

BSc (Hons) Finance and Business Analytics Programme Specification

<https://www.bradford.ac.uk/courses/ug/finance-and-business-analytics-bsc/>

Academic Year:	2021/22
Degree Awarding Body:	University of Bradford
Final and interim award(s):	BSc (Honours) [Framework for Higher Education Qualifications (FHEQ) level 6] BSc (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]
Programme duration:	3 years full time 4 years full time with placement year
QAA Subject benchmark statement(s):	Finance (2016)
Date last confirmed and/or minor modification approved by Faculty Board	June 2019; March 2020; September 2020

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The BSc (Hons) in Finance and Business Analytics aims to equip future leaders and managers with the essential knowledge, skills and professional standards necessary to work effectively within the contemporary global business environment.

The core ethos of the programme is designed in accordance with the University's mission 'Making Knowledge Work' in order to provide latest Finance and Business analytics skills for making informed decisions and foster a better quality of finance management as a profession. Moreover, students will learn about the tools and techniques necessary for managing their self-development as a manager in alignment with their employability aspirations in an inspiring and innovation led environment.

The rise in technological capabilities and computational advancements have made it easier for organisations to collect large amounts of data for decision-making purposes, leading to

an increasing number of organisations successfully cultivating a data-driven culture. Therefore, the application of appropriate analytical skills is a growing priority, particularly for finance professionals. Financial analytics has the potential to offer a unique yet detailed view of an organisation's financial data. Therefore, financial professionals are constantly being challenged to uncover new ways to increase the value of their organisation through the application of business analytics. However, if successfully implemented, can lead to comprehensive financial planning and forecasting, thus improving the overall performance of an organisation.

Finance professionals equipped with financial analytics have the ideal platform to significantly reduce risks through making smarter, timely and more accurate decisions. With this said, the programme is designed with the intention to prepare students as future managers and business leaders in the financial sector, who are proficient in engaging with data informed practice and decision-making.

This programme is designed with inputs from leading industry professionals and focuses on offering a balance between the mechanics of business analytical methods and the dynamics of financial management decision making processes. It provides students with a thorough grounding in finance and business analytics and relevant topics, underpinned by the main concepts, theories, and techniques in the field. In addition, this programme aims at incorporating data analytics with financial management practices in mind. By taking a non-technical approach to big data and business analytics, the programme aims to equip students with the essential skills, hands on learning and experience to enter a business environment and succeed. The non-technical approach of this programme places emphasis on the necessary soft skills which will assist students to frame and ask the appropriate questions relating to data use in business context.

The programme will help students with the ability to identify the types of data required to answer particular questions or address business issues, apply appropriate techniques which offer insightful answers, analyse and interpret data and make decisions based on the data, whilst also having the ability to correctly interpret and communicate the implications of data results to other stakeholders, thus ultimately using the evidence to inform practice.

Graduates from this programme will be able to contribute to business and society as a whole whilst applying the highest professional standards and will be capable of identifying their own professional development requirements. Equipped with finance and business analytics skills, knowledge, and proficiency, students will be able to excel in the contemporary business environment that is driven by technology and big data.

Bradford Business Challenge (Final Year Project)

The Bradford Challenge takes place in the final year and is an Individual Project/ Dissertation which aims to consolidate students' learning in previous stages by bringing them to a level appropriate to undertake a piece of individual in-depth research through the use of established research techniques and scholarship relevant to their degree/ discipline. Therefore, students on this programme will be expected to take on challenges relating to the use of Finance and Business Data Analytics, thus this opportunity will support the students in the development of their graduate level attributes.

As part of The Final Year Project, students have three options to choose from:

1. Bradford Challenge

Students have the opportunity to put the skills they have accumulated during the programme to practice by searching and discovering solutions to the various strategic, marketing, managerial, financial and operational levels challenges faced by Businesses in the Yorkshire Region.

2. National Industrial Challenge

Students have the opportunity to focus on various strategic, marketing, managerial, financial and operational levels challenges faced by Businesses nationally which is in line with the National Industrial Strategy of the country.

3. The Global Challenge

The Global Challenge will focus on researching and exploring the development of potential solutions in the area of the Sustainable Development Goals identified by the United Nations Development Programme. These include, industry innovation, decent work for all, economic inequality, climate change, affordable & clean energy, sustainable consumption, sustainable cities and communities among other priorities. The Global Challenge will allow you to apply your idea and the theoretical concepts you have learned during the first two years at the School of Management where you can analyse, research and solve problems to support the Sustainable Development Goals through examples from within the local-Yorkshire region, National-UK or International-Global context.

Project allocation

Students will have the opportunity to meet organisations who will present their Business Challenges during Semester 1 of their Final Year. If students are interested in the topics presented, or if it is in line with their chosen topic, then they will be invited to take on a business challenge as the final year project through submitting a proposal to the final year project team. Instructions on how the proposal should be submitted and details of the selection and matching process of proposals with organisations will be explained to students during the module workshops. Students who opt not to take up the Bradford Challenge and proposals that are not matched against an organisation will be invited to elect the National Industrial or Global Challenge.

Programme Aims

The programme is intended to:

- Develop finance and management analytics professionals with a sound theoretical understanding of organisational activities and the complexities that arise in the management of these as a consequence of the interrelationships that exist between them.

- Develop competence in a range of finance and business analytics skills supported by a range of soft skills necessary to enable professionals to make effective and immediate contribution to the performance of an organisation in a range of functional areas.
- Develop the necessary skills required to appropriately frame and ask relevant finance related questions regarding data to relevant stakeholders
- Develop non-technical skills which will allow students to understand how data analytics can be incorporated into the decision-making process to drive change
- Gain an understanding of which analytical techniques are most appropriate in order to assist with particular financial queries
- Develop skills in using specialist vendor-based software, which is used widely in the business world and is considered one of the world's leading industry standard data analytics software.
- Gain hands on experience of using an open-source software such as 'R', which will supplement their soft skills with technical skills to provide a rounded understanding of data analytics.
- Provide students with the skills and competences to enhance their employability and which will open opportunities for meaningful employment when they graduate.
- Enable students to understand and become committed to ethical codes, social responsibility and sustainable development as a professional and citizen in local, national and global contexts.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Recognise the contexts in which finance and business analytics operate and how it relates to other business disciplines, including accounting, marketing, and the management of human resources.
- LO2 Understand and demonstrate skills in fundamentals of analytics the creation and maintenance of a sustainable local, national and international business environment.
- LO3 Develop numeracy, organisational, management and communication skills. They will also develop their capacity to work in a team and to work independently and to self-manage their learning.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO4 Show critical understanding, apply, and evaluate principles and concepts related to finance and business analytics to support making informed decisions across a range of national and international business and organisational sectors.

- LO5 Show critical understanding and ability to evaluate a range of methods and techniques for capturing and managing big data to contribute to organisational sustainability.
- LO6 Demonstrate the ability to assess and critically analyse financial management and related accounting topics and to relate that to modern professional practice and creative problem solving.
- LO7 Review their on-going professional and career development, have an identified plan to maintain and improve their knowledge and skills through group work, academic writing and oral presentations.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO8 Appraise and apply advanced specialist knowledge in finance and business analytics in a range of applied business contexts and the relevant decision-making processes.
- LO9 Critically evaluate and then apply appropriate theories, models, techniques and tools relevant to the analysis of Big data in a range of business and organisational situations across a range of local, national and international contexts.
- LO10 Critically evaluate the development of appropriate risk management strategies and policies in organisations in international business environments.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO11 Critically evaluate and debate theory and practice, related to finance and business analytics or Big data and present a coherent set of recommendations based on an evaluation of the arguments, assumptions and concepts.
- LO12 Critically evaluate and debate theory and practice in written and oral presentations using a variety of current methods and take responsibility for successful collaborative working.
- LO13 Show the skills required to be an independent learner and seek out solutions to unfamiliar problems.

Curriculum

Stage 1 Modules

The curriculum has purposely been designed to introduce the fundamental of business analytics alongside the key functions of finance and business operations to provide students with the necessary prerequisites and insights into how businesses operate and the role data analytics can play in its day to day running.

FHEQ Level	Module Title	Type	Credits	Semester	Module Code
4	Business Economics	Core	20	Sem 1&2	AFE4001-B
4	Fundamentals of Artificial Intelligence and Data Analytics	Core	20	Sem 1&2	OIM4012-B
4	Introduction to Finance	Core	20	Sem 1&2	AFE4004-B
4	Introduction to Accounting	Core	20	Sem 1&2	AFE4005-B
4	Principles of Responsible Management and Practice	Core	20	Sem 1&2	OIM4013-B
4	Foundations of Marketing	Core	20	Sem 1&2	MAR4002-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2 Modules

Stage 2 introduces the students to more advanced business analytics, with further specialisation in Financial modules, thus allowing students to explore data analytics more specifically from a financial context. The modules in stage 2 also offer students insights into governance issues surrounding data analytics through the introduction of Business Law and Ethics module.

FHEQ Level	Module Title	Type	Credits	Semester	Module Code
5	Big Data Analytics for Business	Core	20	Sem 1	OIM5015-B
5	Entrepreneurship and Employability	Core	20	Sem 1	HRM5015-B
5	Financial Management	Core	20	Sem 1	AFE5011-B
5	Business Forecasting and Analysis	Core	20	Sem 2	OIM5016-B
5	Business Law and Ethics	Core	20	Sem 2	LAW4004-B
5	Multinational Finance and Investment	Core	20	Sem 2	AFE5013-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3 Modules

The final stage of the programme provides the students with insights into advanced data analytics including latest trends such as Artificial Intelligence, which has been made possible through the rise in analytics. The core modules provide an overall perspective of financial analytics and its future direction, whilst the Final Year Project allows students to explore trending topics such as Financial analytics from within real world contexts. The optional modules will allow the students to further develop their specialist finance skills as well as their soft skills.

FHEQ Level	Module Title	Type	Credits	Semester	Module Code
6	Final Year Business Project	Core	40	Sem 1&2	HRM6013-D
6	Applied Business Analytics and Simulation	Core	20	Sem 1	OIM6014-B
6	Risk Management and Derivatives	Core	20	Sem 1	AFE6013-B
6	Artificial Intelligence for Business	Core	20	Sem 2	OIM6015-B
5	Auditing	Option	20	Sem 2	AFE5009-B
6	Taxation	Option	20	Sem 2	AFE6002-B
6	Business Ethics and Social Responsibility	Option	20	Sem 2	HRM6010-B
6	Leading and Managing People	Option	20	Sem 2	HRM6014-B
6	Cross Cultural Management	Option	20	Sem 2	SIB6009-B

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Placement Year and Study Abroad Options

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Students wishing to take this option will be registered for the 4 year programme.

We promote a placement or study abroad year as there is overwhelming evidence as to the benefits. Research indicates that students benefit academically and professionally from a period abroad as part of their degree. Undergraduate students who went abroad during their studies were more likely to find a graduate job and had higher starting salaries than their non-mobile counterparts (Source: International facts and figures 2019).

There are regular visits to the School of Management by representatives of both local and national companies, looking to recruit graduates. There are also great opportunities for students to do shorter internships (6 or 8 weeks) or in-company projects. The International Opportunities team can advise students about the available funding to support their study or work experience abroad.

Placement Year

Work placements are extremely valuable in helping students to develop their understanding of all aspects of Finance and Business. Our students are highly successful in securing both summer and year-long internships and placements with prestigious employers, including the competitive Government Economic Service placement scheme (e.g. Department for Work and Pensions, Department of Health and the Treasury), the

European Bank for Reconstruction and Development, and a range of private sector companies involved in marketing, finance and the voluntary sector.

Students are responsible for finding a placement, but they are fully supported by our dedicated work placements team who will advertise placement vacancies, help them with applications, CV writing, interview techniques and preparing for their time in work.

A year spent in employment provides an excellent opportunity to apply the knowledge, understanding and skills that students have developed during the earlier Stages of their programme. It will also enable students to further develop their transferable skills and may even secure their entry onto the graduate career ladder as many employers use a placement year as a method of recruitment onto their graduate training scheme. Our students are increasingly securing work placements, either during the summer vacation or for a full year in industry and the public sector.

FHEQ Level	Module Title	Type	Semester	Module Code
5	Placement	Core	Academic Year	MAL5009-Z

On successful completion of Placement Year module, students will be eligible for the award of **University Diploma in Professional Studies**.

Study Abroad Year

Instead of a placement year, students can opt to study abroad for one year in one of our partner institutions worldwide, where students will be taught in English. Study abroad has a number of benefits, not only as a unique experience in itself but also enhancing academic insights, employability and life skills and the Faculty and the University wish to encourage it, if the circumstances are appropriate.

Any student wishing to study abroad for a year should contact at first instance the International Opportunities Team to discuss the available year abroad opportunities. Then, they will have to consult with the Faculty Exchange Coordinator on the academic aspects of the exchange including the programme and modules. The student will have significant freedom in the selection of institutions and modules during the year abroad exchange. Finally, the Bradford Programme leader will be informed and consulted about the exchange to ensure compliance with any Bradford programme requirements. During the exchange the students will have support from the relevant University services.

FHEQ Level	Module Title	Type	Semester	Module Code
5	Study Abroad	Core	Academic Year	MAL5010-Z

On successful completion of the Study Abroad Year module, students will be eligible for the award of **University Diploma in Professional Studies (International)**.

The list of exchange partners and network of Universities available for Study Abroad Year, as well as further information about international opportunities can be found online at:

<https://www.bradford.ac.uk/exchanges/current-students/>

Study Abroad Semester

Alternatively, students can choose to study abroad for a semester in Stage 2 and only in specified approved partner Universities. This list is a subset of the Study Abroad Year partners offered and changes year-to-year depending on the curriculum offered.

The semester abroad can be used during semester 2 OR 1 depending on the programme. This option can be available ONLY if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme at stage 2 AND ONLY if the exchange does not have a negative effect on the professional accreditations of the Bradford programmes and modules.

Any student wishing to study abroad for a semester should first contact the International Opportunities Team to explore the opportunities and funding in place and, secondly, the Faculty Exchange Coordinator to check if the available options and relevant modules are in line with the University requirements. Following these checks, the International Opportunities Team and the Faculty Exchange Coordinator will liaise with the relevant Programme Leader to validate the modules and the semester exchange. Unlike the year abroad exchange, the semester exchange requires students to study only modules suitable to the Bradford programme when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme leader and the Director of Studies in Bradford in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Programme Leader and Director of Programmes.

If the student fails a module abroad, the student must:

- a) explore the possibility of re-taking the exam at the host university
- b) inform immediately the International Opportunities Team and the Faculty Exchange Coordinator.

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the students final degree.

The list of exchange partners and network of Universities available for Study Abroad Semester, as well as further information about international opportunities can be found online at: <https://www.bradford.ac.uk/exchanges/current-students/>

Learning and Teaching Strategy

The programme of study has three, one-year long, stages of study. Within each stage students will gain a range of knowledge and understanding specific to Finance and Business Analytics and personal transferable skills, which will improve and enhance their ability to excel at university and beyond. To this end, teaching on the programme will be directed, supported and reinforced through a combination of synchronous online lectures, staff/student led group discussions, personal research and guided self-study, both face to face and online tutorials, seminars and directed reading. These activities will all be further supported by the use of a virtual learning environment.

Generally, the programme will aim to integrate applied and theoretical knowledge with assessment processes that test both knowledge of the discipline and understanding of its application and limitations. To facilitate learning, synchronous online lectures, synchronous online seminars, online workshops and face to face seminars and face to face workshops will typically utilise case studies and simulations. Sessions may be delivered weekly. Students will be encouraged to work in groups online to discuss case studies with oral feedback being presented online and where appropriate in class. Students will be guided to suitable primary and secondary data sources and be required to conduct research and presentation exercises. Resources to support the teaching and learning activity will be provided on the University's virtual learning environment.

More specifically each of the stages will follow the main ethos described below:

Stage 1 of the programme contains a set of core modules and provides the foundation level understanding of core knowledge in finance and business analytics within the context of other management concepts. Alongside these, key graduate learner skills including communication and the correct sourcing, use of and presentation of information including referencing will be introduced. Such skills will enable students to write in an academic manner and begin to reflect on the value and usefulness of the information with which they are presented, engage in team working and consider their future career paths.

Stage 2 contains core modules in Finance and Business Analytics and also Employability and Enterprise Skills. Employability and Enterprise Skills supports the attainment of more transferable skills such as problem solving and career enhancement. The broad range of options available throughout Stages 2 build on the underpinning knowledge gained at Stage 1. The focus here is more on interpretation and evaluation, rather than understanding and description.

In Stage 3 students will be prepared to demonstrate their ability as an independent learner. For Stage 3, advanced specialist knowledge is gained, and the enhancement of personal transferable skills is further developed. Students will be presented with teaching materials, methods and assessment strategies that will require them to be more evaluative and critical of theory and utilise problem solving skills, often in relation to advanced business scenarios, research information and communicate these effectively, either individually or as part of a group.

The School of Management has a long tradition for ensuring that students develop academically with knowledge, understanding and personal skills that are relevant and fit the needs of contemporary business. Together, the exploration of leading research ideas and the application of knowledge and skills to real business problems pose interesting and appropriate challenges to our students.

We understand students may arrive from school, college or some other route as a tutor dependent learner, following prescribed lesson plans and assessments. Through a transformational educational experience, students will graduate as an independent learner, able to identify their own learning needs, sources of information and an ability to critically evaluate, reflect upon and develop their own learning. This process of transformation will be gradual, progressive and supportive. Through each stage of study progressively more advanced skills, experiences and expectations will be introduced, challenging students to mature as a learner within a supportive and developmental environment.

Assessment Strategy

The programme is formatively and summatively assessed by a mixture of written examinations, assessed coursework, case studies, group projects and presentations. Assessment is integrated with learning and teaching to support and demonstrate achievement of the learning outcomes for individual modules and the programme as a whole. Emphasis is placed on the feedback function of formative assessment as part of the overall assessment strategy. The students also have the opportunity to meet with members of the teaching team during their weekly 'feedback hours' if they require additional feedback or have any questions regarding material from their respective modules.

Stage 1 of the programme contains core modules and provides the foundation level understanding to support the attainment of learning outcomes 1 to 3. They are assessed by a mixture of examinations and individual pieces of coursework and group work, including [multimedia] presentations.

Stage 2 of the programme contains core modules and provides the foundation level understanding to support the attainment of learning outcomes 4 to 7 it contains 5 core modules and one optional module. These learning outcomes build on attainments from

Stage 1 by providing more subject specific skills aimed at equipping the student with the practical ability to work with more advanced business analytics and introduction to Big data analytics. Learning outcomes 4 to 7 are assessed by a mixture of examinations and individual pieces of coursework and group work, including [multimedia] presentations.

Stage 3 cover learning outcomes 8 to 13 for an Honours degree. Stage 3 includes 3 core modules in advanced topics for aiming at gaining specialist knowledge in business analytics in addition to 1 optional module in advanced topics in finance related topics. Assessment will be similar to that of Stages 1 and 2 in addition to a capstone graduation project (dissertation) that goes deeper into assessing critical evaluation of theory and problem-solving skills in relation to realistic business scenarios.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

A typical offer to someone seeking entry through the UCAS scheme would be **112 points**, including one full A-Level or BTEC, with Grade 4 (national Grade C) or above in GCSE Maths and English or the equivalents in other RQF Level 2 qualifications such as Key Skills.

Please note: These requirements are correct for the contemporary recruitment cycle and may be different when you are reading this document. The UCAS tariff applicable may vary and is published here <https://www.bradford.ac.uk/courses/ug/finance-and-business-analytics-bsc/>

The standard requirements for international students apply for English language and numeracy. Visit <https://www.bradford.ac.uk/international/country/> for details of accepted equivalent qualifications from your country.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact the Disability Service before you apply at: www.bradford.ac.uk/disability/before .

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: <https://www.bradford.ac.uk/applicants/progression-scheme/> .

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. For more details visit our RPL webpage at: <https://www.bradford.ac.uk/teaching-quality/prior-learning/> .

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Specification made accessible	December 2020
3	Reformatted and updated placement and study abroad options	April 2021
4	Text and final year project module code corrections. Updated admissions text	June 2021