and Requirements, Levels, Modules, Credits and Awards

This course is studied over one year full-time or two years part-time.

Learners will study two compulsory technical accountancy modules, Strategic Leadership (level 7, 60 credits) and Advanced Corporate Reporting.

Learners will sit the actual ACCA Strategic Business Leader and ACCA Strategic Business Reporting exams as their summative assessments for Advanced Corporate Reporting (level 7) and Strategic Consultancy 2. These modules will be APL'd on to the MSc Financial Leadership. This module is the equivalent of the Strategic Consultancy 1 and 2 modules on the Integrated Masters in Advanced Professional Accounting in Business course.

Learners will then choose from two out of four final technical accounting and finance elective modules.

During the course learners will also choose two out of five elective modules that cover contemporary areas of finance functions in business, designed to complement the technical accounting and finance knowledge and skills that they will have accumulated by this stage.

The course is complemented by a non-credit bearing simulation programme to help learners to achieve some of the professional competencies required for full ACCA membership. For reference, the full ACCA membership involves the completion the ACCA exams, an Ethics and Professional Skills module and a practical work experience element. Further information on the ACCA qualification structure and additional requirements regarding the Ethics and Professional Skills module and practical experience can be found on the ACCA website.

Learners will work in collaborative online groups of no more than 8 people on a global collaborative project through the use of synchronous online technology, social media, and interactive discussion boards. Each group will consist of "business owners" from across the contemporary skills elective modules. The overall purpose of each project will be to further the role of accountancy in business through a collaborative project that synergises accountancy skills with the wider contemporary competencies required in the workplace.

Groups will have the option to develop their own project, in the context of a specific organisation or an industry. Alternatively they may opt to work on a predefined project such as:

- Design a prototype for a new digital tool for a finance specific role or function in business.
- Redesign the budgeting process for an organisation of your choice
- Prepare an operational plan for automating a financial process or role.
- Design a treasury management app for startups.
- Follow a real brief from one of Pearson Business School's industry partners.

All projects will have either an industry / company specific sponsor or an academic sponsor.

On completion of the MSc Financial Leadership learners will have the opportunity be fully exam-qualified with the ACCA.

The course is designed to be aligned to the ACCA's Strategic Professional level. As part of this course students will sit and be required to pass two of the ACCA exams, Strategic Business Leader (SBL) and Strategic Business Reporting (SBR) to complete their Master's studies.

Students will also complete the learning and revision for two option modules that will prepare them to independently complete two further ACCA Strategic Professional level exams. These option modules align to the following ACCA Strategic Professional exams; Advanced Taxation (ATX), Advanced Performance Management (APM), Advanced Audit and Assurance (AAA), and Advanced Financial Management (AFM). As part of this course, we expect students to independently pass these two ACCA exams and become fully-exam qualified with the ACCA; however, it is not compulsory for students to undertake the ACCA exams for the two optional modules in order to complete the Master's course. Students will be able to complete the Master's course by successfully passing our assessments of these two modules.

The course may be undertaken within the conventional timeframes for completion of full or part time postgraduate study.

Stage 1 is the stand alone Masters in Financial Leadership comprising 180 credits at level 7.

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and course is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.

To be eligible for the award of a Masters degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits will be eligible for the award of postgraduate diploma. Students who obtain 60 credits will be eligible for the award of postgraduate certificate.

The maximum number of years permitted to complete the degree full or part-time (and including any period of interruption of repeating of modules) is six years.

Compulsory and Option Modules

Compulsory modules are core to the course and must be taken by all students studying the course. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

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Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework.

Part-time Students

Students may apply to study part-time. Part-time students will normally study modules up to 90 credits each year for two years by studying 30 credits per term, 3 terms per year. The Strategic Leadership module is a 60 credit module and is therefore studied over two terms. Students can opt to undertake fewer modules per year in order to fit around their other (e.g. work or family) commitments.

The course is delivered as either part-time day or part-time evening (both subject to demand). Delivery is therefore either 2 days per week or two evenings per week during term time. Both routes will utilise selected weekends. The evenings will typically be between 6pm until 9pm and the specific days/evenings of the week will remain the same throughout the degree. Lectures, seminars and clinics will be timetabled to only occur at these times/days.

Compensation and Condonement

The following modules may not be compensated or condoned:

- Strategic Leadership; 60 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).
- Advanced Corporate Reporting; 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).
- Strategic Financial Management; 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).
- Strategic Performance Management; 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).
- Strategic tax planning and advice (UK); 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).
- Leading Assurance Engagements; 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1 – MSc (180 credits) – Full-time students					
Compulsory Modules					
PRSN7108	BM7002	Strategic Leadership	7	60	1
PRSN7100	AF7004	Advanced Corporate Reporting	7	30	2

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Technical options pool modules - Students must select 60 credits from the following list of optional modules, with 30 credits occurring in term 2 and 30 in term 3:					
PRSN7107	BM7008	Strategic Financial Management	7	30	2 or 3
PRSN7109	BM7007	Strategic Performance Management	7	30	2 or 3
PRSN7110	BM7006	Strategic tax planning and advice (UK)	7	30	2 or 3
PRSN7106	AF7003	Leading Assurance Engagements	7	30	2 or 3
Optional Modules Students must select 30 credits from the following list of optional modules:					
PRSN7102	IL7004	Contemporary Project	7	30	3
PRSN7103	AF7002	Data & Predictive Analytics	7	15	3
PRSN7101	AF7001	Advanced Risk & Digital Decision-Making	7	15	3
PRSN7105	BM7004	Leading & Managing Change	7	15	3
PRSN7104	BM7003	Innovation & Entrepreneurship	7	15	3

KV Code	SDS Code	Title	Level	Credits	Year	Term(s)
Stage 1 – MSc (180 credits) – Part-time students						
Compulsory Modules						
PRSN7108	BM7002	Strategic Leadership	7	60	1	1 & 2
PRSN7100	AF7004	Advanced Corporate Reporting	7	30	1	3
Technical options pool modules - Students must select 60 credits from the following list of optional modules, with 30 credits occurring in term 1 and 30 in term 2 of the second year:						
PRSN7107	BM7008	Strategic Financial Management	7	30	2	1 or 2
PRSN7109	BM7007	Strategic Performance Management	7	30	2	1 or 2
PRSN7110	BM7006	Strategic tax planning and advice (UK)	7	30	2	1 or 2
PRSN7106	AF7003	Leading Assurance Engagements	7	30	2	1 or 2
Optional Modules Students must select 30 credits from the following list of optional modules:						
PRSN7102	IL7004	Contemporary Project	7	30	2	3
PRSN7103	AF7002	Data & Predictive Analytics	7	15	2	3
PRSN7101	AF7001	Advanced Risk & Digital Decision-Making	7	15	2	3
PRSN7105	BM7004	Leading & Managing Change	7	15	2	3
PRSN7104	BM7003	Innovation & Entrepreneurship	7	15	2	3

19 Work-Based Learning
N/A

20 Support for Students and their Learning

- Pearson College London extended induction programme
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Course handbook
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Health, Support & Wellbeing <https://www.pearsoncollegelondon.ac.uk/for-students/current-students/health-and-support.html>
- Additional learning support - <https://www.pearsoncollegelondon.ac.uk/for-students/future-students/accessibility.html>
- Pearson College London Student Association - <https://www.pearsoncollegelondon.ac.uk/for-students/future-students/pcsa.html>
- Careers and Employability - <https://www.pearsoncollegelondon.ac.uk/pearson-business-school/talent-development-pbs.html>

Academic and pastoral support

- At commencement of their course, students will be allocated a Personal Tutor, who will effectively act as their academic mentor. Students will be allocated a Personal Tutor at each level of the course.
- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies at the relevant level.
- Students will have an initial one-to-one meeting with their Personal Tutor in the first few weeks of their studies at the relevant level as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students academic progress will be formally reviewed twice per academic year by their Personal Tutor.
- Personal Tutors will write annual reports on each of their students, based on the appraisal process set out above, which collectively will form the basis of the employability reference with which students will be issued upon completion of the course.
- If a student experiences issues or problems which their Personal Tutor the student may contact the Course Leader.

Learning support

Students with specific learning support needs will be directed to the Registry to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

21 Entry Profile

The minimum age to study a degree course at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

Candidates should have passed an accredited programme by the ACCA that provides exemption from the following nine ACCA papers;

- Business and Technology (BT)
- Management Accounting (MA)
- Financial Accounting (FA)
- Corporate and Business Law (LW)
- Performance Management (PM)
- Taxation (TX)
- Financial Reporting (FR)
- Audit and Assurance (AA)
- Financial Management (FM)

Accredited Prior Certified Learning (APCL)

The College will consider applications for APCL credit for specific modules up to the value of 90 credits.

Interview and Applicant Day

Interview - all applicants are interviewed regardless of their qualifications and experience. The College interviews applicants to assess their potential to succeed on the course, taking into account their attitude and motivation, as well as their academic potential and experience.

Assessment. Applicants who do not meet the typical minimum entry requirement will sit the College entrance exam, to assess whether or not they have the core skills needed to study this course.

The Interview and Applicant Day will usually last around two hours.

English as a Second Language

Students who do not have English as a first language will need to demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTSs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

21.2 What does this course have to offer?
<p>Students on the course will have the opportunity:</p> <ul style="list-style-type: none"> • To study at a pace (accelerated or standard) and place (face to face in the classroom or online) of their choosing • To study modules designed and delivered with direct employer input • To become fully exam-qualified professional accountants with the ACCA • To develop specialised complementary skills and knowledge in emerging areas • Design of the course included industry and student involvement through the College's Degree Concept Team (DCT) approach in both curriculum but also the approach to learning, teaching and assessment Any WBL, performance, exhibitions, field-work opportunities
21.3 Personal Profile
<p>A typical applicant might be expected to demonstrate at the commencement of his/her studies the following:</p> <ul style="list-style-type: none"> • a general interest in business and managing organisations • a strong interest in developing a career in accountancy • a willingness to be good at working with others • good oral and written communication skills • a willingness to build knowledge across all aspects of business management • appropriate levels of numeracy and/or a willingness to develop them • a willingness to acquire relevant IT skills
22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning
22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
<ul style="list-style-type: none"> • University of Kent Quality Assurance Framework • University of Kent Periodic Review (Annex F) • University of Kent External Examiners system (Annex K) • Annual course and module monitoring reports (Annex E) • QAA Higher Education Review • Student module evaluations • Annual staff appraisal • Peer observation •
22.2 Committees with responsibility for monitoring and evaluating quality and standards
<p>Committees at the University of Kent include:</p> <ul style="list-style-type: none"> • Board of Studies

- Divisional Graduate Studies and PG Student Experience Committee
- Graduate and Researcher College Board
- Board of Examiners

Committees at Pearson College London include

- Academic Board
- Review and Enhancement Committee
- Admissions, Progression, Retention and Attainment Committee (APRAC)
- School Board
- Student Voice Forum (Staff-Student Liaison Committee)

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Student Voice Forum (Staff-Student Liaison Committee)
- Postgraduate Taught Experience Survey (PTES)
- Student representation system
- PCL internal annual student surveys

22.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Course
- Study Leave
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Course team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

23 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic review
- Annual course and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- PCL QAA Higher Education Review Plus report, May 2014 (<https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Pearson-College>)

- PCL QAA Review for Educational Oversight, May 2019 (<https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Pearson-College>)

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for Business and Management (2015)
- Requirements of Association of Chartered Certified Accountants (ACCA)
- School and Divisional plan
- University Strategy and Learning and Teaching Strategies
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>) (or collaborative partner's equivalent)

24 Inclusive Course Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the course is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

This version of the template updated September 2020

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Module mapping table to be amended as appropriate to the course specification. Where the course includes optional modules, only the compulsory modules should be included in the table. The course learning outcomes will normally all be addressed by the compulsory modules.

Module Mapping: MSc Financial Leadership

	Stage 1	
	Strategic Leadership	Advanced Corporate Reporting
Course Learning outcomes		
Knowledge and Understanding:		
A1	X	
A2		X
A3	X	
A4	X	X
Intellectual Skills:		
B1	X	X
B2	X	
B3	X	
B4	X	
B5	X	
Subject-specific Skills:		
C1		X
C2	X	
C3	X	X
C4	X	
C5		X
C6	X	
C7	X	
C8	X	

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Transferable Skills:		
D1	X	
D2	X	
D3	X	
D4	X	
D5	X	
D6	X	
D7	X	X