

## Course Specification Form (CSF)

### 1. Course Title

BSc (Hons) Business and Financial Management

### 2. Implementation Date

September 2025

### 3a. Location of delivery

ARL – East India

### 3b. Mode of delivery

Face to Face

### 3c. Mode of attendance

Full-time

### 4a. Awarding Institution

Anglia Ruskin University

### 4b. Course Accredited by (if applicable)

N/A

### 5a. Faculty

Anglia Ruskin London

### 5b. School

Other  
ARL Business and Law

### 5c. Discipline

Finance, Accounting and Operations Management

### 5d. Course Cost Centre Code

Click or tap here to enter text.

### 5e. Course HECoS Code

100832 – Financial Management; 100078 – Business and Management (50:50)

### 6a. Course Leader

Muke Ferguson

### 6a. Associate College Course Leader

None

### 7. UCAS Code (undergraduate only)

NN51, NN50

### 8. Relevant QAA subject benchmark statement(s) and any PSRB reference point(s)

QAA Subject Benchmark – Business and Management 2023

QAA Subject Benchmark – Accounting 2025

QAA Subject Benchmark – Finance 2025

### 9. Aims

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1. To offer a rigorous academic course of study at a level appropriate to an honours degree that will provide students with opportunities to gain a solid foundation in both the fundamentals and cutting-edge developments in business financial management theory and practice to enable students to depart from the course to pursue a career in financial management or to identify and choose from a range of alternative career options and professions within the general business sector as early as possible.
2. To ensure that students who successfully complete the course depart with a wide range of skills and competencies along with an appreciation of the design and functioning of financial markets, banking markets, stock exchanges, and financial institutions, along with the roles governments and individuals play within these systems, underpinning what employers would consider to be both essential and desirable in any new graduate.
3. To facilitate students to understand and apply current theories, practices and principles of investment and value, corporate finance dynamics, decision making processes, securities analysis (such as equity, currency, fixed income, and derivative instruments), risk management, and international financial management in a range of businesses and financial organisations. This holistic approach aims to cultivate a well-rounded mindset, and decision-making skills using both qualitative and quantitative data to solve problems and make sound financial decisions, appropriate to an honours degree, and developed cognitive ability of effective critical evaluation, analysis and synthesis.
4. To provide students with a range of opportunities to develop the attitudes and capabilities to meet the challenges presented by a career in a financial management organisation or other business organisation in national and international environments, develop the awareness and appreciation of different ethical, cultural and social dimensions of financial activities and systems, in addition to their economic aspects, and to appreciate the importance of the macro and micro contexts of organisations.
5. To offer students opportunities to develop students' individual confidence and competence within business, and financial management, foster professional approaches to work with others and the benefits of effective management through the principles of sustainability, and diversity, equity, inclusion and accessibility (DEIA).
6. To offer students opportunities to develop the transferable skills necessary for students' personal development as lifelong independent learners and for their ability to respond positively to change during their careers and be able to continually develop professionally.
7. To integrate academic and experiential knowledge to enable students to progress and apply key employability skills, develop skill areas of individual weakness, raise self-awareness, develop reflective skills through assessments, including performative live projects, in order to work in an interdisciplinary environment.

### 10a. Intended learning outcomes and the means by which they are achieved and demonstrated

#### Knowledge and Understanding

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On successful completion of the course a student will be expected to be able to:

**A01** Analyse and evaluate a range of business, and financial management organisations with reference to their structure, functions, sources of power, management, culture, and their ability to respond effectively to a changing environment and influence sustainable development.

**A02** Explore the range of influences, both internal and external, including the marketplace, on the development of corporate strategy and the organisation's performance, overall effectiveness, and the ability to meet all stakeholder needs and interests.

**A03** Demonstrate a comprehensive understanding of major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems, through an appreciation of the contexts in which finance operates, including knowledge of financial statements, and a reasonable appreciation of the limitations of financial reporting and disclosure practices and procedures, and the institutional framework necessary for understanding the role, operation and function of markets and financial institutions.

**A04** Identify and analyse the physical, human, financing arrangements and governance mechanisms and structures of business entities and other organisations, and how theory and evidence can be combined to assess the effectiveness and efficiency of such arrangements, mechanisms, and structures.

**A05** Understand and evaluate the range of decision-making methods and supporting analytical tools, including the use of AI, available to managers to formulate and implement business and financial decisions. Explore the ways in which these decisions can be implemented and understand the crucial role that effective communication structures and methods can have on the effectiveness of that implementation.

**A06** Demonstrate a comprehensive understanding of the principles and functions of management including managing and developing people, marketing, legal requirements, finance, accounting, and information systems with reference to relevant theories and frameworks.

**A07** Demonstrate a comprehensive and in depth understanding of financial service activities in the economy, the factors that are changing these activities over time, and an appreciation of how finance theory and evidence can be employed to aid such understanding, including an understanding of the factors influencing the financial management and investment behaviour and opportunities of private individuals and organisations.

**A08** Demonstrate an understanding of the organisation, scope, and wider impact of regulatory activity in the finance sector; the rationale for regulation; the requirements and obligations on business and financial firms and markets, including the role of the finance sector in addressing the challenges and impact of the risks presented by climate change and other environmental risks.

**A09** Identify and incorporate a critical ethical dimension into their work with an appreciation of personal responsibility and professional codes of conduct.

### 10b. Intended learning outcomes and the means by which they are achieved and demonstrated

**Intellectual (thinking), practical, affective and transferrable skills**

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On successful completion of the course a student will be expected to be able to:

**B01** Apply cognitive skills of critical thinking and analysis and synthesis without guidance in a wide range of contexts such as the analysis and evaluation of theories, models, and research appropriate to the subject, for example, assessing the role of different technologies, including digital, AI, GenAI, and the latest technological developments, in enabling innovative means of delivering financial services and in the functioning of financial markets and investment.

**B02** Be numerate and have, an appreciation of both quantitative and qualitative data. Select appropriate quantitative and qualitative research methods and techniques to collect, analyse, interpret and transform abstract data and concepts towards a given purpose by appropriate means such as using appropriate programming and/or statistical or econometric software, data visualisation, AI, and other computing techniques on actual economic, financial, or social data.

**B03** Be confident and flexible in identifying and defining complex problems with the ability to apply appropriate knowledge and skills to solutions. Manipulate financial data and conduct statistical and econometric tests, using statistical and financial decisions procedures routinely available in spreadsheets and other statistical/econometric software packages. Interpret financial data, including those arising in the context of the firm or household or national levels from accounting statements and data generated in financial markets.

**B04** Reflect effectively and be critically self-aware and open to a range of differences with respect to people and cultures (both ethnic and organisational) within the business environment.

**B05** Find and analyse information from a range of source, managing learning effectively and, act autonomously using a range of interpersonal skills with minimal supervision within agreed guidelines

**B06** Manage themselves effectively in terms of time, planning, behaviour, motivation, initiative, enterprise and be confident in application of their own criteria of judgement and challenge received opinion and reflect on action, seeking and making use of feedback.

**B07** Communicate effectively both orally and in writing as an individual, a team-member, and a team-leader, interacting in a supportive and proactive manner, applying the skills needed to negotiate in a professional context and manage conflict appropriate for the business and financial management environment.

**B08** Demonstrate an appreciation of the relevance of multidisciplinary and multicultural approaches to business and financial management and recognise cultural differences with respect to communications and interpersonal behaviour thus be aware of personal responsibility and professional codes of conduct and incorporate this into their practice

**B09** Demonstrate an appreciation of concepts related to sustainability through positive attitudes and skills that enhance informed decisions that reflect care, concern and responsibility for themselves, others, and the environment, now and in the future.

### 11a. Learning/teaching methods and strategies

#### Knowledge and Understanding

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The general approach is that learning/teaching methods include some combination of:

- lectures
- seminars
- workshops
- field work
- authentic or experiential learning opportunities
- employer or organisation-based case studies
- live, business-relevant or 'real world' projects
- guided learning
- study trips
- technology enabled learning, e.g., simulations
- practical activities
- verbal and/or non-verbal communication
- virtual forums
- business mentoring

In their first trimester of study on the course, students undertake a skills module. This skills module offers students opportunities to develop study skills, including organisational skills and time management. Students are also inducted into ethical and professional conduct, and cross-cultural communication consistent with principles underpinning diversity, equity, inclusion, and accessibility (DEIA). The module also enables students to develop research skills and critical analysis and evaluation skills to ensure that they have the best opportunity to assimilate and correctly apply what they learn throughout the course.

As prospective students have, and will continue to, come from a variety of backgrounds, including differing educational, ethnic, and national cultures it is understood that their learning needs may differ so a range of learning and teaching methods will be utilised. The actual detailed learning and teaching delivery of each module will depend on the actual module concerned and the needs of the student group. Thus, the overriding principle is that the teaching team will use a range of learning and teaching methods to respond to the varying learning styles of students and to encourage each student to become an effective independent learner. These learning and teaching methods will range from teacher centred learning styles e.g., lecture delivery which will concentrate on information giving and understanding, to small group and teamwork, learning sets and other student centred activities such as presentations, critical thinking, problem solving and practical projects.

Learning opportunities will also be created through real world case studies, contact with the industry, associations, or professional bodies, for example through field work and other activities in the internal/external environment, visits, visiting speakers and other professional in the field, 'live' case-studies both local and global, events and societies.

Emphasis will be placed on the use of the Virtual Learning Environment (VLE), whereby material, will be available to students via the VLE, both pre -delivery and post-delivery. This strategy also serves to enhance inclusive and independent learning.

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| 11b. Learning/teaching methods and strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Intellectual (thinking), practical, affective, and transferrable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Intellectual Skills</b></p> <p>The wide range of teaching methods used encourages the development of a range of skills. Intellectual skills will be developed using such methods as lectures, tutorials, group discussions and debates. Where modules have two pieces of assessment the first is completed part the way through the module delivery. This provides an opportunity for students to obtain feedback on their performance which encourages their learning and, hopefully, adds to their performance in the second assessment. The way the pathway is designed, in three stages, also encourages the student to cultivate their intellectual skills and to promote sustainable development within the scope of their own learning experience and study environment as they proceed through their degree programme.</p> <p>The Undergraduate Major Project (Business and Financial Analysis) places specific emphasis on research skills and thinking skills in general and, more specifically, on financial analysis. The use of case study material, simulations and projects throughout the pathway provide many opportunities to develop and exercise deductive, inductive, and other cognitive skills.</p> <p><b>Practical Skills</b></p> <p>These skills are developed through a range of activities and assessment. Students are provided with many opportunities to develop their communication skills, both orally and in writing e.g., by making presentations, negotiating, or producing a management report.</p> <p>Digital technology is used extensively for both research and application purposes and ARU London provides free high-speed Wi-Fi access. and a large number of workstations, for students to use. Students are guided into how to research and manage information effectively and then use it appropriately, e.g., to provide evidence to support a rational argument. Students are encouraged to use both quantitative and qualitative methods of analysing information.</p> <p><b>Transferable Skills</b></p> <p>Students are encouraged to perceive the study of Business and financial management as being not only an analytical discipline and practice area, but also multidisciplinary and to recognise that different cultures can influence how business and financial organisations can function, e.g., human resource management techniques that are appropriate in Western Europe may not be appropriate in Southeast Asian countries. Students will be encouraged to develop skills to recognise what techniques will be effective in differing situations. Students are encouraged to become independent learners and are given assistance in developing their self-management skills by providing activities such as the strategy and the major project modules which will not only empower students to produce work of exceptional quality but additionally test the student's ability to meet imperative deadlines, communicate and interact in a supporting and motivating manner, raise aspirations through sharing skills, knowledge and ideas, be confident in application of their own criteria of judgement as well as managing their workload effectively in the time given. Case study-based project work and practical work, including presentations, provide a 'live', authentic, way of learning, practising and thinking about a student's academic studies. Working in response to the complexity of real-life situations enables students to 'participate' in work-based experiences, gaining insights into the requirements of working environments.</p> <p>Students also need to be an effective team leader and team member and they are given many opportunities to be both in classroom and seminar activities as well as in assessments (producing a group assignment, presentation, or persuasive pitch). Encouragement is given to the student to develop skills to be flexible, resourceful, and adaptable, consequently creating the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.</p> |

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| <b>12a. Assessment methods and strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Knowledge and Understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Assessment methods typically include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• coursework reports, reviews, and essays</li> <li>• examinations (closed and open book)</li> <li>• presentations</li> <li>• dissertations and projects</li> <li>• posters</li> <li>• discussion boards</li> <li>• creation of new media content (such as infographics, videos, dashboards)</li> <li>• learning journals, reflections, and portfolios</li> <li>• technology enabled assessment, e.g., simulations</li> <li>• practical activities</li> <li>• portfolios.</li> </ul> <p>Knowledge and understanding are assessed via a number of methods including presentations and a range of assignments. These assignments can be in a variety of forms from a written Management Report on how to respond to an organisational issue, a presentation, an essay, a briefing document, to an analysis of a company report. Most modules will have at least two assessments this provides an opportunity to assess knowledge and understanding and a range of skills in an effective manner.</p> <p>Formative assessment will also be provided throughout the duration of the course, providing feedback to improve students' knowledge and development, whilst allowing the opportunity to evaluate student academic needs.</p> |

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| <b>12b. Assessment methods and strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Intellectual (thinking), practical, affective and transferrable skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Intellectual Skills</b></p> <p>These are assessed via a variety of coursework and assignments as well as the live project and the major project. The written assignments have clearly delineated word limits to encourage the concise presentation of structured, well supported argument and opinion. The Major Project, at Level 6, allows students to demonstrate their mastery of cognitive skills at the highest level of attainment specified in the Business and Management, finance and accounting benchmark statements.</p> <p><b>Practical Skills</b></p> <p>Assessment of practical skills is undertaken both formatively and summatively and involves examinations and assignments in various forms of artifactual practical/performative work or written work on topics and issues specific</p> |

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to Business and Financial Management. Students are also given many opportunities to critically appraise practical techniques in a variety of situations such as tutorials and simulations.

### Transferable Skills

These skills are again assessed in a variety of ways, for example students will be asked to make a presentation to a particular audience (e.g., employers) as part of an assignment or they may need to be able to work as a team member in researching the information that will be needed for that presentation. Students will also have opportunities to critically self-reflect to understand if they can collaborate effectively with others and demonstrate intellectual independence and autonomy to solve problems and/or address industry issues and imperatives.

## 13. Employability

Employability is a key aspect of all courses at ARU London. Employers from the business and financial management sector have been directly involved in the design and development of this course, and their desire for a combination of academic learning, work experience, and application of learning to the real world of business and financial management has directly influenced the structure and content of the course. Theoretical learning is applied to practice as a standard approach within teaching and learning. Where possible, the course makes use of authentic assessments that replicate workplace activities. In addition, great use is made of external speakers from industry and practice who visit modules routinely to provide context to student learning. Where possible, off-site visits are arranged. Alternatively, where possible, practitioners and leaders from the business and financial management sector come in as guest speakers. Thus, the academic experience provided to students on this course ensures the development of several key transferable skills, such as commercial awareness, innovation, adaptability, initiative and analytical thinking. This Business and Financial Management degree prepares graduates to work in roles including ; financial manager and controller, financial analyst, chief financial officer, financial adviser, private wealth adviser, portfolio manager, fintech adviser, quantitative analyst, retail and investment banker, stockbroker, securities trader, venture capitalist, chief investment officer, risk analyst and manager, insurance broker, private equity associate, regulation and compliance expert, etc., across a range of different sectors, including financial services, such as; banking, investment management, including both buy and sell sides, pension fund management, insurance, and non-financial services, such as, industrials, manufacturing, service sector, third sector, higher education, etc.

Our extensive links with a range of external business partners ensures that we remain aware of what employers are seeking from graduates placing us in an apt position to support our students in terms of academic, practical, and reflective skills that will allow them to contribute productively to their chosen career. Collaborations with these business partners are used to explore those skill sets which employers are most interested in and to constantly ensure these skill sets are embedded within the course. To supplement this effort, guest presentations by a variety of successful sectoral practitioners add to the knowledge and provides some insight to the practical challenges associated with working in the industry. Inherent in the courses is a focus on understanding the terminology and the conflicts that exist in an academic and practical context and, as such, students are encouraged to critically analyse contemporary theories and empirical evidence within the business and financial management sector.

ARU London Employability Service provides students with expert support to help them prepare for employment. Within the scheme, the Employment Department assists students by giving feedback on their CV and cover letters as well as teaching valuable interview techniques. The Employability Service also has a well-established range of external partners. The Service is where possible able to match students to suitable opportunities offered by partner employers so that they can obtain extensive practical work experience in the sector by working part time during the academic study period and/or full-time during vacations.

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This multi-faceted approach taken by ARU London ensures that students depart with a wide range of skills that employers consider essential in any new graduate. It is the goal of this course to produce graduates that possess meta-skills, along with intellectual and personality resources that are attractive to employers.

### 14. Entry requirements

There are two variants of this course for which different entry requirements apply as set out below. However, Applicants for all variants must satisfy the minimum age requirement set out in ARU's Academic Regulations.

#### 3-year full time study option

ARU London's standard offer is 96 UCAS tariff points from 3 A Levels, e.g., BCC.

Alternatively, ARU London asks for:

- Irish Leaving Certificate: BBCCC.
- Scottish Highers: BBCCC.
- BTEC Level 3 Extended Diploma: DMM in a business-related subject.
- International Baccalaureate Diploma: 24 points.
- A university foundation course recognised by Anglia Ruskin University

All applicants are required to have at least 3 GCSEs at grade C, or grade 4, or above, including English and Maths.

If English is not your first language you will be expected to demonstrate a certificated level of proficiency of at least IELTS 6.0 (Academic level) or equivalent English Language qualification, as recognised by Anglia Ruskin University.

Applicants studying for other qualifications should contact ARU London to discuss their circumstances.

We also welcome applications from mature individuals who can demonstrate appropriate, relevant work experience.

Our published entry requirements are a guide only and our decision will be based on our assessment of your overall suitability for the course. We treat everyone as an individual which means we will look at your whole application including any relevant work experience and personal circumstances as well as your educational qualifications.

#### 4-year full time extended study options

5 GCSEs at grade D, or grade 3, or above including English and maths and evidence of two years post-GCSE study at Level 3. If you have achieved at least grade E in one A level, or equivalent, you are exempt from the two-year post-GCSE study requirement, but you still must meet the GCSE requirements.

If English is not your first language you will be expected to demonstrate a certificated level of proficiency of at least IELTS 5.5 (Academic level) or equivalent English Language qualification, as recognised by ARU London.

We also welcome applications from mature applicants who can demonstrate appropriate, and relevant work experience.

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Applicants admitted to the 4-year variant MUST pass all Level 3 modules. Students who fail one or more Level 3 modules at the first attempt will be governed by the ARU Academic Regulations in terms of the opportunities for reassessment and retake with attendance.

### 15. Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles

None

### 16. Curriculum details

#### September Intake (3-year, standard option)

| Module Code          | Module Title                                                  | Credits    | Period | Level |
|----------------------|---------------------------------------------------------------|------------|--------|-------|
| Year One             |                                                               |            |        |       |
| MOD003325            | Academic and Professional Skills                              | 30         | Tri 1  | 4     |
| MOD009208            | Sustainable Business in the Contemporary Environment          | 30         | Tri 1  | 4     |
| MOD011142            | Financial Markets and Institutions                            | 30         | Tri 2  | 4     |
| MOD003319            | Business Finance                                              | 30         | Tri 2  | 4     |
| <b>Total Credits</b> |                                                               | <b>120</b> |        |       |
| Year Two             |                                                               |            |        |       |
| MOD003486            | Managing Human Resources                                      | 30         | Tri 1  | 5     |
| MOD007961            | Sustainability in Career Development                          | 15         | Tri 1  | 5     |
| MOD011148            | Entrepreneurial Finance                                       | 15         | Tri 1  | 5     |
| MOD009206            | Principles and Practice of Marketing                          | 30         | Tri 2  | 5     |
| MOD011145            | Budgeting and Financial Risk Management                       | 30         | Tri 2  | 5     |
| <b>Total Credits</b> |                                                               | <b>120</b> |        |       |
| Year Three           |                                                               |            |        |       |
| MOD003337            | Executing Business Strategy                                   | 30         | Tri1   | 6     |
| MOD009199            | Leadership and Change Management                              | 30         | Tri 1  | 6     |
| MOD011150            | Corporate Financial Management in the Digital Age             | 30         | Tri 2  | 6     |
| MOD011152            | Undergraduate Major Project (Business and Financial Analysis) | 30         | Tri 2  | 6     |
| <b>Total Credits</b> |                                                               | <b>120</b> |        |       |

#### September Intake (4-year, extended option)

| Module Code | Module Title | Credits | Period | Level |
|-------------|--------------|---------|--------|-------|
| Year One    |              |         |        |       |

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|                      |                                                               |            |       |   |
|----------------------|---------------------------------------------------------------|------------|-------|---|
| MOD011089            | Critical Thinking Skills                                      | 30         | Tri 1 | 3 |
| MOD008862            | Data Skills                                                   | 30         | Tri 1 | 3 |
| MOD008863            | Professional Development Skills                               | 30         | Tri 2 | 3 |
| MOD008864            | Research Skills                                               | 30         | Tri 2 | 3 |
| <b>Total Credits</b> |                                                               | <b>120</b> |       |   |
|                      |                                                               |            |       |   |
| <b>Year Two</b>      |                                                               |            |       |   |
| MOD003325            | Academic and Professional Skills                              | 30         | Tri 1 | 4 |
| MOD009208            | Sustainable Business in the Contemporary Environment          | 30         | Tri 1 | 4 |
| MOD011142            | Financial Markets and Institutions                            | 30         | Tri 2 | 4 |
| MOD003319            | Business Finance                                              | 30         | Tri 2 | 4 |
| <b>Total Credits</b> |                                                               | <b>120</b> |       |   |
|                      |                                                               |            |       |   |
| <b>Year Three</b>    |                                                               |            |       |   |
| MOD003486            | Managing Human Resources                                      | 30         | Tri 1 | 5 |
| MOD007961            | Sustainability in Career Development                          | 15         | Tri 1 | 5 |
| MOD011148            | Entrepreneurial Finance                                       | 15         | Tri 1 | 5 |
| MOD009206            | Principles and Practice of Marketing                          | 30         | Tri 2 | 5 |
| MOD011145            | Budgeting and Financial Risk Management                       | 30         | Tri 2 | 5 |
| <b>Total Credits</b> |                                                               | <b>120</b> |       |   |
|                      |                                                               |            |       |   |
| <b>Year Four</b>     |                                                               |            |       |   |
| MOD003337            | Executing Business Strategy                                   | 30         | Tri1  | 6 |
| MOD009199            | Leadership and Change Management                              | 30         | Tri 1 | 6 |
| MOD011150            | Corporate Financial Management in the Digital Age             | 30         | Tri 2 | 6 |
| MOD011152            | Undergraduate Major Project (Business and Financial Analysis) | 30         | Tri 2 | 6 |
| <b>Total Credits</b> |                                                               | <b>120</b> |       |   |

### 17a. Award Classification

List any Modules that must be included in the calculation of the final degree classification. [NB: the modules included in the calculations of all award classifications are as specific in Section 8 of the Academic Regulations unless an approved variation is specified here].

### 18. Intermediate award details

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*Give details below of any specific module requirements for achieving intermediate awards or any specific titles to be used for the intermediate awards*

Certificate in Higher Education Business and Financial Management for completion of **level 4**

Diploma in Higher Education Business and Financial Management for completion of **levels 4 and 5**