



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	BCDI
'Parent' School	Business
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	MSc
Title of programme(s)	Financial Technology
Subsidiary award(s) (<i>if any</i>)	Postgraduate Certificate in Financial Technology Postgraduate Diploma in Financial Technology (fallback awards only)
Honours type (<i>Single / Joint / Combined</i>)	N/A
Duration and mode(s) of study	1 year full-time 2 years part-time
Month/year of approval of programme	April 2024
Start date (<i>this version</i>) (<i>month and year</i>)	September 2024
Periodic review next due (<i>academic year</i>)	TBC
HECoS subject code	100107 (Finance) 100362 (Business Information Technology)
UCAS course code & route code (<i>available from Admissions</i>)	N/A
SITS codes (<i>Course / Pathway / Route</i>) (<i>available from Student Administration</i>)	Course Code is: MSLTUFINTC Route Code is: FINTECH
Delivery venue(s)	City Centre Campus

2. Aims of the programme

Rationale and general aims, including what is special about this programme

The MSc Financial Technology programme is designed to provide you with the knowledge, understanding, skills and strategic thinking required for successful performance in a range of financial and digital banking contexts. It is particularly suited to graduates who require a bridge between their university academic studies and the needs of employment, as well as to employed professionals (mid-level management) and those seeking a career change to banking and finance and related areas of graduate employment.

The MSc Financial Technology will provide you with the opportunities to equip yourselves with graduate attributes that are attractive to employers in the field of financial services, which includes fintech lending, digital banking, alternative finance, machine learning and artificial intelligence, payments systems, etc. It is also an appropriate programme for experienced managers who lack a theoretical and applied understanding of the wide range of factors that underpin the rapid technological innovations and advancements in finance and banking and for whom a postgraduate degree could enhance their career prospects. If you are looking to start a new venture creation in the field of financial technology, then this programme is suitable for you.

The programme aims to educate and develop you as managers and specialists, with a focus on financial technology and its operations. Graduates will be equipped with skills and knowledge to pursue careers in FinTech startups, entrepreneurship, financial services and banking, technology and software development, consulting and advisory services, investment and venture capital, regulation and compliance, cybersecurity and information security, insurance and Insurtech, payments and digital banking.

The MSc Financial Technology aims to offer the most current financial and technical skills relevant to the expanding financial technology and digital banking sector:

- ❖ To gain an understanding of the current developments in financial Technology and digital Banking.
- ❖ To acquire knowledge of the emerging technologies in finance.
- ❖ To develop elements of innovation and entrepreneurship.
- ❖ To learn the latest market trends and needs around regulation, risk and how technology could better serve the financial services industry.
- ❖ To critically analyse data using a range of statistical and analytical techniques.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**

On successful completion of the programme, you will have

Knowledge (K)

- K1 Demonstrated knowledge and critical understanding of the **issues around financial technology and digital banking**;

- K2 Demonstrated knowledge and critical understanding of **emerging technologies in finance**;
- K3 Demonstrated knowledge and critical understanding of **entrepreneurship, regulations and risk management**;
- K4 Demonstrated knowledge and critical understanding of **fintech data analytics**;
- K5 Demonstrated knowledge and critical understanding of **innovations and international strategies** around financial technology and digital banking.

Intellectual skills (I)

- I1 Collected, ordered, analysed and evaluated **quantitative and qualitative information** and data; collected relevant information across a range of areas pertaining to a current situation, analysed that information and synthesised it into an appropriate form in order to evaluate decision alternatives;
- I2 Used **critical thinking, analysis and synthesis** to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;
- I3 Made **informed choices** in areas of fintech data analytics, ethics, social responsibility and equal opportunities practice;
- I4 Demonstrated the effective **cognitive, problem solving and decision-making** abilities using appropriate quantitative and qualitative skills.

Employability skills (E)

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

- E7 **Application of Information technology** (CIT) – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

Student learning outcomes for the fall-back awards of Postgraduate Certificate and Postgraduate Diploma will be a combination of the learning outcomes listed above, depending on the diet of modules studied.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The MSc Financial Technology has been guided by the Quality Assurance Agency's Subject Benchmark Statement for Masters in Business and Management 2023 https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf?sfvrsn=3570a881_18 and the Quality Assurance Agency's Subject Benchmark Statement on Finance 2019 <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-finance.pdf>. This is to ensure that the recommendations of these subject benchmark statements are being adhered to in ensuring that the programme is of sector standard. Further, application will be made for the "Tech Industry Gold MSc Degrees: Specialist Learning Outcomes Fintech Pathway" soon after the programme has been approved. <https://techskills.org/> <https://www.techuk.org/resource/first-of-a-kind-fintech-accreditation.html>

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of	<p>Learning outcomes for the award of <u>Postgraduate Certificate in Financial Technology</u>:</p> <p>On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> (i) develop new skills to a high level and advance knowledge and understanding in financial technology and digital banking; (ii) approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data; (iii) communicate judgements and conclusions to different audiences;

<p>these outcomes is addressed by more than one module throughout the programme.</p>	<p>(iv) develop the qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility.</p> <p><u>Learning outcomes for the award of Postgraduate Diploma in Financial Technology:</u></p> <p>On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a Postgraduate Certificate in Financial Technology:</p> <ul style="list-style-type: none"> (i) the ability to utilise knowledge that is at, or informed by, the forefront of financial technology and digital banking to evaluate critically new insights and/or current issues; (ii) comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge; (iii) further development of the qualities and transferable skills necessary for employment including autonomous decision-making in complex situations.
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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The MSc Financial Technology is based on contemporary theory, real-world examples and case data-driven analytics, which will be both challenging and innovative. The programme offers the essential knowledge and understanding, skills and experience required for graduates to operate effectively and successfully in the financial technology and digital banking environment. The key themes of the programme are embedded in all of the modules studied:

1. **Financial Technology and Digital Banking** - will cover a range of topics such as digital payment systems, financial appraisal, cryptocurrencies, mobile wallets, alternative finance, crowdfunding and emerging trends.
2. **Emerging Technologies in Finance** - an overview of the emerging technologies and their applications in finance such as blockchain, machine learning and artificial intelligence.
3. **Entrepreneurship, Regulations and Risk Management** - this module will ensure that you are well-equipped to navigate the dynamic landscape of financial technology, combining entrepreneurial skills, regulatory understanding and risk management expertise for successful careers in the financial technology industry.
4. **Research Methods and Analytics** - this module is designed to provide you with a well-rounded understanding of research methods and analytics, preparing you for advanced research.

Finally, through the **Masters Research Project**, you will be able to demonstrate the application of knowledge and skills acquired throughout the programme of study to solve a real-world issue, problem or contribution to a specific field. This Masters Research Project will have three routes - research, consultancy or new venture creation.

Each module will be taught through blending academic theory, real-life contemporary case studies, in-class debates and the opportunity to study the reality of the business world as it develops throughout the programme.

6. Structure

MSc Financial Technology

Duration: 1 year full-time

Total credit rating: 180

Term 1 – with effect from September 2024

BUS7003	Financial Technology and Digital Banking	30 credits
BUS7013	Emerging Technologies in Finance	30 credits

Term 2

BUS7023	Entrepreneurship, Regulations and Risk Management	30 credits
BUS7033	Research Methods and Analytics	30 credits

Term 3

BUS7006	Masters Research Project	60 credits
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MSc Financial Technology

Duration: 2 years part-time

Total credit rating: 180

Year 1, Term 1 – with effect from September 2024

BUS7003	Financial Technology and Digital Banking	30 credits
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Year 1, Term 2

BUS7023	Entrepreneurship, Regulations and Risk Management	30 credits
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Year 2, Term 1

BUS7013	Emerging Technologies in Finance	30 credits
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Year 2, Term 2

BUS7033	Research Methods and Analytics	30 credits
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Year 2, Term 3

BUS7006	Masters Research Project	60 credits
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7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

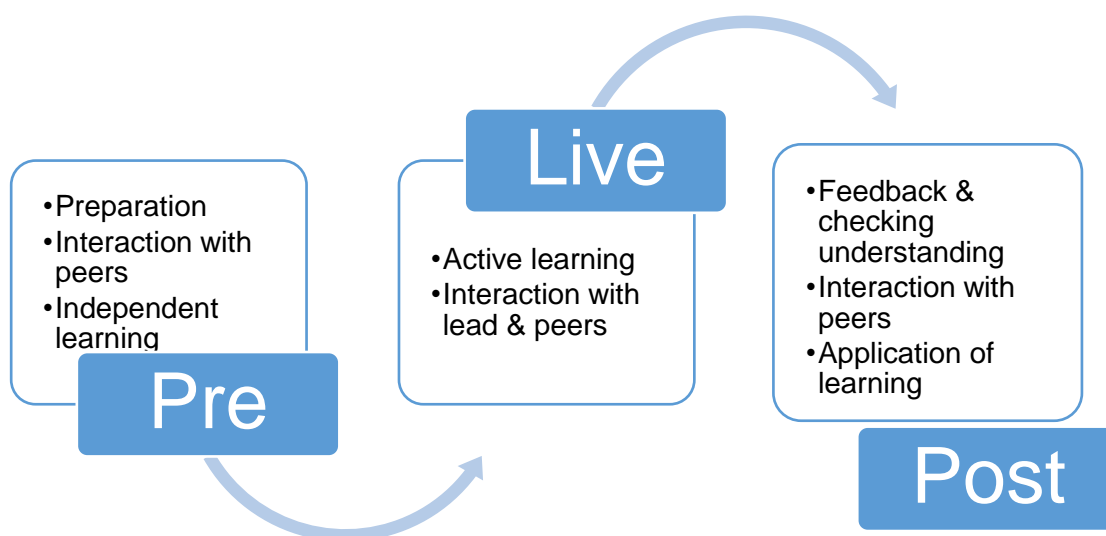
The Leeds Trinity University's Learning, Teaching and Academic Experience Strategy (LTAES) is centred around shaping and delivering a unified, cohesive educational experience which requires a cross-cutting approach and a robust university ecosystem. The strategy aims to transform the way we work co-creatively with students, how we connect them and our learning and teaching with the outside world and societal issues and support all our learners on a personalised, values-based and career-led journey through their studies. This strategy is informed by the current institutional policy on Teaching and Learning, which also aligns with the University's strategic plan and our ambition to become a career-led, digitally rich and inclusive institution.

Background

The mission of the Business School is to ***'develop highly employable, socially and ethically responsible and digitally capable graduates. It will support business and community to grow and develop. Our collaborative research inspires our students, informs our teaching and supports business and community'***. Thus, our Learning and Teaching strategy will contribute to the realisation of this mission.

Guiding Principles

All programmes within the Leeds Trinity University academic portfolio follow the 'Pre-Live-Post' pedagogical structure for all taught classes.



This pedagogical methodology enables our students to engage with the subject matter on multiple levels of learning to enhance their knowledge and understanding. The 'Pre' element of their learning has the purpose of establishing a knowledge base for the topic and occurs ahead of the taught session through a variety of academic-led activities which include (but not exclusively): reading, videos, quizzes and podcasts. The 'Live' (live/synchronous) element of the learning is taught on campus by the academic/s and focuses on the application of academic and professional principles, theories and frameworks through discussion. The final element of the pedagogical structure is 'Post' which reinforces the learning through consolidation activities such as: quizzes, activities, further reading, videos and small assignments (encapsulating varying forms of formative assessment with subsequent feedback mechanisms to aid in student development and progression ahead of summative assessment formats).

The Business School will continue to utilise this overarching pedagogical structure. The 'Live' section will focus on subject-level knowledge additions and enhancements.

Within the above 'Pre-Live-Post' structure, we will utilise a 'workshop-style' learning and teaching approach to ensure differential learning, whilst creating a varied, dynamic and informative teaching experience for all.

The key elements of our 'workshop' approach are:-

1. Our teaching will be grounded in contemporary research, employing a diverse array of delivery methods and media (audio/visual). This approach not only leverages digital pedagogy to enhance the student experience but also supports multiple ways for students to engage with the materials, accommodating different learning styles and needs.
2. We will incorporate contemporary, authentic business world examples that reflect a variety of racial, cultural and global contexts, promoting race equity and ensuring that all students' backgrounds are represented. This approach recognises shared humanity and aims to decolonise and internationalise the curriculum by reflecting diverse perspectives and experiences. Such examples will also align with the principles for Education in Sustainable Development through the deep exploration of ethical decision-making and concepts such as global citizenship and environmental stewardship.
3. Activities will be designed to be realistic, practical and directly related to career readiness. By aligning tasks with real-world challenges and opportunities we enhance student success through applied learning, ensuring that students acquire the skills and knowledge necessary for their future careers while valuing all forms of learning.
4. Students and stakeholders will be actively involved in shaping the learning experience. We will continue to revise our teaching strategies in line with alterations to the sector's recommendations for career attributes (including LTU's 'My Career Passport' initiative) and the TechSkills Gold Standards. This commitment to co-creation and continuous improvement supports a flexible, inclusive educational environment that adapts to the evolving needs of students and the financial sector.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Functional Knowledge	FinTech Landscape	Key Functional Specialisms	Regulatory Environments	Innovations and Internationalisation	Quantitative and Qualitative Data	Critical Thinking, Analysis and Synthesis	Informed Choices	Problem-solving and Decision-making	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / Enterprise	Social, cultural & civic awareness
BUS7003 Financial Technology and Digital Banking	X	X	X					X	X	X		X		X		X		X
BUS7013 Emerging Technologies in Finance	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
BUS7023 Entrepreneurship, Regulations and Risk Management	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X
BUS7033 Research Methods and Analytics	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	
BUS7006 Masters Research Project	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Honours degree (minimum 2:2) in any discipline.
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Applicants with significant professional/business experience (at least three years at management level) will be considered following a short interview.</p> <p>Minimum English Language entry requirements: IELTS Academic 6.0 (with no less than 5.5 in any component) or equivalent</p> <p><u>Exceptions:</u></p> <p>You do not need to provide evidence of your English Language if any of the following conditions apply:</p> <ul style="list-style-type: none">❖ You're a UK national❖ You're a national from a majority English speaking country as specified by the UKVI Student visa: Knowledge of English - GOV.UK (www.gov.uk)

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>The following regulations apply, together with the General Academic Regulations:</p> <ul style="list-style-type: none">• Programme Regulations for Taught Postgraduate Degrees.

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
<p>Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.</p>